



NCSBN

National Council of State Boards of Nursing

NCSBN RESEARCH BRIEF

Volume 60 | May 2014

2013 Canadian RN
Practice Analysis:
Applicability of the
2013 NCLEX-RN®
Test Plan to the
Canadian Testing
Population



**2013 Canadian RN Practice Analysis:
Applicability of the 2013 NCLEX-RN®
Test Plan to the Canadian Testing Population**

National Council of State Boards of Nursing, Inc. (NCSBN®)

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Printed in the United States of America

ISBN# 978-0-9848518-7-4

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EXECUTIVE SUMMARY

The National Council of State Boards of Nursing (NCSBN[®]) is responsible for the preparation of psychometrically sound and legally defensible licensure/registration examinations. The periodic performance of practice analysis (i.e., job analysis) studies assists NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure/registration examination. Because the health care industry is rapidly changing, practice analysis studies are traditionally conducted on a three-year cycle. The latest triennial registered nurse (RN) practice analysis was conducted in 2011, leading to an updated test plan effective April 1, 2013 - March 31, 2016.

The NCLEX-RN[®] Examination will be implemented as the RN licensure/registration examination in 10 Canadian provinces starting Jan. 1, 2015. Therefore, a practice analysis study based on Canadian entry-level RNs is needed to determine whether the current test plan is valid for the Canadian testing population. The same survey used in the 2011 RN Practice Analysis study was sent to a random sample of newly licensed/registered RNs with 10 Canadian RN regulatory bodies. The results of this survey imply that the practice of Canadian entry-level RNs is very similar to the practice of entry-level RNs in the U.S., which validates the applicability of the current test plan to the Canadian testing population.

Survey Development

A number of processes were used to create, evaluate and refine the survey instrument that was used in the 2011 RN Practice Analysis study. The activity statements created by the panel of experts were reviewed, edited and approved by the NCLEX[®] Examination Committee (NEC). There were 141 nursing activity statements incorporated into the practice analysis survey. The survey also included questions about the nurses' practice settings, past experiences and demographics. Two forms of the survey were created to decrease the number of activity statements contained on each survey form. One survey form contained 71 activity statements, while the other contained 70 statements. There were no shared activity statements between forms.

Except for the activity statements, the surveys were identical. The same forms were used in the present study in order to ensure the comparability of results between the Canadian and U.S. samples. Forms were slightly modified to accommodate different terminologies used in Canada.

Survey Process

Sample Selection

NCSBN received a list of 4,491 RNs licensed/registered with 10 Canadian regulatory bodies between April 1, 2013, and Sept. 30, 2013, excluding non-English speakers and internationally educated registrants. Because the size of the population was relatively small, it was unnecessary and unreasonable to draw stratified random samples from the population. Instead, the whole population was evenly and randomly split into two samples, balanced in terms of licensure/registration province and gender. One sample consisted of 2,246 RNs for Form 1, while the other sample consisted of 2,245 RNs for Form 2.

Survey Delivery Procedure

The survey was deployed on a professional online surveying platform and sent to 4,491 entry-level RNs through email (half receiving Form 1 and the other half receiving Form 2). A five-stage process was used to engage the participants in the study. A presurvey email was sent on Oct. 10, 2013. A week later, an invitation email was sent to notify each recipient of the launch of the survey. Two weeks later, an email was sent reiterating the importance of the study and urging participation. Approximately two weeks after the first email, a second reminder was sent to non-responders; one week later, a third email was sent to those who continued to be nonresponders. The survey access was closed on Nov. 25, 2013.

Return Rates

Out of the 4,491 surveys, 533 were received for Form 1 and 543 were received for Form 2. The raw response rate was approximately 24.0%. There were 279 individuals who did not qualify for survey ratings based on one of the following reasons: (a) they did not indicate having an RN license/registration; (b)

they were not currently working in Canada; (c) they were working less than 20 hours per week as an RN; and/or (d) they failed to answer the previous three demographic questions. After adjusting for removals, the analyzable response rate was 17.7%.

RN Practice Analysis Survey Nonresponder Study

In order to ensure the validity of the results, NCSBN conducted a telephone survey of nonresponders to determine if those RNs not responding would have rated the survey activity statements differently. Based on the nonresponder data, the ratings for nonresponders were similar to the ratings of responders, which provide support to the validity of the survey results.

Demographics, Experiences and Practice Environments of Participants

Demographics/Past Experiences

The majority of survey responders were female (92.1%). The age of responders averaged 26.5 years (SD 6.3 years). 79.4% of survey responders reported obtaining a baccalaureate of science in nursing (BSN) degree and 20.5% a baccalaureate of nursing (BN) degree.

Responders reported working an average of 4.9 months as an RN in Canada and reported being an average of 7.0 months postgraduation. Approximately 6.0% of responders reported previous experience as a registered practical nurse (RPN) and 34.0% reported previous experience as a nurse aide (NA). The average experience in those positions was 4.9 years as an RPN and 2.2 years as an NA.

Orientation

The majority of entry-level RNs received some form of formal orientation (98.5%). No formal orientation was reported by 1.5% of responders and 1.4% reported having only classroom instruction or skills lab work for their orientation. The majority of entry-level RNs reported working with an assigned preceptor (67.3%) for an average of 6.3 weeks and 16.8% reported performing supervised work with clients for an average of approximately 4.0 weeks.

Only 5.1% reported having a formal internship that lasted an average of 11.2 weeks.

Certifications Earned

In the current study, 79.7% of responders reported earning additional certifications or completing coursework. Basic life support (52.8%), intravenous therapy (39.4%) and advanced cardiac life support (19.2%) were the most frequently reported certifications.

Facilities

The majority (85.2%) of entry-level RNs in this study reported working in hospitals, 4.9% reported working in long-term care and 8.2% reported working in community-based facilities. The numbers of beds reported in hospitals or nursing homes were mostly distributed among 100-299 beds (21.2%), 500 or more beds (19.3%) and 300-499 beds (16.3%); 20.9% reported working in facilities with fewer than 100 beds. The majority of entry-level RNs (61.4%) reported working in urban or metropolitan areas, 20.7% worked in rural areas and 17.9% worked in suburban areas.

Practice Settings

The majority of entry-level RNs reported working in medical/surgical (51.3%) and critical care (18.1%) settings. The operating room made up 5.9% of the current sample, followed by psychiatry (3.1%), pediatrics (3.0%), postpartum unit (2.6%), labor and delivery (1.5%), public health (1.4%) and home health (1.3%).

Client Health Conditions and Ages

Entry-level RNs reported caring for acutely ill clients (67.8%), clients with stable chronic conditions (45.3%), clients with behavior/emotional conditions (38.1%), clients with unstable chronic conditions (37.6%) and clients at the end of life (31.0%). The majority of entry-level RNs reported caring for older adult clients aged 65 to 85 (70.4%), adult clients aged 18 to 64 (65.0%), older adult clients aged 85 or older (42.0%) and newborns aged less than 1 month (11.3%).

Shifts Worked

The majority of entry-level RNs reported working rotating shifts (79.3%). Only 13.5% of responders reported working day shifts and 3.9% reported working night shifts.

Time Spent in Different Categories of Nursing Activities

Entry-level RNs reported spending the greatest amount of time in Management of Care (18.0%) and Physiological Adaptation (15.0%), and least amount of time in Reduction of Risk Potential (10.0%).

Administrative Responsibilities/Primary Administrative Position

Of the responders, 24.1% reported having administrative responsibilities; of those responders, 78.5% reported having a primary administrative position. Responders working in long-term care facilities were far more likely to report having administrative responsibilities than those working in hospitals (76.9% in long-term care vs. 20.5% in hospitals). Of those working in long-term care with administrative responsibilities 89.7% reported being in an administrative position compared to 75.5% of those working in hospitals. Of those working in community-based settings, 26.2% reported having administrative responsibilities. Of those responders, 82.5% reported holding an administrative position.

Activity Performance Findings

Reliability

Reliability indices were calculated to assess the capability of the survey to measure the activities relevant to safe and effective practice of entry-level RNs. Cronbach's alpha coefficients were calculated for frequency and importance ratings for both forms of the survey. Form 1 had a reliability index of .97 for importance and .96 for frequency ratings, which is quite good. Form 2 had a reliability index of .96 for importance and .96 for frequency ratings. These high reliability indices indicate the survey is reliably measuring the nursing activities necessary for competent RN practice.

Representativeness of Activity Statements

The participants were asked whether the activities on their survey form represented what they actually did in their positions. A large majority (81.3%) indicated that the survey covered the important nursing activities "well" or "very well."

Applicability of Activities to Practice Setting

Responders indicated if each of the activities was applicable to his or her work setting. The activities ranged from 26.0% applicability (26.0% of the responders reported that the activity was performed within their work setting) to 100.0% (100.0% of the responders reported the activity was performed within their work setting).

Frequency of Activity Performance

Responders were asked to rate the frequency of performance of all activities that were applicable to their work setting on a six-point scale: "0 times" to "5 times or more." Average frequency statistics were calculated in two ways: setting-specific frequency of activity performance and total group frequency. Average setting-specific frequencies ranged from 0.60 to 4.94. Average total group frequencies ranged from 0.29 to 4.94.

Importance of Activity Performance

Responders were asked to rate the importance of performing each nursing activity in regard to the maintenance of client safety and/or threat of complications or distress using a five-point scale: "1" (not important) to "5" (critically important). Average setting-specific importance ratings ranged from 3.58 to 4.91. Average total group importance ratings ranged from 3.14 to 4.91.

Summary

Frequency ratings and importance ratings obtained from this study were similar to those from the 2011 U.S. study, which provides evidence to support the applicability of the 2013 NCLEX-RN® Test Plan to the Canadian testing population. When the NCLEX-RN is implemented in Canada, the exam score is expected to be a precise measurement of the Canadian exam taker's readiness to provide

safe and effective practice as an entry-level RN. The reliability of the survey instrument was quite good. In addition, activities with the lowest average total group frequency and importance ratings corresponded, in general, to those activities performed in specialized areas of nursing practice.

Conclusion

The 2013 Canadian RN Practice Analysis described the practice of entry-level RNs in Canada. The time spent in different categories of nursing activities reported by Canadian entry-level RNs was almost identical to the findings from the 2011 U.S. survey. The Canadian entry-level RNs' frequency ratings and importance ratings on 141 activities were also quite similar to U.S. RNs' ratings and no large differences were detected. Together, these results provided evidence to support the applicability of the 2013 *NCLEX-RN® Test Plan* to the Canadian testing population.

**2013 Canadian RN Practice Analysis:
Applicability of the 2013 NCLEX-RN®
Test Plan to the Canadian Testing Population**

National Council of State Boards of Nursing, Inc. (NCSBN®)

BACKGROUND OF STUDY

The National Council of State Boards of Nursing (NCSBN[®]) is responsible for the preparation of psychometrically sound and legally defensible licensure examinations. The periodic performance of practice analysis (i.e., job analysis) studies assists NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure/registration examination. Furthermore, practice analysis studies have long been recognized by measurement and testing professions as important sources of validity evidence for licensure/registration examinations (APA, AERA, & NCME, 1999; Raymond, 2001). Because the health care industry is rapidly changing, practice analysis studies are traditionally conducted by NCSBN on a three-year cycle. The previous triennial registered nurse (RN) practice analysis was conducted in 2011 in the U.S., leading to an updated test plan effective April 1, 2013 - March 31, 2016.

The NCLEX-RN[®] Examination will be implemented as the RN licensure/registration examination in 10 Canadian provinces starting on Jan. 1, 2015. A practice analysis study based on Canadian entry-level RNs was conducted to investigate whether the current test plan is valid for the Canadian testing population.

Methodology

A number of steps are necessary to perform an analysis of entry-level RN practice. This section provides a description of the methodology used in the 2013 Canadian RN Practice Analysis study.

As an extension of the 2011 U.S. study, this study used the same methodology and survey as the 2011 U.S. study. Only minimal modifications were made to the survey to accommodate the differences in terminology. A brief description of the methodology used in the 2011 U.S. study is provided in the next section (for more details, see [2011 RN Practice Analysis: Linking the NCLEX-RN[®] Examination to Practice](#)), followed by descriptions of survey development, sample selection and data collection procedures used in the present study.

2011 RN Practice Analysis Study

The 2011 RN Practice Analysis study started with preliminary interviews with nurse leaders. In order to collect information about trends in nursing and health care, and to anticipate possible changes in the future of nursing practice, a variety of leaders in the nursing profession, who were approved by the NCLEX[®] Examination Committee (NEC), were interviewed regarding their opinions. The summaries of the phone interviews were made available as source documents for the subject matter expert (SME) panel to consider when developing the activity statements. In addition, four NCSBN staff members reviewed the results of the interviews, noting any themes or trends. This information was then provided to the SME panel for consideration when developing activity statements.

A panel of nine RNs was assembled to assist with the practice analysis. The panel of experts performed several tasks crucial to the success of the practice analysis study. The SMEs asked three entry-level RNs whom they supervised to submit activity logs describing the activities they performed on the job. Additionally, SMEs were asked to submit job descriptions, orientation and professional evaluations from their work settings. Using activity logs, past activity statements, job descriptions, performance evaluation documents, as well as their own knowledge of entry-level RN practices, the panel members worked to create a list of activities performed within each category of the current test plan category structure. Each activity was reviewed for applicability to entry-level RN practice and the relationship to the delivery of safe nursing care to members of the public. Care was taken to create the activity statements at approximately the same level of specificity and to avoid redundancy.

Survey Development

A number of processes were used to create, evaluate and refine the survey instrument in the 2011 RN Practice Analysis study. The activity statements created by the panel of experts were reviewed, edited and approved by the NEC. There were 141 nursing activity statements that were incorporated into a

practice analysis survey. The survey also included questions about the nurses' practice settings, past experiences and demographics. Two forms of the survey were created to decrease the number of activity statements contained on each survey. One survey form contained 71 activity statements, while the other contained 70 statements. There were no shared activity statements between the survey forms. Except for the activity statements, the surveys were identical. The same forms were used in the present study to ensure the comparability of results between the Canadian and U.S. samples. Forms were slightly modified to accommodate different terminologies used in Canada.

The survey contained six sections. In the first section there were four questions related to licensure/registration province, type of RN license/registration, working in Canada and direct care of clients. The activity statements were also included in this section. The second section contained questions about months of work experience as an RN, type and length of work orientation, and certifications earned. The third section focused on work environment, including type and age of clients, employment setting, and type and size of facility. The fourth section requested information on the responders' last day of work, including number of hours worked, number of clients care was provided to and the amount of time spent in various types of nursing activities. The fifth section asked basic demographic information. The sixth section provided space for responders to write comments or suggestions about the study.

Survey Process

Sample Selection

NCSBN requested a list of RNs licensed/registered with the 10 Canadian regulatory bodies between April 1, 2013, and Sept. 30, 2013, excluding non-English speakers and internationally educated registrants. The information provided by regulatory bodies is kept confidential at NCSBN and only used for sampling and surveying. Due to certain legislations in some provinces, two regulatory bodies provided a list of pseudonyms to represent their registrants. NCSBN drew samples using

pseudonyms, and these two regulatory bodies were responsible for matching pseudonyms with registrants and forwarding the generic survey links and reminders to corresponding registrants. Three regulatory bodies provided only a list of registrants who consented to participate in the study in their provinces. In total, the population NCSBN collected was 4,496 registration records. Removing duplicate records of RNs licensed/registered in multiple provinces during this period of time, a population of 4,491 entry-level RNs was obtained. Because the size of the population was relatively small, it was unnecessary and unreasonable to draw stratified random samples from this population. Instead, the whole population was evenly and randomly split into two samples, balanced in terms of licensure/registration province and gender. One sample consisted of 2,246 RNs for Form 1, while the other sample consisted of 2,245 RNs for Form 2.

Table 1 presents the correspondence between the sample and the responders by licensure/registration provinces. Although responders licensed/registered were not expected in Quebec and Yukon, Quebec and Yukon were still listed as options in the survey screening question and the following table for validation. To distinguish from the 2011 U.S. study, the present practice analysis study is denoted as "2013 CA" and the 2011 RN Practice Analysis study is denoted as "2011 US."

Survey Delivery Procedure

The survey was deployed on a professional online surveying platform and sent to 4,491 entry-level RNs through email (half receiving Form 1 and the other half receiving Form 2). A five-stage process was used to engage the participants in the study. A presurvey email was sent on Oct. 10, 2013. A week later, an invitation email was sent to notify each recipient of the launch of the survey. Two weeks later, an email was sent reiterating the importance of the study and urging participation. Approximately two weeks after the first email, a second reminder was sent to nonresponders and one week later, a third email was sent to those who continued to be nonresponders. The survey access was closed on Nov. 25, 2013.

Table 1. Correspondence of Sample and Responders for the 2013 Canadian RN Practice Analysis

Jurisdiction	2013 CA Sample		2013 CA Responders		Response Rate
	N	%	N	%	%
Alberta	57	1.3	24	3.0	42.1
British Columbia	878	19.6	135	17.0	15.4
Manitoba	177	3.9	38	4.8	21.5
New Brunswick	204	4.5	25	3.1	12.3
Newfoundland and Labrador	151	3.4	36	4.5	23.8
Northwest Territories and Nunavut	23	0.5	4	0.5	17.4
Nova Scotia	240	5.3	51	6.4	21.3
Ontario	2467	54.9	423	53.1	17.1
Prince Edward Island	6	0.1	4	0.5	66.7
Quebec	0	0.0	0	0.0	-
Saskatchewan	288	6.4	56	7.0	19.4
Yukon	0	0.0	0	0.0	-
Total	4491	100	796	100	17.7

Confidentiality

All potential participants were promised confidentiality with regard to their participation and their responses. Files containing email information were kept separate from the data files. The study protocol was reviewed and approved by NCSBN's CEO for compliance with organizational guidelines for research studies involving human subjects.

Return Rates

Out of the 4,491 surveys, 533 were received for Form 1 and 543 were received for Form 2. The combined raw response rate was 24.0%. There were 279 individuals who did not qualify for survey ratings based on one of the following reasons: (a) they did not indicate having an RN license/registration; (b) they were not currently working in Canada; (c) they were working less than 20 hours per week as an RN; and/or (d) they failed to answer the previous three demographic questions. After adjusting for removals, the analyzable response rate was 17.7%.

RN Practice Analysis Survey Nonresponder Study

In order to ensure the validity of the results, NCSBN conducted a telephone survey of nonresponders to determine if those RNs not responding would have rated the survey activity statements differently than the responders. If there are no systematic differences in responders versus nonresponders, it would provide evidence that the results are unbiased, which further supports the validity of the 2013 Canadian RN Practice Analysis results. The nonresponders rated the activity statements similar to the responders, lending support for the validity of the results. *See Appendix F for a full report of the nonresponder study.*

Summary

The same survey used in the latest triennial practice analysis study was minimally modified for terminology differences and sent to 4,491 RNs licensed/registered in 10 Canadian provinces between April 1, 2013, and Sept. 30, 2013. The raw survey response rate was 24.0%. After removing unqualified responders, this practice analysis contains the responses of 797 entry-level RNs, equivalent to an analyzable response rate of 17.7%.

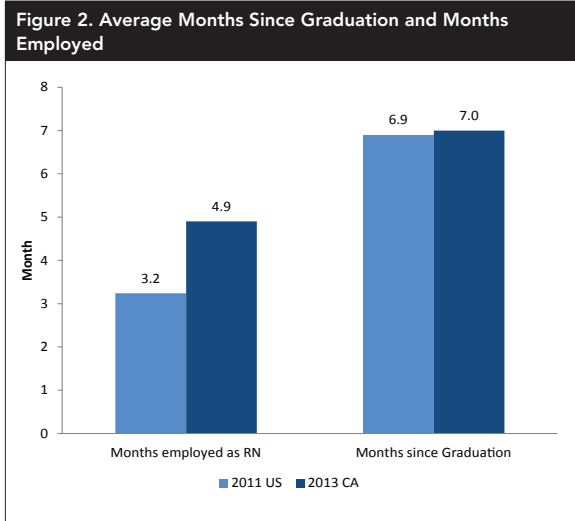
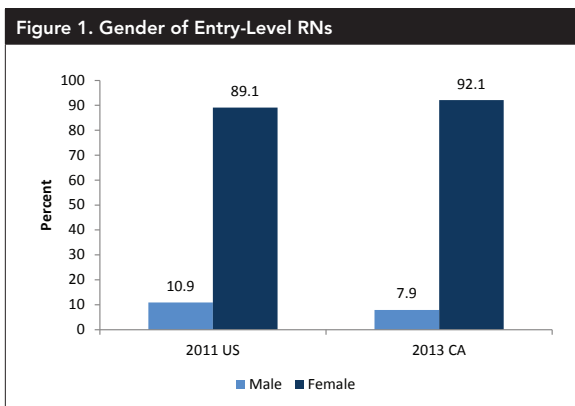
DEMOGRAPHICS, EXPERIENCES AND PRACTICE ENVIRONMENTS OF PARTICIPANTS

Demographics/Past Experiences

Demographic information, including educational preparation and gender, are presented next, followed by descriptions of responders' work environments, including settings, shifts worked and client characteristics.

Age and Gender

In the 2013 Canadian RN Practice Analysis study, the majority (92.1%) of survey responders reported being female, slightly higher than the percentage found in the 2011 U.S. study. See *Figure 1*. The age of respondents averaged 26.5 years (SD 6.3 years), younger than the average of 31.1 years from the 2011 U.S. survey.



Educational Background

Entry-level RNs listed obtaining a baccalaureate of science in nursing (BsN) degree most frequently (79.4%). The second most frequent response was baccalaureate of nursing (BN) degree (20.5%).

Previous Registered Practical Nurse (RPN) or Nurse Aide (NA) Experience

Responders reported working an average of 4.9 months as an RN in Canada and reported being an average of 7.0 months postgraduation. See *Figure 2*. Approximately 6.0% of entry-level RNs reported previous experience as an RPN and 34.0% reported previous experience as an NA. The average experience in those positions was 4.9 years as an RPN and 2.2 years as an NA. Canadian entry-level RNs showed lower percentages and shorter lengths of RPN and NA experiences than their U.S. counterparts. See *Table 2*.

Orientation

The majority of entry-level RNs reported receiving some form of formal orientation (98.5%). No formal orientation was reported by 1.5% of respondents, and 1.4% reported having only classroom instruction or skills lab work for their orientation. Entry-level RNs reported working with an assigned preceptor (67.3%) for an average of 6.3 weeks and 16.8% reported performing supervised work with clients for an average of approximately 4.0 weeks. Only 5.1% reported having a formal internship that lasted an average of 11.2 weeks. See *Table 3*.

Certifications Earned

In the current study, 79.7% of responders reported earning additional certifications or completing coursework compared to 81.8% of the 2011 U.S. responders. Basic life support (52.8%), intravenous therapy (39.4%) and advanced cardiac life support (19.2%) were the most frequently reported certifications. See *Table 4*. The ability to give multiple answers allowed for percentages to equal more than 100%.

Table 2. Average Years of RPN/LPN/VN or Nurse Aide (NA) Experience

	2011 US		2013 CA	
	Yrs. Exp	%*	Yrs. Exp	%*
RPN/LPN/VN	6.0	13.0	4.9	6.0
NA	3.4	44.4	2.2	34.0

*Indicates the percentage of newly licensed RNs with previous RPN/LPN/VN or NA experience

Table 3. Type and Length of Orientation

	2011 US		2013 CA	
	%	Avg Weeks	%	Avg Weeks
No formal orientation	4.6	NA	1.5	NA
Classroom instruction/skills lab work only	0.8	3.4	1.4	2.1
Classroom and/or skills lab plus supervised work with clients	9.7	7.6	16.8	4.0
Work with an assigned preceptor(s) or mentor(s) with or without additional classroom or skills lab work	73.5	9.0	67.3	6.3
A formal internship with or without additional classroom or skills lab work	8.8	13.2	5.1	11.2
Other	2.6	9.2	7.9	9.4

Table 4. Additional Coursework/Certification*

Type of Additional Coursework/ Certification	2011 US	2013 CA
	% (n=2,832)	% (n=797)
Advanced Cardiac Life Support	22.6	19.2
Basic Life Support	53.3	52.8
Behavioral Management	2.6	6.4
Chemotherapy	1.1	1.0
Conscious/Moderate Sedation	4.6	0.0
Coronary Care	2.6	5.0
Critical Care	6.1	0.0
Intravenous Therapy	13.8	39.4
Neonatal Advanced Life Support	3.2	9.7
Pediatric Advanced Life Support	5.6	0.0
Phlebotomy	7.2	9.8
Peritoneal Dialysis	1.6	3.4
Rehabilitation	1.3	0.0
None	19.2	17.9
Other	11.2	25.1

*Respondents could select all that apply

Work Settings

Facilities

The majority (85.2%) of entry-level RNs in this study reported working in hospitals. See *Table 5*. Only 4.9% reported working in long-term care and 8.2% reported working in community-based facilities. The numbers of beds reported in hospitals or nursing homes were mostly distributed among 100-299 beds (21.2%), 500 or more beds (19.3%) and 300-400 beds (16.3%). 20.9% reported working in facilities with fewer than 100 beds. See *Table 6*. The majority of entry-level RNs (61.4%) reported working in urban or metropolitan areas, 20.7% worked in rural areas and 17.9% worked in suburban areas.

Practice Settings

Overall, the majority of entry-level RNs reported working in medical/surgical (51.3%) and critical care (18.1%) settings, which represents a higher percentage in medical/surgical settings, yet lower percentage in critical care settings as compared to the results from the 2011 U.S. study. On the other hand, only a small portion of entry-level RNs reported working in such settings as nursing home, skilled or intermediate care (0.4%) and rehabilitation (0.0%), significantly lower than 9.5% and 4.9% reported in the 2011 U.S. survey. See *Table 7*.

Client Health Conditions

Entry-level RNs reported caring for acutely ill clients (67.8%), clients with stable chronic conditions (45.3%), clients with behavioral/emotional conditions (38.1%), clients with unstable chronic conditions (37.6%) and clients at the end of life (31.0%). Additionally, responses on this question were consistently higher than the 2011 U.S. findings, except for the "other." The ability to give multiple answers allowed for percentages to equal more than 100%. See *Figure 3*.

Client Ages

The majority of entry-level RNs reported caring for older adult clients aged 65 to 85 (70.4%), adult clients aged 18 to 64 (65.0%), older adult clients aged 85 or older (42.0%) and newborns aged less than 1 month (11.3%). See *Figure 4*. The ability to

give multiple answers allowed for percentages to equal more than 100%.

On average, the responders were responsible for 9.8 clients on their last work day with a standard deviation of 14.1.

Shifts Worked

The majority of entry-level RNs reported working rotating shifts (79.3%), compared to 11.2% of respondents from the 2011 U.S. study. Only 13.5% of responders reported working day shifts and 3.9% reported working night shifts, which contrasted sharply with 44.5% of respondents working day shifts and 33.4% working night shifts reported in the 2011 U.S. study. See *Figure 5*¹. The majority of the responders (79.2%) worked a 12-hour shift on a typical work day, 18.1% reported working eight hours on a typical shift and about 0.5% worked a 10-hour shift.

Table 5. Employment Facilities

Type of Facility/Organization	2011 US	2013 CA
	% (n=2,832)	% (n=797)
Hospital	76.2	85.2
Long-term care facility	13.1	4.9
Community-based or ambulatory care facility/organization	6.9	8.2
Other	3.8	1.8

Table 6. Employment Setting Characteristics

Type of Facility/Organization	2011 US	2013 CA
	% (n=2,832)	% (n=797)
Number of Hospital or Nursing Home Beds		
Less than 50 beds	5.6	12.6
50 - 99 beds	9.1	8.3
100 - 299 beds	27.5	21.2
300 - 499 beds	20.1	16.3
500 or more beds	23.2	19.3
Don't know	6.9	14.9
Other work setting	7.6	7.5
Location of Employment Setting		
Urban/Metropolitan area	55.4	61.4
Suburban	30.8	17.9
Rural	13.7	20.7

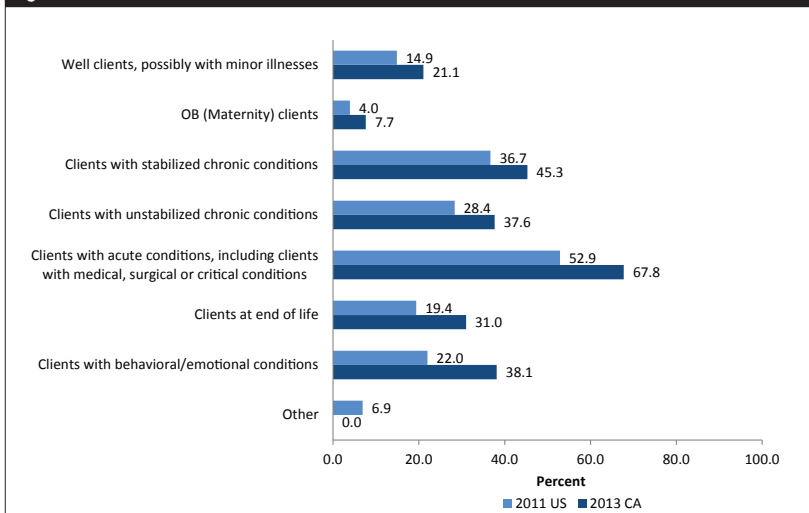
¹ 1.7% selected "other" for shifts worked and these responses are not reflected in *Figure 5*.

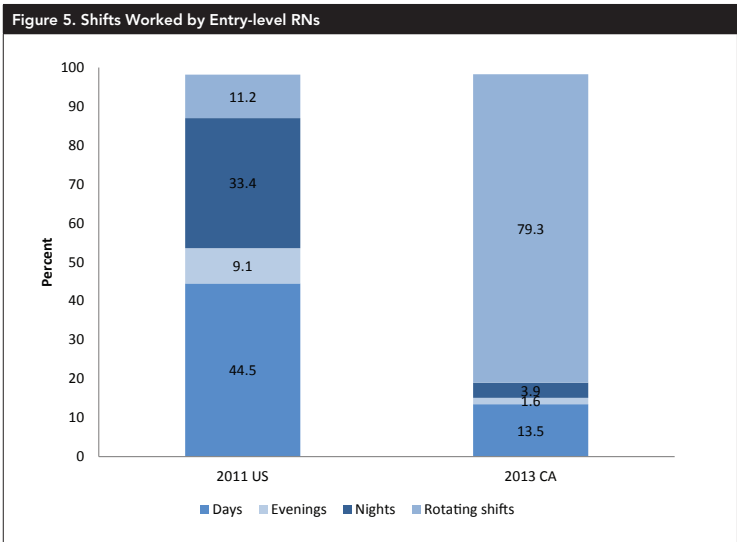
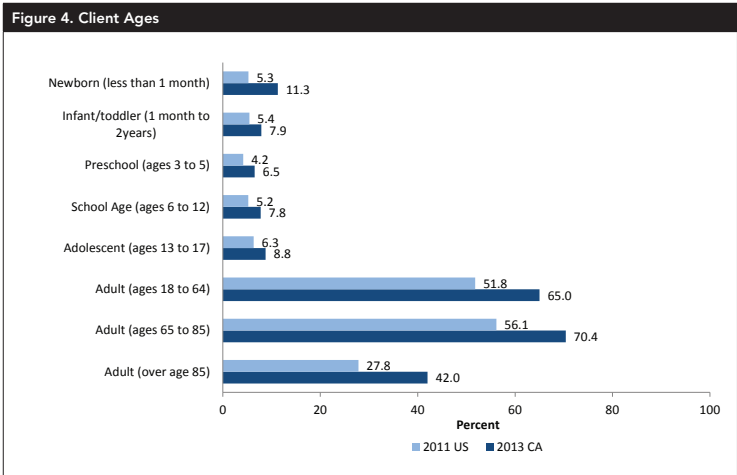
Table 7. Practice Settings

Type of Facility/Organization	2011 US	2013 CA
	% (n=2,832)	% (n=797)
Critical care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, postanesthesia recovery unit)	23.5	18.1
Medical-surgical unit or any of its subspecialties (e.g., oncology, orthopedics, neurology)	31.0	51.3
Pediatrics	3.8	3.0
Nursery	0.9	0.0
Labor and delivery	2.2	1.5
Postpartum unit	1.4	2.6
Psychiatry or any of its subspecialties (e.g., detox)	2.8	3.1
Assisted living	0.8	0.0
Operating room, including outpatient surgery and surgicenters	2.4	5.9
Nursing home, skilled or intermediate care	9.5	0.4
Other long-term care (e.g., residential care, developmental disability)	1.8	0.0
Rehabilitation	4.9	0.0
Subacute unit	1.5	0.0
Transitional care unit	1.0	0.0
Physician/NP/Dentist office	1.0	0.4
Occupational health	0.1	0.0
Outpatient clinic	1.6	0.0
Home health, including visiting nurses associations	2.0	1.3
Public health	0.2	1.4
Student/school health	0.3	0.0
Hospice care	1.3	0.0
Prison/Correctional facility/Jail	0.2	0.0
Other	5.7	7.4

*Survey participants could select more than one setting to describe their practices

Figure 3. Client Health Conditions





Time Spent in Different Categories of Nursing Activities

The responders were asked to record the number of hours spent performing specific categories of activities. See Table 8. The hours spent were then converted to proportions of time by dividing the hours reported spent on each activity by the number of reported hours spent working. Because nurses often perform more than one type of activity at a time, such as teaching while giving medications or providing emotional support while giving routine care, these proportions did not equal 100. In order to make the proportions of time spent in activities useful to the task of helping to validate

the NCLEX-RN test plan, the proportions were standardized by dividing the time spent in each category of activity by the sum of hours reportedly spent in all the activities. These standardized proportions have the advantage of adding up to 100. Entry-level RNs reported spending the greatest amount of time in management of care (18.0%) and physiological adaption (15.0%). The least amount of time was reportedly spent on reduction of risk potential (10.0%). Compared to the 2011 U.S. study, the results were very similar in terms of proportion of work hours and standardized proportion of work hours.

Table 8. Average Time Spent in Different Categories of Nursing Activities

Categories of Activities		2011 US			2013 CA		
		Average Hours	Proportion of Hours	Std. Proportion of Hours	Average Hours	Proportion of Hours	Std. Proportion of Hours
Management of Care	Perform and direct activities that manage client care within the health care delivery setting (e.g. advance directives, advocacy, case management, client rights, collaboration with interdisciplinary team, concepts of management, confidentiality and information security, consultation, continuity of care, delegation, establishing priorities, ethical practice, informed consent, information technology, legal rights and responsibilities, performance improvement/quality improvement, referrals, resource management, staff education and supervision).	5.68	0.52	0.18	6.12	0.55	0.18
Safety and Infection Control	Perform and direct activities that protect client and health care personnel from hazards encountered in the health care setting (e.g., accident prevention, disaster planning, emergency response plan, ergonomic principles, error prevention, handling hazardous and infectious materials, home safety, injury prevention, medical/surgical asepsis, report of incident/ event/irregular occurrence/variance, safe use of equipment, security plan, standard/transmission-based/ other precautions and use of restraints/ safety devices).	4.32	0.40	0.12	3.90	0.36	0.11
Health Promotion and Maintenance	Perform and direct activities that promote and maintain the health of client (e.g., aging process, ante/intra/post partum/newborn care, developmental stages and transitions, disease prevention, expected body image changes, family planning, family systems, growth and development, health and wellness, health promotion programs, health screening, high risk behaviors, human sexuality, immunizations, lifestyle choices, principles of teaching/learning, self care, and techniques of physical assessment).	3.71	0.34	0.10	3.94	0.36	0.11
Psychosocial Integrity	Perform and direct activities related to caring for client with emotional, mental and social problems/ issues, including providing behavioral interventions (e.g. abuse/neglect, behavioral interventions, chemical and other dependencies, coping mechanisms, crisis intervention, cultural diversity, end of life care, family dynamics, grief and loss, mental health concepts, psychopathology, religious and spiritual influences on health, sensory/perceptual alterations, situational role changes, stress management, support systems, therapeutic communications, therapeutic environment, and unexpected body image changes).	3.78	0.35	0.11	4.21	0.39	0.12
Basic Care and Comfort	Provide and direct basic care and comfort measures including promoting client ability to perform activities of daily living (e.g. assistive devices, complementary and alternative therapies, elimination, mobility/immobility, nonpharmacological comfort interventions, nutrition and oral hydration, palliative/comfort care, personal hygiene, and rest/sleep).	3.94	0.36	0.11	4.43	0.40	0.12

Table 8. Average Time Spent in Different Categories of Nursing Activities

Categories of Activities		2011 US			2013 CA		
		Average Hours	Proportion of Hours	Std. Proportion of Hours	Average Hours	Proportion of Hours	Std. Proportion of Hours
Pharmacological and Parenteral Therapies	Perform and direct activities necessary for safe administration of medications and intravenous therapies (e.g., adverse effects/ contraindications and side effects, blood and blood products, central venous access devices, dosage calculation, expected effects/ outcomes, medication administration, parenteral/intravenous therapy, pharmacological agents/actions, pharmacological interactions, pharmacological pain management, and total parenteral nutrition).	4.17	0.38	0.13	3.93	0.36	0.11
Reduction of Risk Potential	Perform and direct activities to prepare for and care for client undergoing a treatment/ procedure/ surgery to reduce the likelihood that client will develop a complication or health problem related to existing condition, (e.g., diagnostic tests, laboratory values, monitoring moderate/conscious sedation, potential for alterations in body systems, potential for complications of diagnostic tests/treatments/ procedures, potential for complications from surgical procedures and health alterations, specific system assessment, therapeutic procedures and vital signs).	3.95	0.36	0.11	3.75	0.34	0.10
Physiological Adaptation	Provide and direct care for client with acute, chronic or life threatening physical health condition (e.g., alterations in body systems, fluid and electrolyte imbalances, hemodynamics, illness management, infectious disease, medical emergencies, pathophysiology, radiation therapy, and unexpected response to therapy).	5.18	0.47	0.15	5.57	0.50	0.15

Administrative Responsibilities/Primary Administrative Position

The respondents were asked if they had administrative responsibilities within their nursing position, such as being a unit manager, team leader, charge nurse, coordinator, etc. If they reported such responsibilities, they were asked if they had a primary administrative position. Of all responders, 24.1% reported having such responsibilities and of those responders, 78.5% reported having a primary administrative position. Those working in long-term care facilities were more likely to report having administrative responsibilities than those working in hospitals (76.9% in long-term care vs. 20.5% in hospitals). 89.7% of those working in long-term care with administrative responsibilities reported being in an administrative position compared to 75.5% of those working in hospitals. Of those working in community-based settings, 26.2% reported having administrative responsibilities. Of those responders, 82.5% reported holding an administrative position. See *Table 9*.

Summary

The entry-level RNs responding to the 2013 Canadian RN Practice Analysis survey were primarily female with an average age of 27 years. The majority worked rotating shifts in medical/surgical or critical care units of hospitals. Most responders were provided an orientation with an assigned preceptor or mentor for an average of about six weeks. The responders cared mostly for clients with acute conditions who were 18-85 years of age.

Table 9. Administrative Responsibilities

Facilities	2011 US		2013 CA	
	Administrative Responsibility	Primary Administrative Position*	Administrative Responsibility	Primary Administrative Position*
	%	%	%	%
All	17.2	50.0	24.1	78.5
Hospital	6.5	29.2	20.5	75.5
Long-term care	61.2	67.8	76.9	89.7
Community-based care	34.9	37.7	26.2	82.5
Other	49.4	43.9	42.9	83.3

*Percent of all relevant responders

ACTIVITY STATEMENT PERFORMANCE FINDINGS

Findings relative to the activities performed by entry-level RNs are presented in this section of the report. The methods used to collect and analyze activity statement findings, the representativeness of activity statements, applicability to practice settings, frequency of performance, and importance of the activities will be discussed.

Overview of Methods

The 2013 Canadian RN Practice Analysis survey asked responders to answer two questions about each activity statement. Question A addressed the frequency of activity performance. The scale of frequency ranged from “Never performed in work setting” to “5 or more times.” Responders were instructed to mark “Never performed in work setting” if an activity did not apply to their work setting and then to move to the next activity. If the activity did apply to their work setting, they were asked to mark on a six point scale of 0-5+, reflecting the frequency with which they had performed the activity on their last day of work. In Question B, they were then asked to rate the overall importance of the activity considering client safety and/or threat of complications or distress on a scale of 1 to 5 with 1 being “Not Important” to 5 being “Critically Important.” The responder ratings were analyzed in three parts. Applicability to practice setting was assessed by analyzing the number of responders having performed each activity statement, excluding those that marked “Never performed in work setting.”

Activity Performance Characteristics

Reliability

Reliability indices were calculated to assess the capability of the survey to measure the activities relevant to safe and effective practice of entry-level RNs. Cronbach’s alpha coefficients were calculated for frequency and importance ratings for both forms of the survey to measure the internal consistency of the instrument (Cronbach, 1951). Alpha coefficients range from 0 to 1; a value of 0.70 or greater is generally considered adequate. As can be seen in Table 10, the survey was very reliable.

Applicability of Activities to Practice Setting

Responders indicated if each of the activities was applicable to his or her work setting by marking “Never performed in work setting.” The percentages of entry-level RNs indicating that the activities were applicable are reported in Tables 11 and 13. The activities ranged from 26.0% applicability (26.0% of the responders reported that the activity was performed within their work settings) to 100.0% (100.0% of the responders reported the activity was performed within their work setting). The activities with lowest percentages of applicability were “Provide care to client in labor” (26.0%), “Implement and monitor phototherapy” (30.5%) and “Provide intraoperative care” (33.3%). The activities with highest percentages of applicability were “Advocate for client rights and needs,” “Collaborate with health care members in other disciplines when providing client care,” “Use

Table 10. Reliability Estimates

	Importance			Frequency		
	N Items	N Cases	Scale Reliability	N Items	N Cases	Scale Reliability
2011 US						
Form 1	71	653	0.95	71	373	0.97
Form 2	70	652	0.96	70	357	0.98
2013 CA						
Form 1	71	396	0.97	71	396	0.96
Form 2	70	401	0.96	70	401	0.96

approved abbreviations and standard terminology when documenting care," "organize workload to manager time effectively," "Practice in a manner consistent with a code of ethics for registered nurses," "Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)" and "Use therapeutic communication techniques to provide client support," which all had a applicability percentage of 100.0%. The pattern of the percentages of applicability was similar to that in the 2011 U.S. study. See *Figure 6*.

Frequency of Activity Performance

Responders were asked to rate the frequency of performance of all activities that were applicable to their work settings. They reported how frequently they performed the activity on the last day they worked on a six-point scale: "0 times" to "5 times or more." Average frequency statistics were calculated in two ways. The setting-specific frequency was calculated by averaging the frequency ratings of those responders providing ratings (i.e., responders indicating that the activity applied to their work setting). The total group frequency was calculated by including the missing frequency ratings (i.e., responders indicating that the activity did not apply to their work setting) before averaging the rating. To do this, the missing frequency ratings were converted to zero ("0 times" on the rating scale) for inclusion in the total group frequency calculation. See *Table 11* for setting-specific and *Table 12* for total group frequency. The comparison between the present study and the 2011 U.S. study revealed a similar pattern for both the setting-specific and total group frequency ratings. See *Figure 7* and *8*.

Setting-Specific

Average setting-specific frequencies ranged from 0.60 to 4.94. The activities performed with the lowest frequencies were "Implement emergency response plans (e.g., internal/external disaster)" (0.60), "Report client conditions as required by law (e.g., abuse/neglect, communicable disease, gunshot wound)" (0.75) and "Acknowledge and document practice error (e.g., incident report for medication error)" (0.79). The activities with the highest setting-specific average frequencies of performance

were "Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)" (4.94), "Provide care with legal scope of practice" (4.80) and "Practice in a manner consistent with a code of ethics for registered nurses" (4.79). Appendix B presents activity statements rank ordered by average setting-specific frequency. See *Table 11*. In addition, the rating differences between the Canadian and U.S. entry-level RNs were evaluated. Because a direct t-test comparison of these two sets of means would be sensitive to the sample size and inflate the family-wise type I error, the effect size (Cohen's *d*; Cohen, 1992) was calculated for each difference, reflecting how far apart two means are in relative to the pooled standard deviation of these two samples. As a rule of thumb suggested by Cohen (1992), an effect size of around 0.2 would be considered as small and around 0.8 as large. An inspection of the effect sizes revealed that the majority of the rating differences had a small or moderate effect size.

Total Group

Average total group frequencies ranged from 0.29 to 4.94. The activities performed with the lowest total group frequency were "Provide care to client in labor" (0.29), "Implement and monitor phototherapy" (0.31) and "Monitor and care for clients on a ventilator" (0.40). Those activities performed with the overall highest frequencies were "Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)" (4.94), "Practice in a manner consistent with a code of ethics for registered nurses" (4.79) and "Provide care with legal scope of practice" (4.78). Most of the rating differences had a small or moderate effect size. Appendix C presents activity statements rank ordered by average total group frequency. See *Table 12*.

Importance of Activity Performance

Responders were asked to rate the importance of performing each nursing activity in regard to the maintenance of client safety and/or threat of complications or distress. Responders were further

requested to consider the importance of activity performance in terms of client safety, namely risk of unnecessary complications, impairment of function or serious distress to clients. Importance ratings were recorded using a 5-point scale of “1” (not important) to “5” (critically important). Average importance ratings were calculated in two ways. Setting-specific importance was calculated by averaging only the ratings of responders providing frequency ratings for the activity statement (those indicating that the activity applied to their work setting). The total group importance was calculated by including all importance ratings regardless of applicability to work setting. The average importance rating for each of the 141 activities is reported in Tables 13 and 14. A visual inspection of Figures 9 and 10 revealed the high similarity between the present study and the 2011 U.S. study with respect to the setting-specific and total group importance ratings.

Setting-Specific

Average setting-specific importance ratings ranged from 3.58 to 4.91. The activities with the lowest importance ratings were “Participate in providing cost effective care” (3.58), “Perform post-mortem care” (3.71) and “Assess and teach clients about health risks based on family population, and/or community characteristics” (3.73). The activities with the highest importance ratings were “Prepare and administer medications, using rights of medication administration” (4.91), “Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)” (4.89) and “Provide care with legal scope of practice” (4.89). Appendix D displays activity statements rank ordered by average setting-specific importance ratings. The importance ratings of Canadian entry-level RNs were compared with ratings of their U.S. counterparts, and no difference with large effect size was observed. See Table 13.

Total Group

Average total group importance ratings ranged from 3.14 to 4.91. The activities with the lowest importance ratings were “Implement and monitor phototherapy” (3.14), “Provide care and education for preschool client aged 3 through 5 years” (3.38)

and “Provide care and education for school age client aged 6 through 12 years” (3.46). The activities with the highest importance ratings were “Prepare and administer medications, using rights of medication administration” (4.91), “Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)” (4.89) and “Provide care with the legal scope of practice” (4.88). Appendix E presents activity statements rank ordered by average total group importance ratings. The importance ratings of Canadian entry-level RNs were compared with ratings of their U.S. counterparts and no difference with large effect size was detected. See Table 14.

SUMMARY

Frequency ratings and importance ratings obtained from the 2013 Canadian RN Practice Analysis study were similar to those from the 2011 RN Practice Analysis in the U.S., which provides empirical evidence to validate the applicability of the 2013 *NCLEX-RN® Test Plan* to the Canadian testing population. When the NCLEX-RN goes into effect in Canada, the exam score is expected to be a precise measurement of the Canadian exam-taker’s readiness to provide safe and effective practice as an entry-level RN. The reliability of the survey instrument was quite good. In addition, activities with the lowest average total group frequency and importance ratings corresponded, in general, to those activities performed in specialized areas of nursing practice.

Table 11. Average Frequency Ratings (Setting-specific)

Activity Number	Activity	2011 US				2013 CA			
		Apply to Setting (%)	N	Avg.	Std. Err	Apply to Setting (%)	N	Avg.	Std. Err
1	Perform procedures necessary to safely admit, transfer or discharge a client	97.01	1037	2.65	0.06	96.72	383	2.88	0.09
2	Provide and receive report on assigned clients (e.g., standardized hand off communication)	95.33	1042	2.87	0.05	98.75	396	3.85	0.07
3	Assign and supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	88.31	967	2.76	0.06	91.65	362	2.31	0.10
4	Advocate for client rights and needs	99.53	1055	3.51	0.05	100.00	399	3.47	0.07
5	Prioritize the delivery of client care	98.25	1066	3.78	0.04	99.49	392	4.59	0.05
6	Participate in performance improvement/quality improvement process	81.32	884	1.59	0.06	95.94	378	1.88	0.08
7	Collaborate with health care members in other disciplines when providing client care	99.62	1058	3.82	0.04	100.00	395	3.99	0.07
8	Receive and/or transcribe health care provider orders	94.53	1020	3.06	0.05	98.24	390	3.89	0.08
9	Integrate advance directives into client plan of care	78.47	853	1.38	0.06	89.57	352	1.91	0.10
10	Report unsafe practice of health care personnel and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	78.11	828	0.63	0.04	80.45	321	0.82	0.07
11	Verify that the client comprehends and consents to care and procedures	92.67	1011	2.59	0.06	99.24	390	3.67	0.09
12	Provide education to clients and staff about client rights and responsibilities	90.57	980	2.36	0.06	97.73	388	2.34	0.09
13	Recognize the need for referrals and obtain necessary orders	95.27	1008	2.42	0.06	98.23	389	2.97	0.09
14	Initiate, evaluate, and update plan of care (e.g., care map, clinical pathway)	89.69	974	2.84	0.06	97.25	389	3.29	0.09
15	Maintain client confidentiality and privacy	99.26	1078	3.92	0.04	99.75	395	4.70	0.04
16	Recognize limitations of self/others and seek assistance	99.62	1052	3.38	0.05	99.75	398	3.52	0.07
17	Report client conditions as required by law (e.g., abuse/neglect, communicable disease, gunshot wound)	74.35	806	0.54	0.04	77.66	306	0.75	0.08
18	Manage conflict among clients and health care staff	78.84	853	0.94	0.05	94.74	378	1.29	0.08
19	Utilize information resources to enhance the care provided to a client (e.g., evidence-based research, information technology, policies and procedures)	98.78	1051	2.87	0.05	99.49	392	3.24	0.08

Table 11. Average Frequency Ratings (Setting-specific)

Activity Number	Activity	2011 US				2013 CA			
		Apply to Setting (%)	N	Avg.	Std. Err	Apply to Setting (%)	N	Avg.	Std. Err
20	Recognize ethical dilemmas and take appropriate action	80.72	875	0.83	0.05	94.22	375	1.36	0.08
21	Use approved abbreviations and standard terminology when documenting care	98.71	1074	3.66	0.04	100.00	393	4.48	0.06
22	Organize workload to manage time effectively	99.81	1053	4.36	0.04	100.00	398	4.41	0.06
23	Practice in a manner consistent with a code of ethics for registered nurses	98.06	1064	3.98	0.04	100.00	395	4.79	0.03
24	Provide care within the legal scope of practice	99.54	1073	4.01	0.04	99.75	393	4.80	0.04
25	Participate in providing cost effective care	98.48	1039	3.54	0.05	95.93	377	3.13	0.09
26	Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)	99.91	1083	4.10	0.03	100.00	399	4.94	0.02
27	Protect client from injury (e.g., falls, electrical hazards)	98.34	1066	3.68	0.04	99.75	395	4.04	0.07
28	Verify appropriateness and/or accuracy of a treatment order	99.33	1045	3.84	0.05	99.25	395	3.71	0.08
29	Follow procedures for handling biohazardous materials	91.44	994	2.55	0.06	97.46	383	3.16	0.10
30	Participate in institution security plan (e.g., newborn nursery security, bomb threats)	72.60	787	0.73	0.05	80.50	322	0.99	0.08
31	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	97.55	1036	3.61	0.05	98.73	389	3.87	0.08
32	Acknowledge and document practice error (e.g., incident report for medication error)	79.89	862	0.45	0.04	93.22	371	0.79	0.06
33	Ensure proper identification of client when providing care	99.17	1073	4.03	0.03	99.49	390	4.74	0.04
34	Facilitate appropriate and safe use of equipment	99.15	1049	4.03	0.05	99.24	393	3.78	0.08
35	Educate client on home safety issues	83.95	905	1.61	0.06	92.60	363	2.06	0.10
36	Implement emergency response plans (e.g., internal/external disaster)	73.72	791	0.40	0.04	70.85	282	0.60	0.07
37	Follow requirements for use of restraints and/or safety device (e.g., least restrictive restraints, timed client monitoring)	86.15	908	1.87	0.07	90.10	355	2.53	0.11
38	Educate client and staff regarding infection control measures	90.12	976	2.13	0.06	94.49	377	2.43	0.09
39	Assess client for allergies and intervene as needed (e.g., food, latex, environmental allergies)	94.38	1024	2.75	0.06	98.47	387	3.17	0.10

Table 11. Average Frequency Ratings (Setting-specific)

Activity Number	Activity	2011 US				2013 CA			
		Apply to Setting (%)	N	Avg.	Std. Err	Apply to Setting (%)	N	Avg.	Std. Err
40	Provide prenatal care and education	23.37	248	1.11	0.11	34.34	136	1.49	0.17
41	Plan and/or participate in community health education	56.18	609	0.64	0.05	66.92	261	1.42	0.11
42	Perform targeted screening assessments (e.g., vision, hearing, nutrition)	69.34	753	1.55	0.06	78.70	314	2.12	0.11
43	Provide care and education for the newborn less than 1 month old	25.99	275	1.57	0.12	34.44	135	2.00	0.19
44	Provide information for prevention and treatment of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	78.43	851	1.65	0.06	86.72	346	2.00	0.10
45	Provide information about health promotion and maintenance recommendations (e.g., physician visits, immunizations)	88.66	962	1.97	0.06	90.79	355	2.53	0.10
46	Provide post-partum care and education	20.57	217	1.32	0.13	33.58	134	1.66	0.19
47	Perform comprehensive health assessment	92.00	989	3.21	0.05	97.68	379	3.89	0.08
48	Assess client's readiness to learn, learning preferences and barriers to learning	91.08	990	2.65	0.06	95.48	380	2.95	0.09
49	Provide care and education for the infant or toddler client age 1 month through 2 years	26.64	281	1.37	0.11	33.76	131	1.63	0.17
50	Provide care and education for the preschool client ages 3 through 5 years	25.51	277	0.99	0.10	34.09	135	1.49	0.17
51	Provide care and education for the school age client ages 6 through 12 years	30.78	333	1.16	0.10	33.85	132	1.61	0.17
52	Provide care and education for the adolescent client ages 13 through 17 years	36.33	384	1.27	0.09	47.49	189	1.60	0.14
53	Provide care and education for the adult client ages 18 through 64 years	91.71	995	3.35	0.05	94.62	369	4.25	0.07
54	Provide care and education for the adult client ages 65 through 85 years	89.49	971	3.29	0.05	91.94	365	4.29	0.07
55	Provide care and education for adults over 85 years	85.40	901	3.02	0.06	90.56	355	3.56	0.10
56	Assess client ability to manage care in home environment and plan care accordingly (e.g., equipment, community resources)	78.38	852	1.84	0.06	88.41	351	2.83	0.10
57	Assess and teach clients about health risks based on family, population, and/or community characteristics	78.31	343	1.00	0.07	86.67	338	2.01	0.10
58	Provide care to client in labor	16.70	176	1.02	0.13	26.00	104	1.10	0.17

Table 11. Average Frequency Ratings (Setting-specific)

Activity Number	Activity	2011 US				2013 CA			
		Apply to Setting (%)	N	Avg.	Std. Err	Apply to Setting (%)	N	Avg.	Std. Err
59	Assess psychosocial, spiritual and occupational factors affecting care, and plan interventions	88.37	897	2.27	0.06	96.43	378	2.52	0.09
60	Assess client for abuse or neglect and intervene as appropriate	83.13	897	1.52	0.06	87.47	349	1.32	0.09
61	Assess client for drug/alcohol dependencies, withdrawal, or toxicities and intervene as appropriate	87.18	884	1.76	0.06	93.09	364	2.16	0.10
62	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	80.92	823	1.98	0.06	93.47	372	3.08	0.10
63	Provide a therapeutic environment for clients with emotional/behavioral issues	89.99	971	2.02	0.06	96.14	374	2.83	0.10
64	Incorporate client cultural practice and beliefs when planning and providing care	95.96	974	2.15	0.06	97.24	387	2.70	0.09
65	Provide end of life care and education to clients	74.38	752	0.91	0.05	85.64	334	1.51	0.10
66	Assess the potential for violence and use safety precautions (e.g., suicide, homicide, self-destructive behavior)	84.03	910	1.60	0.06	92.23	368	2.13	0.10
67	Assess family dynamics to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	93.89	952	2.30	0.06	93.54	362	2.30	0.10
68	Assess client in coping with life changes and provide support	87.79	884	2.04	0.06	98.74	391	3.19	0.09
69	Use therapeutic communication techniques to provide client support	98.61	1065	3.54	0.04	100.00	390	4.37	0.06
70	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	94.58	959	2.60	0.06	97.22	385	3.10	0.09
71	Recognize non-verbal cues to physical and/or psychological stressors	95.45	965	3.05	0.05	99.74	388	3.68	0.08
72	Provide care for a client experiencing visual, auditory or cognitive distortions (e.g., hallucinations)	76.27	826	1.37	0.06	89.50	358	2.34	0.11
73	Assess and intervene in client performance of activities of daily living	93.63	941	3.18	0.06	94.09	366	3.45	0.10
74	Provide client nutrition through continuous or intermittent tube feedings	75.74	765	1.53	0.06	83.25	333	2.20	0.11
75	Perform post-mortem care	67.64	696	0.39	0.04	76.55	297	0.80	0.08
76	Perform irrigations (e.g., of bladder, ear, eye)	78.81	796	0.85	0.05	78.95	315	1.43	0.10

Table 11. Average Frequency Ratings (Setting-specific)

Activity Number	Activity	2011 US				2013 CA			
		Apply to Setting (%)	N	Avg.	Std. Err	Apply to Setting (%)	N	Avg.	Std. Err
77	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	91.11	922	2.52	0.06	94.86	369	3.07	0.10
78	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	95.35	985	3.51	0.05	97.00	388	4.17	0.07
79	Assess and manage client with an alteration in elimination (e.g. bowel, urinary)	96.54	976	3.05	0.06	95.13	371	3.61	0.09
80	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	69.88	710	1.07	0.06	73.68	294	1.58	0.11
81	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	89.39	918	2.37	0.06	88.92	345	2.03	0.11
82	Provide non-pharmacological comfort measures	98.42	997	3.46	0.05	98.75	395	3.85	0.08
83	Manage the client's nutritional intake (e.g., adjust diet, monitor height and weight)	88.75	899	2.58	0.06	96.39	374	2.74	0.10
84	Assess client need for sleep/rest and intervene as needed	90.63	928	2.39	0.06	96.46	381	3.34	0.09
85	Evaluate client intake and output and intervene as needed	96.15	973	3.71	0.05	97.43	379	3.49	0.09
86	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	89.54	907	2.75	0.06	94.44	374	3.46	0.09
87	Assess client need for pain management	97.18	1000	3.77	0.05	99.23	387	4.32	0.07
88	Evaluate appropriateness and accuracy of medication order for client	99.21	1003	4.24	0.04	98.74	391	4.23	0.07
89	Prepare and administer medications, using rights of medication administration	98.42	996	4.09	0.04	99.49	387	4.78	0.04
90	Perform calculations needed for medication administration	90.98	938	2.47	0.06	97.99	390	3.61	0.09
91	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access devices)	92.41	937	3.82	0.06	91.03	355	3.93	0.09
92	Administer controlled substances within regulatory guidelines (e.g., witness, waste)	92.41	938	3.09	0.06	97.74	390	4.04	0.08
93	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	87.17	897	3.29	0.07	99.23	386	4.16	0.07

Table 11. Average Frequency Ratings (Setting-specific)

Activity Number	Activity	2011 US				2013 CA			
		Apply to Setting (%)	N	Avg.	Std. Err	Apply to Setting (%)	N	Avg.	Std. Err
94	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	90.83	921	3.01	0.06	94.91	373	3.28	0.10
95	Administer blood products and evaluate client response	70.98	719	0.87	0.05	85.17	333	1.40	0.10
96	Access venous access devices, including tunneled, implanted and central lines	86.06	883	2.35	0.06	87.95	343	3.04	0.11
97	Educate client about medications	97.93	994	3.83	0.05	98.47	385	3.57	0.08
98	Evaluate client response to medication (e.g., therapeutic effects, side effects, adverse reactions)	98.02	991	3.72	0.05	99.74	391	4.35	0.06
99	Administer parenteral nutrition and evaluate client response (e.g., TPN)	86.24	890	1.80	0.05	74.74	293	1.37	0.10
100	Administer pharmacological measures for pain management	97.52	985	3.98	0.05	98.21	385	4.36	0.07
101	Participate in medication reconciliation process	86.59	878	2.07	0.06	93.09	364	2.25	0.11
102	Assess and respond to changes in client vital signs	96.09	983	3.22	0.05	99.74	391	3.92	0.08
103	Perform focused assessment	98.72	1000	4.17	0.04	98.97	385	3.99	0.08
104	Provide intraoperative care	39.74	399	1.22	0.09	33.33	131	1.48	0.18
105	Monitor the results of diagnostic testing and intervene as needed	93.01	958	2.60	0.06	96.92	377	2.93	0.10
106	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	97.34	987	3.93	0.05	97.46	383	4.24	0.07
107	Evaluate responses to procedures and treatments	94.05	949	3.17	0.05	99.74	390	4.01	0.07
108	Provide preoperative and postoperative education	71.78	735	1.69	0.07	72.96	286	2.60	0.12
109	Provide preoperative care	75.35	764	1.25	0.06	74.10	289	1.51	0.11
110	Manage client during and following a procedure with moderate sedation	58.97	595	1.25	0.07	65.05	255	2.13	0.13
111	Obtain blood specimens peripherally or through central line	80.15	828	1.71	0.06	77.30	303	1.72	0.11
112	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	95.83	966	3.14	0.06	93.91	370	3.33	0.10
113	Educate client about treatments and procedures	92.97	939	2.62	0.06	99.49	387	3.35	0.09

Table 11. Average Frequency Ratings (Setting-specific)

Activity Number	Activity	2011 US				2013 CA			
		Apply to Setting (%)	N	Avg.	Std. Err	Apply to Setting (%)	N	Avg.	Std. Err
114	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	88.59	901	1.83	0.06	97.95	383	2.79	0.10
115	Insert, maintain or remove a gastric tube	80.26	817	1.29	0.06	76.02	298	1.37	0.10
116	Insert, maintain or remove a urinary catheter	83.52	836	1.77	0.06	94.94	375	2.69	0.10
117	Insert, maintain or remove a peripheral intravenous line	85.59	873	2.40	0.06	86.19	337	3.15	0.10
118	Recognize trends and changes in client condition and intervene as needed	98.41	990	3.25	0.06	99.75	394	3.79	0.07
119	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	78.01	791	1.37	0.06	82.01	319	1.87	0.11
120	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	77.80	799	0.47	0.04	79.70	314	0.81	0.08
121	Monitor and care for clients on a ventilator	49.41	502	1.34	0.09	38.56	150	1.05	0.14
122	Perform wound care or dressing change	88.01	888	1.82	0.06	97.20	382	3.02	0.10
123	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	59.77	615	0.62	0.05	53.96	211	0.87	0.10
124	Provide ostomy care and education (e.g., tracheal, enteral)	79.20	796	1.22	0.06	84.77	334	1.81	0.11
125	Provide postoperative care	72.41	735	1.54	0.07	75.45	292	2.35	0.13
126	Perform and manage care of client receiving peritoneal dialysis	54.42	560	0.44	0.05	44.50	174	0.96	0.12
127	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	82.99	844	1.58	0.07	83.42	327	1.79	0.11
128	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	78.45	790	1.76	0.07	78.32	307	1.98	0.11
129	Manage the care of a client on telemetry	69.89	722	2.63	0.07	58.61	228	2.38	0.15
130	Manage the care of a client with impaired ventilation/oxygenation	87.12	879	2.33	0.06	89.87	355	2.59	0.11
131	Maintain optimal temperature of client (e.g., cooling and/or warming blanket)	76.38	773	1.34	0.06	85.35	332	2.73	0.11
132	Implement and monitor phototherapy	33.04	339	0.42	0.06	30.46	120	1.01	0.16
133	Manage the care of a client with a pacing device (e.g., pacemaker)	81.00	823	1.38	0.06	77.69	303	1.45	0.11
134	Monitor and maintain arterial lines	55.47	558	1.19	0.08	49.37	195	1.59	0.14

Table 11. Average Frequency Ratings (Setting-specific)

Activity Number	Activity	2011 US				2013 CA			
		Apply to Setting (%)	N	Avg.	Std. Err	Apply to Setting (%)	N	Avg.	Std. Err
135	Manage the care of the client with a fluid and electrolyte imbalance	87.68	904	1.91	0.06	94.10	367	2.51	0.10
136	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	84.55	854	2.11	0.07	80.05	317	2.15	0.11
137	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	90.20	911	2.79	0.06	96.40	375	3.39	0.09
138	Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	93.09	956	2.70	0.06	97.47	386	3.60	0.09
139	Manage the care of a client receiving hemodialysis	69.79	707	1.01	0.06	54.36	212	1.17	0.12
140	Recognize signs and symptoms of complications and intervene appropriately when providing client care	92.48	934	2.44	0.06	99.49	392	3.37	0.09
141	Educate client regarding an acute or chronic condition	91.76	946	2.52	0.06	97.17	378	2.78	0.10

Table 12. Average Frequency Ratings (Total Group)

Activity Number	Activity	2011 US			2013 CA		
		N	Avg.	Std. Err	N	Avg.	Std. Err
1	Perform procedures necessary to safely admit, transfer or discharge a client	1069	2.57	0.06	396	2.79	0.09
2	Provide and receive report on assigned clients (e.g., standardized hand off communication)	1093	2.74	0.05	401	3.81	0.07
3	Assign and supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	1095	2.44	0.06	395	2.12	0.10
4	Advocate for client rights and needs	1060	3.50	0.05	399	3.47	0.07
5	Prioritize the delivery of client care	1085	3.71	0.04	394	4.57	0.05
6	Participate in performance improvement/quality improvement process	1087	1.30	0.05	394	1.80	0.08
7	Collaborate with health care members in other disciplines when providing client care	1062	3.80	0.04	395	3.99	0.07
8	Receive and/or transcribe health care provider orders	1079	2.89	0.05	397	3.82	0.08
9	Integrate advance directives into client plan of care	1087	1.08	0.05	393	1.71	0.09
10	Report unsafe practice of health care personnel and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	1060	0.49	0.04	399	0.66	0.06
11	Verify that the client comprehends and consents to care and procedures	1091	2.40	0.06	393	3.64	0.09
12	Provide education to clients and staff about client rights and responsibilities	1082	2.14	0.06	397	2.29	0.09
13	Recognize the need for referrals and obtain necessary orders	1058	2.30	0.06	396	2.92	0.09
14	Initiate, evaluate, and update plan of care (e.g., care map, clinical pathway)	1086	2.55	0.06	400	3.20	0.09
15	Maintain client confidentiality and privacy	1086	3.89	0.04	396	4.68	0.04
16	Recognize limitations of self/others and seek assistance	1056	3.37	0.05	399	3.51	0.07
17	Report client conditions as required by law (e.g., abuse/neglect, communicable disease, gunshot wound)	1084	0.40	0.03	394	0.58	0.07
18	Manage conflict among clients and health care staff	1082	0.74	0.04	399	1.22	0.07
19	Utilize information resources to enhance the care provided to a client (e.g., evidence-based research, information technology, policies and procedures)	1064	2.83	0.05	394	3.22	0.08
20	Recognize ethical dilemmas and take appropriate action	1084	0.67	0.04	398	1.28	0.08
21	Use approved abbreviations and standard terminology when documenting care	1088	3.62	0.04	393	4.48	0.06
22	Organize workload to manage time effectively	1055	4.36	0.04	398	4.41	0.06
23	Practice in a manner consistent with a code of ethics for registered nurses	1085	3.91	0.04	395	4.79	0.03
24	Provide care within the legal scope of practice	1078	3.99	0.04	394	4.78	0.04
25	Participate in providing cost effective care	1055	3.49	0.05	393	3.00	0.09
26	Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)	1084	4.10	0.03	399	4.94	0.02

Table 12. Average Frequency Ratings (Total Group)

Activity Number	Activity	2011 US			2013 CA		
		N	Avg.	Std. Err	N	Avg.	Std. Err
27	Protect client from injury (e.g., falls, electrical hazards)	1084	3.62	0.05	396	4.03	0.08
28	Verify appropriateness and/or accuracy of a treatment order	1052	3.81	0.05	398	3.68	0.08
29	Follow procedures for handling biohazardous materials	1087	2.34	0.06	393	3.08	0.10
30	Participate in institution security plan (e.g., newborn nursery security, bomb threats)	1084	0.53	0.04	400	0.80	0.07
31	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	1062	3.52	0.05	394	3.82	0.08
32	Acknowledge and document practice error (e.g., incident report for medication error)	1079	0.36	0.03	398	0.74	0.06
33	Ensure proper identification of client when providing care	1082	4.00	0.04	392	4.72	0.04
34	Facilitate appropriate and safe use of equipment	1058	4.00	0.05	396	3.75	0.08
35	Educate client on home safety issues	1078	1.35	0.05	392	1.91	0.09
36	Implement emergency response plans (e.g., internal/external disaster)	1073	0.29	0.03	398	0.42	0.05
37	Follow requirements for use of restraints and/or safety device (e.g., least restrictive restraints, timed client monitoring)	1054	1.61	0.06	394	2.28	0.10
38	Educate client and staff regarding infection control measures	1083	1.92	0.06	399	2.30	0.09
39	Assess client for allergies and intervene as needed (e.g., food, latex, environmental allergies)	1085	2.59	0.06	393	3.12	0.10
40	Provide prenatal care and education	1061	0.26	0.03	396	0.51	0.07
41	Plan and/or participate in community health education	1084	0.36	0.03	390	0.95	0.08
42	Perform targeted screening assessments (e.g., vision, hearing, nutrition)	1086	1.07	0.05	399	1.67	0.10
43	Provide care and education for the newborn less than 1 month old	1058	0.41	0.04	392	0.69	0.08
44	Provide information for prevention and treatment of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	1085	1.29	0.05	399	1.73	0.09
45	Provide information about health promotion and maintenance recommendations (e.g., physician visits, immunizations)	1085	1.75	0.05	391	2.30	0.10
46	Provide post-partum care and education	1055	0.27	0.03	399	0.56	0.07
47	Perform comprehensive health assessment	1075	2.95	0.06	388	3.80	0.09
48	Assess client's readiness to learn, learning preferences and barriers to learning	1087	2.41	0.06	398	2.81	0.09
49	Provide care and education for the infant or toddler client age 1 month through 2 years	1055	0.36	0.03	388	0.55	0.07
50	Provide care and education for the preschool client ages 3 through 5 years	1086	0.25	0.03	396	0.51	0.07
51	Provide care and education for the school age client ages 6 through 12 years	1082	0.36	0.03	390	0.54	0.07
52	Provide care and education for the adolescent client ages 13 through 17 years	1057	0.46	0.04	398	0.76	0.08

Table 12. Average Frequency Ratings (Total Group)

Activity Number	Activity	2011 US			2013 CA		
		N	Avg.	Std. Err	N	Avg.	Std. Err
53	Provide care and education for the adult client ages 18 through 64 years	1085	3.07	0.05	390	4.02	0.08
54	Provide care and education for the adult client ages 65 through 85 years	1085	2.95	0.05	397	3.94	0.09
55	Provide care and education for adults over 85 years	1055	2.58	0.06	392	3.22	0.10
56	Assess client ability to manage care in home environment and plan care accordingly (e.g., equipment, community resources)	1087	1.44	0.05	397	2.50	0.10
57	Assess and teach clients about health risks based on family, population, and/or community characteristics	438	0.78	0.06	390	1.75	0.10
58	Provide care to client in labor	1054	0.17	0.03	400	0.29	0.05
59	Assess psychosocial, spiritual and occupational factors affecting care, and plan interventions	1015	2.00	0.06	392	2.43	0.09
60	Assess client for abuse or neglect and intervene as appropriate	1079	1.26	0.05	399	1.16	0.08
61	Assess client for drug/alcohol dependencies, withdrawal, or toxicities and intervene as appropriate	1014	1.53	0.06	391	2.02	0.10
62	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	1017	1.60	0.06	398	2.88	0.10
63	Provide a therapeutic environment for clients with emotional/behavioral issues	1079	1.82	0.05	389	2.72	0.10
64	Incorporate client cultural practice and beliefs when planning and providing care	1015	2.07	0.06	398	2.62	0.09
65	Provide end of life care and education to clients	1011	0.68	0.04	390	1.29	0.09
66	Assess the potential for violence and use safety precautions (e.g., suicide, homicide, self-destructive behavior)	1083	1.34	0.05	399	1.96	0.10
67	Assess family dynamics to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	1014	2.16	0.06	387	2.16	0.09
68	Assess client in coping with life changes and provide support	1007	1.79	0.06	396	3.15	0.09
69	Use therapeutic communication techniques to provide client support	1080	3.49	0.04	390	4.37	0.06
70	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	1014	2.46	0.06	396	3.02	0.09
71	Recognize non-verbal cues to physical and/or psychological stressors	1011	2.91	0.06	389	3.67	0.08
72	Provide care for a client experiencing visual, auditory or cognitive distortions (e.g., hallucinations)	1083	1.05	0.05	400	2.10	0.10
73	Assess and intervene in client performance of activities of daily living	1005	2.98	0.06	389	3.25	0.10
74	Provide client nutrition through continuous or intermittent tube feedings	1010	1.16	0.05	400	1.83	0.10
75	Perform post-mortem care	1029	0.27	0.03	388	0.62	0.06

Activity Number	Activity	2011 US			2013 CA		
		N	Avg.	Std. Err	N	Avg.	Std. Err
76	Perform irrigations (e.g., of bladder, ear, eye)	1010	0.67	0.04	399	1.13	0.09
77	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	1012	2.30	0.06	389	2.92	0.10
78	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	1033	3.34	0.05	400	4.05	0.08
79	Assess and manage client with an alteration in elimination (e.g. bowel, urinary)	1011	2.94	0.06	390	3.44	0.10
80	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	1016	0.75	0.04	399	1.17	0.09
81	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	1027	2.12	0.06	388	1.80	0.10
82	Provide non-pharmacological comfort measures	1013	3.41	0.05	400	3.80	0.08
83	Manage the client's nutritional intake (e.g., adjust diet, monitor height and weight)	1013	2.29	0.06	388	2.64	0.10
84	Assess client need for sleep/rest and intervene as needed	1024	2.17	0.06	395	3.22	0.09
85	Evaluate client intake and output and intervene as needed	1012	3.57	0.06	389	3.40	0.09
86	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	1013	2.46	0.06	396	3.27	0.10
87	Assess client need for pain management	1029	3.66	0.05	390	4.29	0.07
88	Evaluate appropriateness and accuracy of medication order for client	1011	4.20	0.04	396	4.17	0.07
89	Prepare and administer medications, using rights of medication administration	1012	4.03	0.04	389	4.75	0.05
90	Perform calculations needed for medication administration	1031	2.25	0.06	398	3.54	0.09
91	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access devices)	1014	3.53	0.06	390	3.58	0.10
92	Administer controlled substances within regulatory guidelines (e.g., witness, waste)	1015	2.85	0.06	399	3.95	0.08
93	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	1029	2.87	0.07	389	4.13	0.07
94	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	1014	2.73	0.06	393	3.11	0.10
95	Administer blood products and evaluate client response	1013	0.62	0.04	391	1.19	0.09
96	Access venous access devices, including tunneled, implanted and central lines	1026	2.02	0.06	390	2.68	0.11
97	Educate client about medications	1015	3.75	0.05	391	3.52	0.08
98	Evaluate client response to medication (e.g., therapeutic effects, side effects, adverse reactions)	1011	3.65	0.05	392	4.34	0.06

Table 12. Average Frequency Ratings (Total Group)

Activity Number	Activity	2011 US			2013 CA		
		N	Avg.	Std. Err	N	Avg.	Std. Err
99	Administer parenteral nutrition and evaluate client response (e.g., TPN)	1032	1.56	0.05	392	1.02	0.08
100	Administer pharmacological measures for pain management	1010	3.88	0.05	392	4.28	0.08
101	Participate in medication reconciliation process	1014	1.79	0.06	391	2.09	0.10
102	Assess and respond to changes in client vital signs	1023	3.10	0.05	392	3.91	0.08
103	Perform focused assessment	1013	4.11	0.05	389	3.95	0.08
104	Provide intraoperative care	1004	0.48	0.04	393	0.49	0.07
105	Monitor the results of diagnostic testing and intervene as needed	1030	2.42	0.06	389	2.84	0.10
106	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	1014	3.83	0.05	393	4.13	0.08
107	Evaluate responses to procedures and treatments	1009	2.98	0.06	391	4.00	0.07
108	Provide preoperative and postoperative education	1024	1.21	0.05	392	1.90	0.11
109	Provide preoperative care	1014	0.94	0.05	390	1.12	0.09
110	Manage client during and following a procedure with moderate sedation	1009	0.74	0.05	392	1.39	0.10
111	Obtain blood specimens peripherally or through central line	1033	1.37	0.06	392	1.33	0.09
112	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	1008	3.01	0.06	394	3.13	0.10
113	Educate client about treatments and procedures	1010	2.43	0.06	389	3.33	0.09
114	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	1017	1.62	0.06	391	2.74	0.10
115	Insert, maintain or remove a gastric tube	1018	1.03	0.05	392	1.04	0.08
116	Insert, maintain or remove a urinary catheter	1001	1.47	0.05	395	2.55	0.10
117	Insert, maintain or remove a peripheral intravenous line	1020	2.05	0.06	391	2.72	0.10
118	Recognize trends and changes in client condition and intervene as needed	1006	3.19	0.06	395	3.78	0.07
119	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	1014	1.07	0.05	389	1.53	0.10
120	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	1027	0.37	0.03	394	0.65	0.07
121	Monitor and care for clients on a ventilator	1016	0.66	0.05	389	0.40	0.06
122	Perform wound care or dressing change	1009	1.60	0.05	393	2.94	0.10
123	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	1029	0.37	0.03	391	0.47	0.06
124	Provide ostomy care and education (e.g., tracheal, enteral)	1005	0.97	0.05	394	1.53	0.10
125	Provide postoperative care	1015	1.11	0.05	387	1.77	0.11
126	Perform and manage care of client receiving peritoneal dialysis	1029	0.24	0.03	391	0.43	0.06

Activity Number	Activity	2011 US			2013 CA		
		N	Avg.	Std. Err	N	Avg.	Std. Err
127	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	1017	1.31	0.06	392	1.49	0.10
128	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	1007	1.38	0.06	392	1.55	0.10
129	Manage the care of a client on telemetry	1033	1.84	0.06	389	1.39	0.10
130	Manage the care of a client with impaired ventilation/oxygenation	1009	2.03	0.06	395	2.33	0.10
131	Maintain optimal temperature of client (e.g., cooling and/or warming blanket)	1012	1.02	0.05	389	2.33	0.11
132	Implement and monitor phototherapy	1026	0.14	0.02	394	0.31	0.05
133	Manage the care of a client with a pacing device (e.g., pacemaker)	1016	1.12	0.05	390	1.13	0.09
134	Monitor and maintain arterial lines	1006	0.66	0.05	395	0.78	0.08
135	Manage the care of the client with a fluid and electrolyte imbalance	1031	1.68	0.05	390	2.36	0.10
136	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	1010	1.79	0.06	396	1.72	0.10
137	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	1010	2.52	0.06	389	3.27	0.09
138	Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	1027	2.51	0.06	396	3.51	0.09
139	Manage the care of a client receiving hemodialysis	1013	0.71	0.04	390	0.64	0.07
140	Recognize signs and symptoms of complications and intervene appropriately when providing client care	1010	2.26	0.06	394	3.36	0.09
141	Educate client regarding an acute or chronic condition	1031	2.31	0.06	389	2.70	0.10

Table 13. Average Importance Ratings (Setting-specific)

Activity Number	Activity	2011 US				2013 CA			
		Apply to Setting (%)	N	Avg.	Std. Err	Apply to Setting (%)	N	Avg.	Std. Err
1	Perform procedures necessary to safely admit, transfer or discharge a client	97.01	1018	4.32	0.02	96.72	378	4.32	0.03
2	Provide and receive report on assigned clients (e.g., standardized hand off communication)	95.33	1030	4.70	0.02	98.75	391	4.67	0.03
3	Assign and supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	88.31	950	4.09	0.03	91.65	358	3.86	0.05
4	Advocate for client rights and needs	99.53	1044	4.57	0.02	100.00	396	4.66	0.03
5	Prioritize the delivery of client care	98.25	1052	4.65	0.02	99.49	389	4.75	0.03
6	Participate in performance improvement/quality improvement process	81.32	860	3.94	0.03	95.94	374	3.95	0.04
7	Collaborate with health care members in other disciplines when providing client care	99.62	1036	4.47	0.02	100.00	388	4.63	0.03
8	Receive and/or transcribe health care provider orders	94.53	1002	4.63	0.02	98.24	385	4.72	0.03
9	Integrate advance directives into client plan of care	78.47	832	4.06	0.03	89.57	346	4.15	0.04
10	Report unsafe practice of health care personnel and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	78.11	810	4.52	0.02	80.45	319	4.49	0.04
11	Verify that the client comprehends and consents to care and procedures	92.67	991	4.54	0.02	99.24	387	4.60	0.03
12	Provide education to clients and staff about client rights and responsibilities	90.57	962	4.25	0.02	97.73	383	4.17	0.04
13	Recognize the need for referrals and obtain necessary orders	95.27	985	4.05	0.03	98.23	384	4.32	0.03
14	Initiate, evaluate, and update plan of care (e.g., care map, clinical pathway)	89.69	956	4.09	0.03	97.25	381	4.26	0.04
15	Maintain client confidentiality and privacy	99.26	1066	4.68	0.02	99.75	392	4.79	0.03
16	Recognize limitations of self/others and seek assistance	99.62	1035	4.48	0.02	99.75	395	4.73	0.02
17	Report client conditions as required by law (e.g., abuse/neglect, communicable disease, gunshot wound)	74.35	778	4.34	0.03	77.66	303	4.37	0.05
18	Manage conflict among clients and health care staff	78.84	839	3.83	0.03	94.74	376	4.05	0.04
19	Utilize information resources to enhance the care provided to a client (e.g., evidence-based research, information technology, policies and procedures)	98.78	1027	4.10	0.02	99.49	387	4.32	0.04
20	Recognize ethical dilemmas and take appropriate action	80.72	851	4.10	0.03	94.22	367	4.20	0.04

Table 13. Average Importance Ratings (Setting-specific)

Activity Number	Activity	2011 US				2013 CA			
		Apply to Setting (%)	N	Avg.	Std. Err	Apply to Setting (%)	N	Avg.	Std. Err
21	Use approved abbreviations and standard terminology when documenting care	98.71	1056	4.16	0.03	100.00	388	4.08	0.04
22	Organize workload to manage time effectively	99.81	1042	4.50	0.02	100.00	393	4.65	0.03
23	Practice in a manner consistent with a code of ethics for registered nurses	98.06	1048	4.73	0.02	100.00	393	4.77	0.02
24	Provide care within the legal scope of practice	99.54	1062	4.83	0.01	99.75	387	4.89	0.02
25	Participate in providing cost effective care	98.48	1022	3.76	0.03	95.93	371	3.58	0.05
26	Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)	99.91	1062	4.89	0.01	100.00	393	4.89	0.02
27	Protect client from injury (e.g., falls, electrical hazards)	98.34	1053	4.81	0.01	99.75	391	4.74	0.03
28	Verify appropriateness and/or accuracy of a treatment order	99.33	1027	4.72	0.02	99.25	391	4.76	0.02
29	Follow procedures for handling biohazardous materials	91.44	977	4.49	0.02	97.46	379	4.41	0.04
30	Participate in institution security plan (e.g., newborn nursery security, bomb threats)	72.60	765	4.14	0.03	80.50	316	4.05	0.05
31	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	97.55	1018	4.26	0.02	98.73	381	4.43	0.04
32	Acknowledge and document practice error (e.g., incident report for medication error)	79.89	837	4.48	0.02	93.22	368	4.45	0.03
33	Ensure proper identification of client when providing care	99.17	1051	4.89	0.01	99.49	387	4.86	0.02
34	Facilitate appropriate and safe use of equipment	99.15	1025	4.48	0.02	99.24	388	4.48	0.03
35	Educate client on home safety issues	83.95	887	4.02	0.03	92.60	358	3.98	0.05
36	Implement emergency response plans (e.g., internal/external disaster)	73.72	782	4.18	0.03	70.85	280	4.27	0.05
37	Follow requirements for use of restraints and/or safety device (e.g., least restrictive restraints, timed client monitoring)	86.15	882	4.31	0.03	90.10	349	4.25	0.04
38	Educate client and staff regarding infection control measures	90.12	949	4.41	0.02	94.49	372	4.36	0.04
39	Assess client for allergies and intervene as needed (e.g., food, latex, environmental allergies)	94.38	1010	4.70	0.02	98.47	384	4.58	0.03
40	Provide prenatal care and education	23.37	236	3.97	0.06	34.34	136	3.93	0.09

Table 13. Average Importance Ratings (Setting-specific)

Activity Number	Activity	2011 US				2013 CA			
		Apply to Setting (%)	N	Avg.	Std. Err	Apply to Setting (%)	N	Avg.	Std. Err
41	Plan and/or participate in community health education	56.18	594	3.52	0.04	66.92	254	3.80	0.05
42	Perform targeted screening assessments (e.g., vision, hearing, nutrition)	69.34	737	3.88	0.03	78.70	306	3.94	0.05
43	Provide care and education for the newborn less than 1 month old	25.99	259	4.25	0.05	34.44	134	4.38	0.08
44	Provide information for prevention and treatment of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	78.43	828	4.00	0.03	86.72	342	4.00	0.04
45	Provide information about health promotion and maintenance recommendations (e.g., physician visits, immunizations)	88.66	942	3.98	0.03	90.79	347	3.98	0.05
46	Provide post-partum care and education	20.57	206	3.96	0.07	33.58	131	3.99	0.09
47	Perform comprehensive health assessment	92.00	962	4.58	0.02	97.68	376	4.62	0.03
48	Assess client's readiness to learn, learning preferences and barriers to learning	91.08	971	4.04	0.03	95.48	376	4.11	0.04
49	Provide care and education for the infant or toddler client age 1 month through 2 years	26.64	270	4.12	0.05	33.76	129	4.12	0.07
50	Provide care and education for the preschool client ages 3 through 5 years	25.51	264	3.97	0.06	34.09	134	3.90	0.08
51	Provide care and education for the school age client ages 6 through 12 years	30.78	316	3.95	0.05	33.85	129	4.14	0.07
52	Provide care and education for the adolescent client ages 13 through 17 years	36.33	368	4.03	0.04	47.49	187	3.96	0.07
53	Provide care and education for the adult client ages 18 through 64 years	91.71	971	4.30	0.02	94.62	362	4.31	0.03
54	Provide care and education for the adult client ages 65 through 85 years	89.49	944	4.23	0.02	91.94	362	4.27	0.03
55	Provide care and education for adults over 85 years	85.40	871	4.23	0.02	90.56	348	4.30	0.03
56	Assess client ability to manage care in home environment and plan care accordingly (e.g., equipment, community resources)	78.38	826	4.21	0.03	88.41	347	4.33	0.04
57	Assess and teach clients about health risks based on family, population, and/or community characteristics	78.31	331	3.73	0.05	86.67	334	3.73	0.05
58	Provide care to client in labor	16.70	167	4.20	0.07	26.00	102	4.11	0.11
59	Assess psychosocial, spiritual and occupational factors affecting care, and plan interventions	88.37	878	3.89	0.03	96.43	374	3.88	0.04
60	Assess client for abuse or neglect and intervene as appropriate	83.13	878	4.37	0.02	87.47	345	4.41	0.04

Table 13. Average Importance Ratings (Setting-specific)

Activity Number	Activity	2011 US				2013 CA			
		Apply to Setting (%)	N	Avg.	Std. Err	Apply to Setting (%)	N	Avg.	Std. Err
61	Assess client for drug/alcohol dependencies, withdrawal, or toxicities and intervene as appropriate	87.18	860	4.14	0.03	93.09	359	4.15	0.04
62	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	80.92	804	4.18	0.03	93.47	365	4.26	0.04
63	Provide a therapeutic environment for clients with emotional/behavioral issues	89.99	956	4.08	0.03	96.14	371	4.13	0.04
64	Incorporate client cultural practice and beliefs when planning and providing care	95.96	945	4.03	0.03	97.24	382	4.12	0.04
65	Provide end of life care and education to clients	74.38	721	4.13	0.03	85.64	324	4.30	0.04
66	Assess the potential for violence and use safety precautions (e.g., suicide, homicide, self-destructive behavior)	84.03	885	4.43	0.02	92.23	362	4.43	0.04
67	Assess family dynamics to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	93.89	933	3.88	0.03	93.54	357	3.99	0.04
68	Assess client in coping with life changes and provide support	87.79	865	4.11	0.03	98.74	385	4.26	0.03
69	Use therapeutic communication techniques to provide client support	98.61	1051	4.26	0.02	100.00	386	4.43	0.03
70	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	94.58	935	3.98	0.03	97.22	380	4.09	0.04
71	Recognize non-verbal cues to physical and/or psychological stressors	95.45	953	4.23	0.02	99.74	383	4.31	0.03
72	Provide care for a client experiencing visual, auditory or cognitive distortions (e.g., hallucinations)	76.27	800	4.12	0.03	89.50	353	4.13	0.04
73	Assess and intervene in client performance of activities of daily living	93.63	919	3.94	0.03	94.09	359	4.05	0.04
74	Provide client nutrition through continuous or intermittent tube feedings	75.74	742	4.30	0.03	83.25	328	4.20	0.04
75	Perform post-mortem care	67.64	659	3.63	0.04	76.55	289	3.71	0.05
76	Perform irrigations (e.g., of bladder, ear, eye)	78.81	750	3.88	0.03	78.95	309	3.89	0.05
77	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	91.11	901	4.14	0.03	94.86	365	4.07	0.04
78	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	95.35	967	4.63	0.02	97.00	381	4.54	0.03
79	Assess and manage client with an alteration in elimination (e.g. bowel, urinary)	96.54	949	4.16	0.02	95.13	363	4.18	0.04

Table 13. Average Importance Ratings (Setting-specific)

Activity Number	Activity	2011 US				2013 CA			
		Apply to Setting (%)	N	Avg.	Std. Err	Apply to Setting (%)	N	Avg.	Std. Err
80	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	69.88	684	3.91	0.03	73.68	289	3.88	0.05
81	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	89.39	904	4.29	0.03	88.92	337	4.01	0.04
82	Provide non-pharmacological comfort measures	98.42	975	4.09	0.03	98.75	388	4.18	0.04
83	Manage the client's nutritional intake (e.g., adjust diet, monitor height and weight)	88.75	880	4.08	0.03	96.39	369	3.92	0.04
84	Assess client need for sleep/rest and intervene as needed	90.63	912	4.22	0.03	96.46	374	4.06	0.04
85	Evaluate client intake and output and intervene as needed	96.15	952	4.30	0.02	97.43	374	4.26	0.04
86	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	89.54	885	4.30	0.03	94.44	370	4.27	0.04
87	Assess client need for pain management	97.18	985	4.63	0.02	99.23	383	4.61	0.03
88	Evaluate appropriateness and accuracy of medication order for client	99.21	985	4.78	0.02	98.74	385	4.73	0.03
89	Prepare and administer medications, using rights of medication administration	98.42	986	4.90	0.01	99.49	386	4.91	0.02
90	Perform calculations needed for medication administration	90.98	917	4.61	0.02	97.99	387	4.80	0.02
91	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access devices)	92.41	915	4.69	0.02	91.03	353	4.61	0.03
92	Administer controlled substances within regulatory guidelines (e.g., witness, waste)	92.41	923	4.68	0.02	97.74	385	4.66	0.03
93	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	87.17	869	4.63	0.02	99.23	383	4.74	0.03
94	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	90.83	891	4.76	0.02	94.91	365	4.69	0.03
95	Administer blood products and evaluate client response	70.98	698	4.75	0.02	85.17	328	4.72	0.03
96	Access venous access devices, including tunneled, implanted and central lines	86.06	863	4.24	0.03	87.95	339	4.48	0.04
97	Educate client about medications	97.93	972	4.43	0.02	98.47	382	4.29	0.04
98	Evaluate client response to medication (e.g., therapeutic effects, side effects, adverse reactions)	98.02	970	4.65	0.02	99.74	387	4.71	0.02

Table 13. Average Importance Ratings (Setting-specific)

Activity Number	Activity	2011 US				2013 CA			
		Apply to Setting (%)	N	Avg.	Std. Err	Apply to Setting (%)	N	Avg.	Std. Err
99	Administer parenteral nutrition and evaluate client response (e.g., TPN)	86.24	872	4.25	0.03	74.74	285	4.08	0.05
100	Administer pharmacological measures for pain management	97.52	952	4.49	0.02	98.21	378	4.64	0.03
101	Participate in medication reconciliation process	86.59	849	4.28	0.03	93.09	357	4.16	0.04
102	Assess and respond to changes in client vital signs	96.09	957	4.76	0.02	99.74	385	4.83	0.02
103	Perform focused assessment	98.72	978	4.58	0.02	98.97	383	4.50	0.03
104	Provide intraoperative care	39.74	374	4.26	0.04	33.33	124	3.99	0.09
105	Monitor the results of diagnostic testing and intervene as needed	93.01	943	4.40	0.02	96.92	375	4.30	0.04
106	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	97.34	953	4.53	0.02	97.46	379	4.61	0.03
107	Evaluate responses to procedures and treatments	94.05	932	4.44	0.02	99.74	382	4.44	0.03
108	Provide preoperative and postoperative education	71.78	703	4.22	0.03	72.96	279	4.23	0.05
109	Provide preoperative care	75.35	733	4.11	0.03	74.10	281	4.05	0.05
110	Manage client during and following a procedure with moderate sedation	58.97	572	4.39	0.03	-	-	-	-
111	Obtain blood specimens peripherally or through central line	80.15	806	4.10	0.03	77.30	301	3.97	0.05
112	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	95.83	927	4.49	0.02	93.91	360	4.40	0.04
113	Educate client about treatments and procedures	92.97	919	4.25	0.02	99.49	383	4.26	0.04
114	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	88.59	873	4.04	0.03	97.95	379	4.12	0.04
115	Insert, maintain or remove a gastric tube	80.26	776	4.01	0.03	76.02	285	3.85	0.05
116	Insert, maintain or remove a urinary catheter	83.52	814	4.13	0.03	94.94	369	4.11	0.04
117	Insert, maintain or remove a peripheral intravenous line	85.59	853	4.26	0.03	86.19	334	4.20	0.04
118	Recognize trends and changes in client condition and intervene as needed	98.41	960	4.73	0.02	99.75	386	4.66	0.03
119	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	78.01	766	4.24	0.03	82.01	308	4.16	0.05
120	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	77.80	754	4.85	0.02	79.70	311	4.85	0.03

Table 13. Average Importance Ratings (Setting-specific)

Activity Number	Activity	2011 US				2013 CA			
		Apply to Setting (%)	N	Avg.	Std. Err	Apply to Setting (%)	N	Avg.	Std. Err
121	Monitor and care for clients on a ventilator	49.41	476	4.58	0.03	38.56	142	4.25	0.08
122	Perform wound care or dressing change	88.01	854	4.21	0.03	97.20	378	4.24	0.03
123	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	59.77	589	4.17	0.04	53.96	200	3.95	0.07
124	Provide ostomy care and education (e.g., tracheal, enteral)	79.20	760	4.12	0.03	84.77	325	4.05	0.04
125	Provide postoperative care	72.41	712	4.36	0.03	75.45	287	4.37	0.04
126	Perform and manage care of client receiving peritoneal dialysis	54.42	524	4.04	0.04	44.50	170	4.03	0.07
127	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	82.99	808	4.35	0.03	83.42	318	4.20	0.05
128	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	78.45	763	4.22	0.03	78.32	303	3.97	0.05
129	Manage the care of a client on telemetry	69.89	702	4.41	0.03	58.61	222	4.34	0.05
130	Manage the care of a client with impaired ventilation/oxygenation	87.12	846	4.63	0.02	89.87	347	4.59	0.03
131	Maintain optimal temperature of client (e.g., cooling and/or warming blanket)	76.38	747	4.06	0.03	85.35	326	3.92	0.05
132	Implement and monitor phototherapy	33.04	320	3.79	0.06	30.46	117	3.85	0.10
133	Manage the care of a client with a pacing device (e.g., pacemaker)	81.00	788	4.15	0.03	77.69	293	3.91	0.05
134	Monitor and maintain arterial lines	55.47	527	4.47	0.03	49.37	190	4.29	0.06
135	Manage the care of the client with a fluid and electrolyte imbalance	87.68	878	4.49	0.02	94.10	354	4.39	0.04
136	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	84.55	818	4.56	0.02	80.05	309	4.42	0.04
137	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	90.20	887	4.34	0.02	96.40	371	4.28	0.04
138	Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	93.09	927	4.47	0.02	97.47	380	4.51	0.03
139	Manage the care of a client receiving hemodialysis	69.79	673	4.22	0.03	54.36	202	3.95	0.07
140	Recognize signs and symptoms of complications and intervene appropriately when providing client care	92.48	901	4.78	0.02	99.49	389	4.75	0.02
141	Educate client regarding an acute or chronic condition	91.76	920	4.24	0.02	97.17	367	4.14	0.04

Activity Number	Activity	2011 US			2013 CA		
		N	Avg.	Std. Err	N	Avg.	Std. Err
1	Perform procedures necessary to safely admit, transfer or discharge a client	1045	4.29	0.02	391	4.31	0.04
2	Provide and receive report on assigned clients (e.g., standardized hand off communication)	1076	4.65	0.02	395	4.65	0.03
3	Assign and supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	1066	4.01	0.03	390	3.84	0.05
4	Advocate for client rights and needs	1048	4.57	0.02	398	4.66	0.03
5	Prioritize the delivery of client care	1068	4.64	0.02	393	4.75	0.03
6	Participate in performance improvement/quality improvement process	1046	3.85	0.03	395	3.94	0.04
7	Collaborate with health care members in other disciplines when providing client care	1040	4.47	0.02	389	4.63	0.03
8	Receive and/or transcribe health care provider orders	1051	4.59	0.02	393	4.68	0.03
9	Integrate advance directives into client plan of care	1050	3.97	0.03	388	4.09	0.05
10	Report unsafe practice of health care personnel and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	1008	4.52	0.02	394	4.48	0.04
11	Verify that the client comprehends and consents to care and procedures	1062	4.52	0.02	391	4.59	0.03
12	Provide education to clients and staff about client rights and responsibilities	1056	4.21	0.02	395	4.15	0.04
13	Recognize the need for referrals and obtain necessary orders	1030	4.02	0.03	390	4.32	0.03
14	Initiate, evaluate, and update plan of care (e.g., care map, clinical pathway)	1055	4.01	0.03	392	4.20	0.04
15	Maintain client confidentiality and privacy	1074	4.68	0.02	393	4.78	0.03
16	Recognize limitations of self/others and seek assistance	1039	4.48	0.02	396	4.72	0.02
17	Report client conditions as required by law (e.g., abuse/neglect, communicable disease, gunshot wound)	1032	4.38	0.03	388	4.36	0.04
18	Manage conflict among clients and health care staff	1042	3.79	0.03	399	4.03	0.04
19	Utilize information resources to enhance the care provided to a client (e.g., evidence-based research, information technology, policies and procedures)	1040	4.10	0.02	391	4.31	0.04
20	Recognize ethical dilemmas and take appropriate action	1045	4.11	0.03	389	4.21	0.04
21	Use approved abbreviations and standard terminology when documenting care	1069	4.15	0.03	391	4.09	0.04
22	Organize workload to manage time effectively	1044	4.50	0.02	395	4.66	0.03
23	Practice in a manner consistent with a code of ethics for registered nurses	1067	4.71	0.02	394	4.77	0.02
24	Provide care within the legal scope of practice	1066	4.83	0.01	394	4.88	0.02
25	Participate in providing cost effective care	1037	3.75	0.03	387	3.53	0.05
26	Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)	1063	4.89	0.01	395	4.89	0.02

Table 14. Average Importance Ratings (Total Group)

Activity Number	Activity	2011 US			2013 CA		
		N	Avg.	Std. Err	N	Avg.	Std. Err
27	Protect client from injury (e.g., falls, electrical hazards)	1068	4.81	0.01	392	4.74	0.03
28	Verify appropriateness and/or accuracy of a treatment order	1034	4.72	0.02	397	4.74	0.03
29	Follow procedures for handling biohazardous materials	1065	4.45	0.02	390	4.41	0.04
30	Participate in institution security plan (e.g., newborn nursery security, bomb threats)	1029	4.08	0.03	393	3.99	0.05
31	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	1036	4.25	0.03	388	4.42	0.04
32	Acknowledge and document practice error (e.g., incident report for medication error)	1028	4.48	0.02	396	4.45	0.03
33	Ensure proper identification of client when providing care	1060	4.89	0.01	393	4.86	0.02
34	Facilitate appropriate and safe use of equipment	1033	4.47	0.02	395	4.47	0.03
35	Educate client on home safety issues	1038	3.97	0.03	387	3.92	0.05
36	Implement emergency response plans (e.g., internal/external disaster)	1030	4.16	0.03	394	4.21	0.04
37	Follow requirements for use of restraints and/or safety device (e.g., least restrictive restraints, timed client monitoring)	1001	4.28	0.03	388	4.21	0.04
38	Educate client and staff regarding infection control measures	1043	4.40	0.02	394	4.34	0.04
39	Assess client for allergies and intervene as needed (e.g., food, latex, environmental allergies)	1064	4.68	0.02	391	4.58	0.03
40	Provide prenatal care and education	891	3.73	0.04	380	3.54	0.07
41	Plan and/or participate in community health education	1002	3.40	0.03	375	3.58	0.05
42	Perform targeted screening assessments (e.g., vision, hearing, nutrition)	1033	3.74	0.03	385	3.83	0.05
43	Provide care and education for the newborn less than 1 month old	888	3.76	0.04	362	3.66	0.08
44	Provide information for prevention and treatment of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	1032	3.93	0.03	392	3.92	0.05
45	Provide information about health promotion and maintenance recommendations (e.g., physician visits, immunizations)	1055	3.92	0.03	382	3.90	0.05
46	Provide post-partum care and education	877	3.69	0.04	378	3.53	0.07
47	Perform comprehensive health assessment	1033	4.53	0.02	388	4.58	0.03
48	Assess client's readiness to learn, learning preferences and barriers to learning	1058	3.98	0.03	396	4.08	0.04
49	Provide care and education for the infant or toddler client age 1 month through 2 years	891	3.69	0.04	353	3.49	0.07
50	Provide care and education for the preschool client ages 3 through 5 years	906	3.67	0.04	378	3.38	0.07
51	Provide care and education for the school age client ages 6 through 12 years	941	3.62	0.04	353	3.46	0.07
52	Provide care and education for the adolescent client ages 13 through 17 years	887	3.72	0.04	380	3.53	0.07

Table 14. Average Importance Ratings (Total Group)

Activity Number	Activity	2011 US			2013 CA		
		N	Avg.	Std. Err	N	Avg.	Std. Err
53	Provide care and education for the adult client ages 18 through 64 years	1046	4.24	0.02	383	4.24	0.04
54	Provide care and education for the adult client ages 65 through 85 years	1037	4.16	0.02	396	4.12	0.05
55	Provide care and education for adults over 85 years	996	4.12	0.03	382	4.18	0.04
56	Assess client ability to manage care in home environment and plan care accordingly (e.g., equipment, community resources)	1013	4.09	0.03	391	4.20	0.05
57	Assess and teach clients about health risks based on family, population, and/or community characteristics	413	3.63	0.04	383	3.63	0.05
58	Provide care to client in labor	853	3.81	0.05	373	3.49	0.08
59	Assess psychosocial, spiritual and occupational factors affecting care, and plan interventions	983	3.83	0.03	387	3.82	0.05
60	Assess client for abuse or neglect and intervene as appropriate	1033	4.32	0.02	391	4.34	0.04
61	Assess client for drug/alcohol dependencies, withdrawal, or toxicities and intervene as appropriate	965	4.09	0.03	381	4.11	0.04
62	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	962	4.10	0.03	390	4.24	0.04
63	Provide a therapeutic environment for clients with emotional/behavioral issues	1051	4.04	0.03	383	4.10	0.04
64	Incorporate client cultural practice and beliefs when planning and providing care	979	4.00	0.03	395	4.09	0.04
65	Provide end of life care and education to clients	943	4.05	0.03	379	4.17	0.05
66	Assess the potential for violence and use safety precautions (e.g., suicide, homicide, self-destructive behavior)	1035	4.37	0.03	389	4.40	0.04
67	Assess family dynamics to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	983	3.85	0.03	385	3.92	0.04
68	Assess client in coping with life changes and provide support	971	4.05	0.03	393	4.26	0.04
69	Use therapeutic communication techniques to provide client support	1063	4.24	0.02	387	4.43	0.03
70	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	976	3.93	0.03	395	4.07	0.04
71	Recognize non-verbal cues to physical and/or psychological stressors	996	4.20	0.02	386	4.31	0.03
72	Provide care for a client experiencing visual, auditory or cognitive distortions (e.g., hallucinations)	1024	4.01	0.03	390	4.04	0.05
73	Assess and intervene in client performance of activities of daily living	964	3.92	0.03	382	3.99	0.04
74	Provide client nutrition through continuous or intermittent tube feedings	946	4.18	0.03	386	4.13	0.04
75	Perform post-mortem care	947	3.53	0.03	375	3.53	0.05

Table 14. Average Importance Ratings (Total Group)

Activity Number	Activity	2011 US			2013 CA		
		N	Avg.	Std. Err	N	Avg.	Std. Err
76	Perform irrigations (e.g., of bladder, ear, eye)	916	3.77	0.03	391	3.74	0.05
77	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	979	4.11	0.03	385	4.03	0.05
78	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	1006	4.59	0.02	393	4.50	0.04
79	Assess and manage client with an alteration in elimination (e.g. bowel, urinary)	975	4.14	0.03	383	4.14	0.04
80	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	920	3.80	0.03	385	3.68	0.05
81	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	996	4.22	0.03	379	3.92	0.05
82	Provide non-pharmacological comfort measures	989	4.08	0.03	394	4.16	0.04
83	Manage the client's nutritional intake (e.g., adjust diet, monitor height and weight)	976	4.01	0.03	386	3.90	0.04
84	Assess client need for sleep/rest and intervene as needed	998	4.21	0.03	389	4.02	0.04
85	Evaluate client intake and output and intervene as needed	983	4.29	0.02	385	4.23	0.04
86	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	971	4.25	0.03	393	4.23	0.04
87	Assess client need for pain management	1014	4.61	0.02	387	4.62	0.03
88	Evaluate appropriateness and accuracy of medication order for client	991	4.78	0.02	394	4.71	0.03
89	Prepare and administer medications, using rights of medication administration	1001	4.90	0.01	390	4.91	0.02
90	Perform calculations needed for medication administration	1001	4.55	0.02	397	4.78	0.03
91	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access devices)	975	4.62	0.02	385	4.53	0.04
92	Administer controlled substances within regulatory guidelines (e.g., witness, waste)	991	4.64	0.02	394	4.64	0.03
93	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	985	4.51	0.03	389	4.74	0.03
94	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	962	4.72	0.02	386	4.64	0.03
95	Administer blood products and evaluate client response	944	4.64	0.03	384	4.58	0.04
96	Access venous access devices, including tunneled, implanted and central lines	986	4.14	0.03	387	4.40	0.04
97	Educate client about medications	990	4.42	0.02	389	4.28	0.04
98	Evaluate client response to medication (e.g., therapeutic effects, side effects, adverse reactions)	985	4.64	0.02	392	4.69	0.03

Table 14. Average Importance Ratings (Total Group)

Activity Number	Activity	2011 US			2013 CA		
		N	Avg.	Std. Err	N	Avg.	Std. Err
99	Administer parenteral nutrition and evaluate client response (e.g., TPN)	999	4.19	0.03	380	3.89	0.06
100	Administer pharmacological measures for pain management	969	4.48	0.02	389	4.61	0.03
101	Participate in medication reconciliation process	965	4.23	0.03	385	4.12	0.05
102	Assess and respond to changes in client vital signs	993	4.75	0.02	390	4.83	0.02
103	Perform focused assessment	988	4.57	0.02	390	4.49	0.03
104	Provide intraoperative care	859	3.94	0.04	365	3.48	0.07
105	Monitor the results of diagnostic testing and intervene as needed	1008	4.36	0.02	390	4.29	0.04
106	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	972	4.51	0.02	392	4.58	0.03
107	Evaluate responses to procedures and treatments	986	4.41	0.02	384	4.44	0.03
108	Provide preoperative and postoperative education	948	4.07	0.03	379	3.96	0.06
109	Provide preoperative care	934	4.03	0.03	373	3.86	0.06
110	Manage client during and following a procedure with moderate sedation	905	4.22	0.03	-	-	-
111	Obtain blood specimens peripherally or through central line	985	4.02	0.03	385	3.83	0.05
112	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	958	4.46	0.02	385	4.31	0.04
113	Educate client about treatments and procedures	981	4.23	0.02	388	4.25	0.04
114	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	983	3.98	0.03	390	4.13	0.04
115	Insert, maintain or remove a gastric tube	936	3.94	0.03	374	3.68	0.05
116	Insert, maintain or remove a urinary catheter	955	4.05	0.03	387	4.09	0.04
117	Insert, maintain or remove a peripheral intravenous line	983	4.18	0.03	386	4.07	0.05
118	Recognize trends and changes in client condition and intervene as needed	973	4.72	0.02	388	4.65	0.03
119	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	948	4.16	0.03	372	4.03	0.05
120	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	947	4.80	0.02	391	4.81	0.03
121	Monitor and care for clients on a ventilator	886	4.38	0.03	353	3.85	0.08
122	Perform wound care or dressing change	964	4.16	0.03	391	4.21	0.04
123	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	938	4.02	0.03	361	3.62	0.07
124	Provide ostomy care and education (e.g., tracheal, enteral)	916	4.03	0.03	380	3.98	0.05
125	Provide postoperative care	945	4.23	0.03	373	4.12	0.06
126	Perform and manage care of client receiving peritoneal dialysis	902	3.86	0.04	367	3.62	0.07

Table 14. Average Importance Ratings (Total Group)

Activity Number	Activity	2011 US			2013 CA		
		N	Avg.	Std. Err	N	Avg.	Std. Err
127	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	942	4.28	0.03	379	4.09	0.05
128	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	940	4.11	0.03	383	3.80	0.05
129	Manage the care of a client on telemetry	961	4.25	0.03	369	3.88	0.07
130	Manage the care of a client with impaired ventilation/oxygenation	946	4.55	0.03	384	4.50	0.04
131	Maintain optimal temperature of client (e.g., cooling and/or warming blanket)	939	3.99	0.03	378	3.80	0.05
132	Implement and monitor phototherapy	874	3.49	0.04	368	3.14	0.07
133	Manage the care of a client with a pacing device (e.g., pacemaker)	939	4.12	0.03	370	3.78	0.06
134	Monitor and maintain arterial lines	875	4.25	0.04	370	3.86	0.07
135	Manage the care of the client with a fluid and electrolyte imbalance	990	4.45	0.02	377	4.36	0.04
136	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	935	4.47	0.03	382	4.24	0.05
137	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	972	4.30	0.02	386	4.26	0.04
138	Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	992	4.44	0.02	388	4.47	0.04
139	Manage the care of a client receiving hemodialysis	912	4.13	0.03	357	3.65	0.07
140	Recognize signs and symptoms of complications and intervene appropriately when providing client care	972	4.78	0.02	393	4.75	0.02
141	Educate client regarding an acute or chronic condition	999	4.21	0.02	379	4.12	0.04

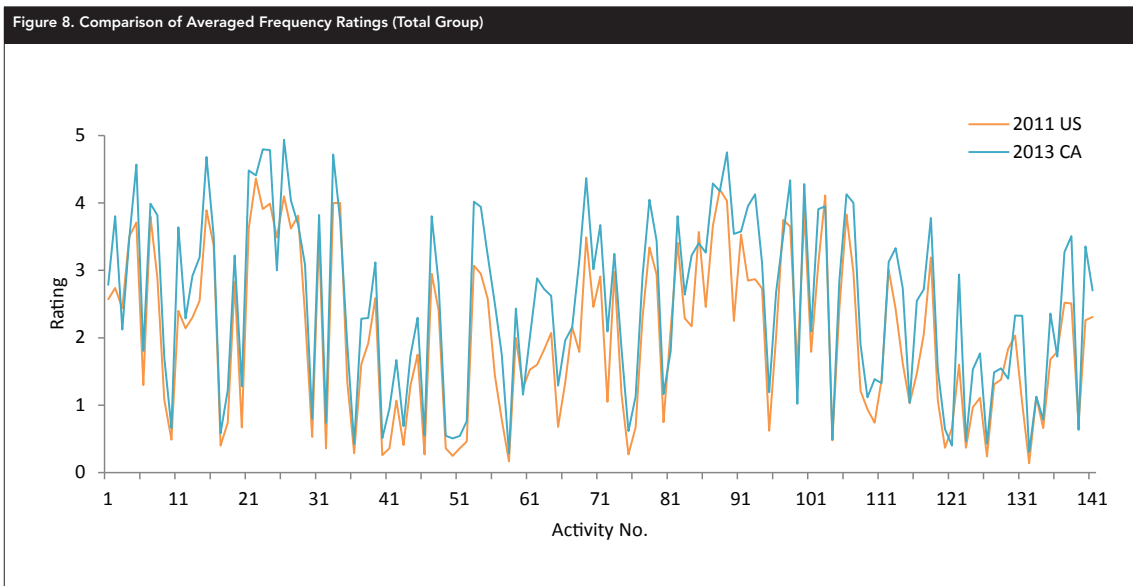
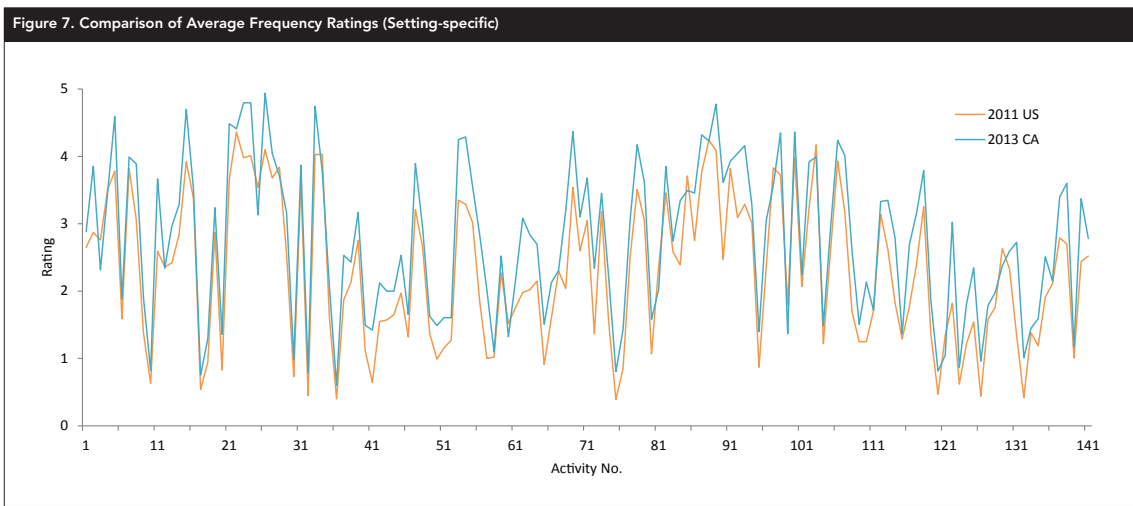
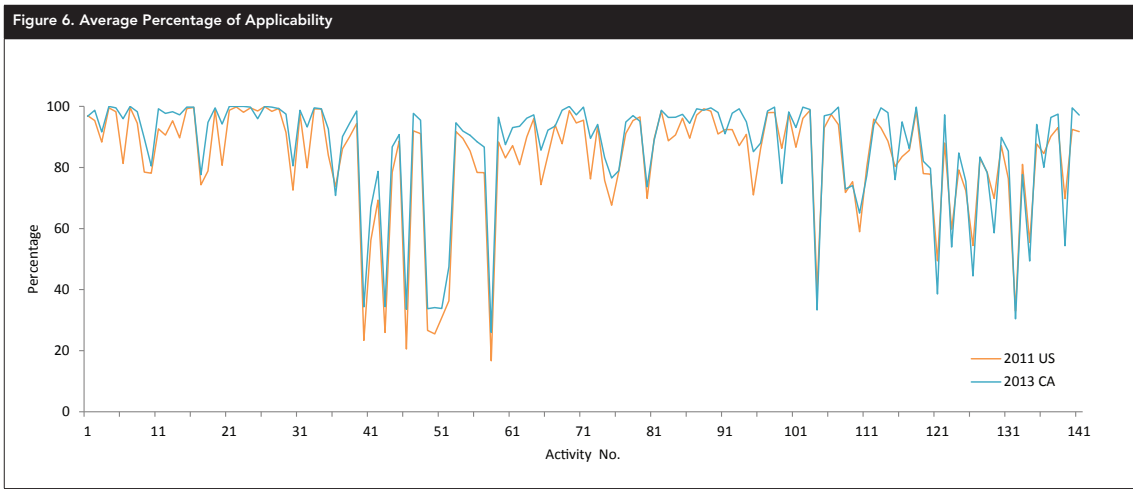


Figure 9. Comparison of Averaged Importance Ratings (Setting-Specific)

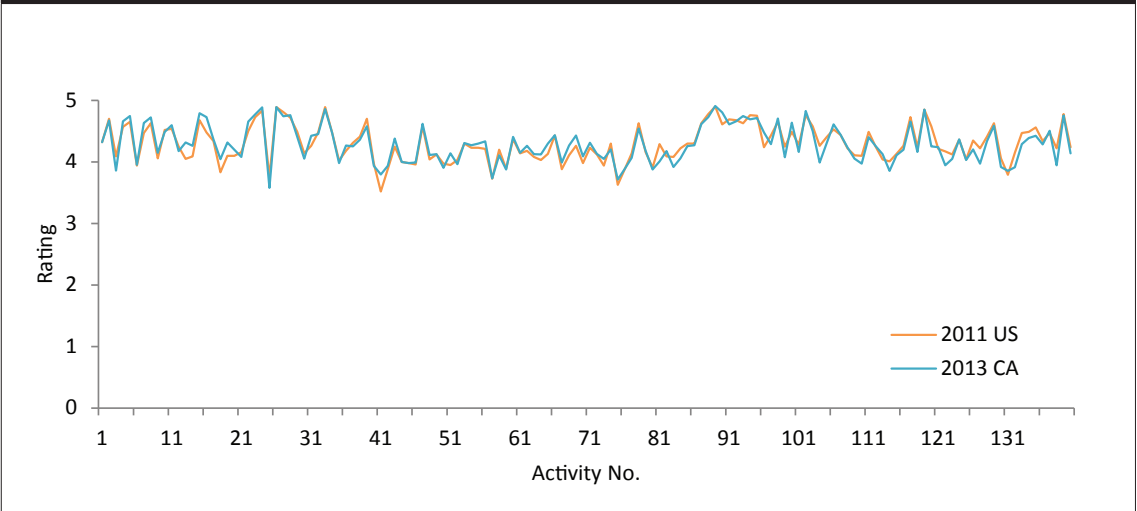
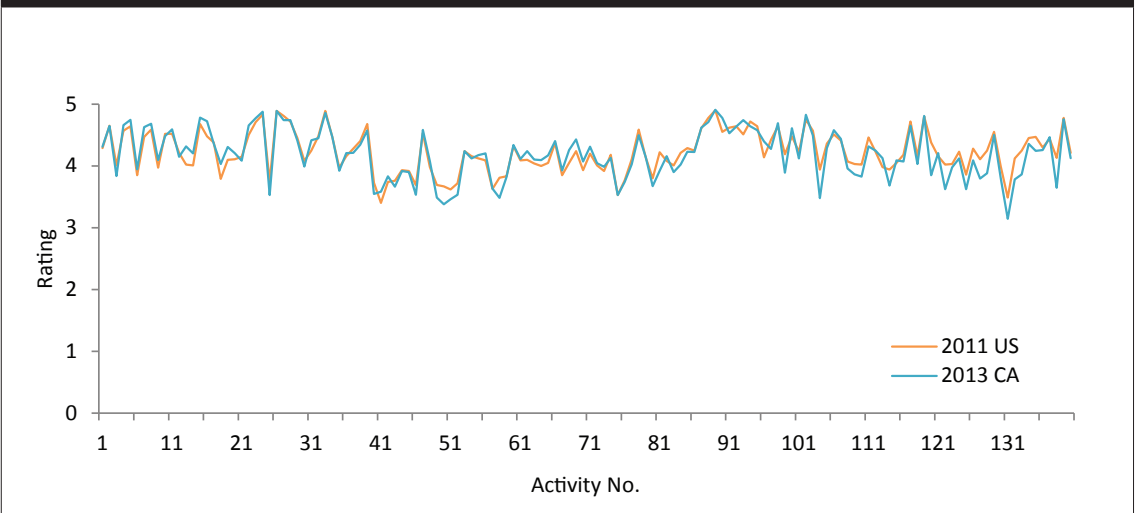


Figure 10. Comparison of Averaged Importance Ratings (Total Group)



CONCLUSION

The 2013 Canadian RN Practice Analysis described the practice of entry-level RNs in Canada. The time spent in different categories of nursing activities reported by Canadian entry-level RNs was almost identical to the findings from the 2011 U.S. survey. The Canadian entry-level RNs' frequency ratings and importance ratings on 141 activities were also quite similar to U.S. RNs' ratings. Together, these results provided evidence to support the applicability of the *2013 NCLEX-RN® Test Plan* to the Canadian testing population.

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APPENDIX A: 2013 CANADIAN RN PRACTICE ANALYSIS SURVEY

Survey Form 1



NCSBN

National Council of State Boards of Nursing

NCLEX-RN® Survey of Newly Registered Nurse Practice (Form 1)

This survey is part of a comprehensive study of the practice of newly registered nurses (RNs) in Canada. The study is being performed by the National Council of State Boards of Nursing on behalf of your regulatory body. Please complete this form as soon as possible as it is your opportunity to contribute to development of the NCLEX® examination that future candidates will take.

INSTRUCTIONS - Please read each question carefully and respond by selecting the answer that best applies to your practice.

You will also notice that there are questions that pertain to your last day of work. It is important that we obtain information from nurses experiencing both typical and atypical workdays, so please answer the questions according to what you did on your last day of work even if it was atypical of a normal day.

As used in this survey, the "client" can be an individual, family or group which includes significant others and population. "Clients" are the same as "residents" or "patients." Your answers will be kept confidential and your individual responses to the questions will not be released.

What is your province of registration?

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland and Labrador
- Northwest Territories and Nunavut
- Nova Scotia
- Ontario
- Prince Edward Island
- Quebec
- Saskatchewan
- Yukon

1. What type(s) of nursing registration(s) do you hold as of April 1, 2013?

- RN
- RPN

2. Are you currently working as an RN in Canada?

Yes

No

3. In your current position, do you practice direct care to clients?
 NOTE: Faculty supervision of student clinical experiences is not considered "direct care."

Yes, 20 or more hours per week, on average

Yes, less than 20 hours per week, on average

No

SECTION 1 - Nursing Activities. This section contains a list of activities descriptive of nursing practice in a variety of settings. Please note that some activities may not apply to your setting. For each activity, two questions are asked. Please answer both questions.

QUESTION A (FREQUENCY) - If the activity is performed in your work setting, how often (0 Times, 1 Time, 2 Times, 3 Times, 4 Times, or 5+ Times) did you personally perform the activity on the last day you worked? If it is never performed in your work setting, then select "NEVER performed in work setting" and then respond to Question B - Importance.

QUESTION B (IMPORTANCE) - How important is performing this nursing activity in regard to client safety? Consider the importance with regard to the risk of unnecessary complications, impairment of function, or serious distress to clients. Rate all activities with 1 = Not Important, 2 = Minimally Important, 3 = Moderately Important, 4 = Important, 5 = Critically Important.

1. Perform procedures necessary to safely admit, transfer or discharge a client.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Assign and supervise care provided by others (e.g., RPN, assistive personnel, other RN's).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Prioritize the delivery of client care.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Collaborate with health care members in other disciplines when providing client care.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Integrate advance directives into client plan of care.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Verify that the client comprehends and consents to care and procedures.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Recognize the need for referrals and obtain necessary orders.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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8. Maintain client confidentiality and privacy.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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9. Report client conditions as required by law (e.g., abuse/neglect, communicable disease, gunshot wound).							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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10. Utilize information resources to enhance the care provided to a client (e.g., evidence-based research, information technology, policies and procedures).							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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11. Use approved abbreviations and standard terminology when documenting care.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Practice in a manner consistent with a code of ethics for registered nurses.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Participate in providing cost effective care.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Protect client from injury (e.g., falls, electrical hazards).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Follow procedures for handling biohazardous materials.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important		
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

16. Use ergonomic principles when providing care (e.g., assistive devices, proper lifting).							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important		
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

17. Ensure proper identification of client when providing care.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important		
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

18. Educate client on home safety issues.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important		
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

19. Follow requirements for use of restraints and/or safety device (e.g., least restrictive restraints, timed client monitoring).							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important		
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

20. Assess client for allergies and intervene as needed (e.g., food, latex, environmental allergies).							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important		
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

21. Plan and/or participate in community health education.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important		
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

22. Provide care and education for the newborn less than 1 month old.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important		
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

23. Provide information about health promotion and maintenance recommendations (e.g., physicians visits, immunizations).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Perform comprehensive health assessment.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Provide care and education for the infant toddler client age 1 month through 2 years.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Provide care and education for the school age client ages 6 through 12 years.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Provide care and education for the adult client ages 18 through 64 years.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Provide care and education for adults over 85 years.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Assess and teach clients about health risks based on family, population, and/or community characteristics.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Assess psychosocial, spiritual and occupational factors affecting care, and plan interventions.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Assess client for drug/alcohol dependencies, withdrawal, or toxicities and intervene as appropriate.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. Provide a therapeutic environment for clients with emotional/behavioral issues.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. Provide end of life care and education to clients.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. Assess family dynamics to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Use therapeutic communication techniques to provide client support.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Recognize non-verbal cues to physical and/or psychological stressors.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. Assess and intervene in client performance activities of daily living.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. Perform post-mortem care.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. Assess and manage client with an alteration in elimination (e.g., bowel, urinary).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. Manage the client's nutritional intake (e.g., adjust diet, monitor height and weight).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43. Evaluate client intake and output and intervene as needed.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

44. Assess client need for pain management.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45. Prepare and administer medications, using rights of medication administration.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

46. Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access devices).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

47. Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

48. Administer blood products and evaluate client response.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49. Educate client about medications.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

50. Administer parenteral nutrition and evaluate client response (e.g., TPN).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

51. Participate in medication reconciliation process (reconcile medication orders at each client point of care—client admission and transfer/discharge to another care setting).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

52. Perform focused assessment.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53. Monitor the results of diagnostic testing and intervene as needed.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

54. Evaluate responses to procedures and treatments.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

55. Provide preoperative care.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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56. Obtain blood specimens peripherally or through central line.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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57. Educate client about treatments and procedures.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
----------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

58. Insert, maintain or remove a gastric tube.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
----------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

59. Insert, maintain or remove a peripheral intravenous line.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

60. Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

61. Monitor and care for clients on a ventilator.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

62. Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

63. Provide postoperative care.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

64. Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal).							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

65. Manage the care of a client on telemetry.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

66. Maintain optimal temperature of client (e.g., cooling and/or warming blanket).							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

67. Manage the care of a client with a pacing device (e.g., pacemaker).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

68. Manage the care of a client with a fluid and electrolyte imbalance.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

69. Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

70. Manage the care of a client receiving hemodialysis.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

71. Educate client regarding an acute or chronic condition.							
	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

72. How well did the survey cover the important activities a newly registered RN should possess, regardless of the practice setting?

Very well

Well

Adequately

Poorly

Please list any important activities you believe are missing from the survey.

.....

.....

.....

.....

SECTION 2: EXPERIENCE AND ORIENTATION

1. What is the total number of months you have worked in Canada as a registered RN?

Months

.....

2. Have you ever worked outside Canada as an RN?

Yes

No

What is the total number of months you worked outside Canada as an RN?

Months

.....

3. Which of the following best describes the orientation you received for your current position?

- No formal orientation
- Classroom instruction/skills lab work only
- Classroom and/or skills lab plus supervised work with patients
- Work with an assigned preceptor(s) or mentor(s) with or without additional classroom or skills lab work
- A formal internship/residency program with or without additional classroom or skills lab work

Other (please specify):

.....

4. If you had an orientation period, how long was it?

Number of Weeks in Orientation

.....

5. Which of the following types of certificates have you earned or courses have you completed since graduation? (Select ALL that apply)

- Advanced Cardiac Life Support
- Basic Life Support
- Behavioral Management
- Chemotherapy
- Conscious/Moderate Sedation
- Coronary Care
- Critical Care
- Intravenous Therapy
- Neonatal Resuscitation Program
- Pediatric Advanced Life Support
- Phlebotomy
- Peritoneal Dialysis
- Rehabilitation
- None

Other (please specify):

.....

6. Do you routinely have administrative responsibilities within your nursing position (e.g., Unit Manager, Team Leader, Charge Nurse, Coordinator)?

Yes

No

Is this your primary position?

Yes

No

SECTION 3: WORK ENVIRONMENT

1. Which of the following best describes most of your clients on the last day you worked? (Select ALL that apply)

Well clients, possibly with minor illnesses

OB (Maternity) clients

Clients with stabilized chronic conditions

Clients with unstabilized chronic conditions

Clients with acute conditions, including clients with medical, surgical or critical conditions

Clients at end of life

Clients with behavioral/emotional conditions

Other (please specify):

.....

2. Which of the following best describes the ages of most of your clients on the last day you worked? (Select ALL that apply)

Newborns (less than 1 month)

Infants/toddler (1 month-2 years)

Preschool (3-5 years)

School age (6-12 years)

Adolescent (13-17 years)

Adult (18-64 years)

Adult (65-85 years)

Adult (over 85 years)

3. Which of the following choices best describes your employment setting/specialty area on the last day you worked? If you worked mainly in one setting, fill in the appropriate square for that one setting. If you worked in more than one setting, fill in the appropriate square for all settings where you spent at least one-half of your time.

(Select no more than two answers)

- Critical care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, post-anesthesia recovery unit)
- Medical-surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology)
- Pediatrics
- Nursery
- Labor and delivery
- Postpartum unit
- Psychiatry or any of its sub-specialties (e.g., detox)
- Operating room, including outpatient surgery and surgicenters
- Nursing home, skilled or intermediate care
- Assisted Living
- Other long-term care (e.g., residential care, developmental disability)
- Rehabilitation
- Subacute unit
- Transitional care unit
- Physician/Nurse Practitioner (NP)/Dentist office
- Occupational health
- Outpatient clinic
- Home health, including visiting nurses associations
- Public health
- Student/school health
- Hospice care
- Prison/correctional facilities/jails

Other (please specify):

.....

4. Which of the following best describes the type of facility/organization where your employment setting/specialty area is located?

Hospital

Long-term care facility

Community-based or ambulatory care facility/organization (including public health department, visiting nurses association, home health, physician/NP/dentist office, clinic, school, prison, etc.)

Other (please specify):

.....

5. If you work in a hospital or nursing home, how large is it? (Select only one)

Less than 50 beds

50-99 beds

100-299 beds

300-499 beds

500 or more beds

Don't know

I work in a setting other than a hospital or nursing home

6. Which of the following best describes your shift on a typical work day? (Select only one)

Days

Evenings

Nights

Rotating shifts

Other (please specify):

.....

7. What is the length of your shift on a typical work day? (Select only one)

8 hours

10 hours

12 hours

Other (Please specify)

.....

8. Which best describes the location of your employment setting?

- Urban/Metropolitan area
- Suburban
- Rural

SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK

1. How many hours did you work on your last day of work?

Hours

.....

2. For how many clients were you responsible on your last day of work? This includes clients to whom you were assigned to provide direct care, indirect care (provided through others such as RPNs or nursing assistants), or any performance of tasks or other responsibility for care during all or any part of your time in the work setting.

Number of Clients

.....

3. How much of your time was spent performing each of the following types of activities on your last day of work? For each of the sets of activities please rate the approximate amount of time you spent on that type of activity on your last day of work rounded to the nearest hour. For example, if you spent about 2 and ¼ hours on a set of activities, select the option “2 hours.” If you spent 2 ½ to 2 ¾ hours on a set of activities, select the option “3 hours.” Numerous activities may be performed simultaneously; therefore the total hours spent may be greater than the total hours of the shift you worked.

Management of Care: Provide and direct nursing care that enhances the care delivery setting to protect clients and health care personnel.

	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 hours	8 hours	more than 8 hours
Approximate Amount of Time (Hours) Spent on Set of Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Safety and Infection Control: Protect client and health care personnel from health and environmental hazards

	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 hours	8 hours	more than 8 hours
Approximate Amount of Time (Hours) Spent on Set of Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Health Promotion and Maintenance: Provide and direct nursing care of the client that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health										
	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 hours	8 hours	more than 8 hours
Approximate Amount of Time (Hours) Spent on Set of Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Psychosocial Integrity: Provide and direct nursing care that promotes and supports the emotional, mental and social well being of the client experiencing stressful events, as well as clients with acute or chronic mental illness										
	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 hours	8 hours	more than 8 hours
Approximate Amount of Time (Hours) Spent on Set of Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Basic Care and Comfort: Provide comfort and assistance in the performance of activities of daily living.										
	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 hours	8 hours	more than 8 hours
Approximate Amount of Time (Hours) Spent on Set of Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pharmacological and Parenteral Therapies: Provide care related to the administration of medications and parenteral therapies										
	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 hours	8 hours	more than 8 hours
Approximate Amount of Time (Hours) Spent on Set of Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reduction of Risk Potential: Reduce the likelihood that clients will develop complications or health problems to existing conditions, treatments or procedures.										
	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 hours	8 hours	more than 8 hours
Approximate Amount of Time (Hours) Spent on Set of Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Physiological Adaptation: Manage and provide care for clients with acute, chronic or life threatening physical health conditions										
	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 hours	8 hours	more than 8 hours
Approximate Amount of Time (Hours) Spent on Set of Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 5: DEMOGRAPHIC INFORMATION

In this section you are asked to provide background information that will be summarized to describe the group that completed this survey. No individual responses will be reported.

1. Did you work as a nursing assistant/aide prior to becoming an RN?

Yes

No

For how many years and months?

Years

.....

Months

.....

2. Did you work as a RPN prior to becoming an RN?

Yes

No

For how many years and months?

Years

.....

Months

.....

3. What is your gender?

Male

Female

4. What is your age in years?

Years

.....

6. What is your primary language?

English

French

English and Another Language

French and Another Language

Another Language

7. What type of basic nursing education program that qualified you to sit for the NCLEX-RN have you most recently completed:

- RN - Baccalaureate of Science in Nursing (BScN)
- RN - Baccalaureate of Nursing (BN)
- RN - Generic Masters Degree
- RN - Generic Doctorate Degree (e.g. ND)

Other program (please specify):

.....

8. How many months has it been since you graduated from the above nursing education program?

Months

.....

Section 6: COMMENTS

If we need additional information in order to clarify the results of this study, we may call and/or e-mail some participants. If you would be willing to answer a few additional questions by phone or e-mail, please provide a number where you can be reached during the day or early evening.

Name

.....

Daytime or Early Evening Phone Number with Area Code

.....

E-mail

.....

Thank you for participating in this important work!

Survey Form 2



NCSBN

National Council of State Boards of Nursing

NCLEX-RN® Survey of Newly Registered Nurse Practice (Form 2)

This survey is part of a comprehensive study of the practice of newly registered nurses (RNs) in Canada. The study is being performed by the National Council of State Boards of Nursing on behalf of your regulatory body. Please complete this form as soon as possible as it is your opportunity to contribute to development of the NCLEX® examination that future candidates will take.

INSTRUCTIONS - Please read each question carefully and respond by selecting the answer that best applies to your practice.

You will also notice that there are questions that pertain to your last day of work. It is important that we obtain information from nurses experiencing both typical and atypical workdays, so please answer the questions according to what you did on your last day of work even if it was atypical of a normal day.

As used in this survey, the "client" can be an individual, family, or group which includes significant others and population. "Clients" are the same as "residents" or "patients." Your answers will be kept confidential and your individual responses to the questions will not be released.

What is your province of registration?

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland and Labrador
- Northwest Territories and Nunavut
- Nova Scotia
- Ontario
- Prince Edward Island
- Quebec
- Saskatchewan
- Yukon

1. What type(s) of nursing license(s) do you hold as of April 1, 2013?

- RN
- RPN

2. Are you currently working as an RN in Canada?

Yes

No

3. In your current position, do you practice direct care to clients? NOTE: Faculty supervision of student clinical experiences is not considered "direct care."

Yes, 20 or more hours per week, on average

Yes, less than 20 hours per week, on average

No

SECTION 1 - Nursing Activities. This section contains a list of activities descriptive of nursing practice in a variety of settings. Please note that some activities may not apply to your setting. For each activity, two questions are asked. Please answer both questions.

QUESTION A (FREQUENCY) - If the activity is performed in your work setting, how often (0 Times, 1 Time, 2 Times, 3 Times, 4 Times, or 5+ Times) did you personally perform the activity on the last day you worked? If it is never performed in your work setting, then select "NEVER performed in work setting" and then respond to Question B - Importance.

QUESTION B (IMPORTANCE) - How important is performing this nursing activity in regard to client safety? Consider the importance with regard to the risk of unnecessary complications, impairment of function, or serious distress to clients. Rate all activities with 1 = Not Important, 2 = Minimally Important, 3 = Moderately Important, 4 = Important, 5 = Critically Important.

1. Provide and receive report on assigned clients (e.g., standardized hand off communication).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Advocate for client rights and needs.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Participate in performance improvement/quality improvement process.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Receive and/or transcribe health care providers orders.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Report unsafe practice of health care personnel and intervene as appropriate (e.g., substance abuse, improper care, staffing practices).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Provide education to clients and staff about client rights and responsibilities.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Initiate, evaluate, and update plan of care (e.g., care map, clinical pathway).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Recognize limitations of self/others and seek assistance.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Manage conflict among clients and health care staff.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Recognize ethical dilemmas and take appropriate action.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Organize workload to manage time effectively.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Provide care within the legal scope of practice.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Verify appropriateness and/or accuracy of a treatment order.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Participate in institution security plan (e.g., newborn nursery security, bomb threats).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Acknowledge and document practice error (e.g., incident report for medication error).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Facilitate appropriate and safe use of equipment.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Implement emergency response plans (e.g., internal/external disaster).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Educate client and staff regarding infection control measures.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Provide prenatal care and education.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Perform targeted screening assessments (e.g., vision, hearing, nutrition).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Provide information for prevention and treatment of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Provide post-partum care and education.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Assess client's readiness to learn, learning preferences and barriers to learning.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Provide care and education for the preschool client ages 3 through 5 years.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Provide care and education for the client ages 13 through 17 years.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Provide care and education for the adult client ages 65 through 85 years.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Assess client ability to manage care in home environment and plan care accordingly (e.g., equipment and community resources).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Provide care to client in labor.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Assess client for abuse or neglect and intervene as appropriate.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Incorporate client cultural practice and beliefs when planning and providing care.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Assess the potential for violence and use safety precautions (e.g., suicide, homicide, self-destructive behavior).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Assess client in coping with life changes and provide support.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. Provide care for a client experiencing visual, auditory, or cognitive distortions (e.g., hallucinations).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Provide client nutrition through continuous or intermittent tube feedings.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Perform irrigations (e.g., of bladder, ear, eye).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. Apply, maintain, or remove orthopedic devices (e.g., traction, splints, braces, casts).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. Provide non-pharmacological comfort measures.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. Assess client need for sleep/rest and intervene as needed.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43. Implement measures to promote circulation (e.g., active or passive range of motion, positioning, and mobilization).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. Evaluate appropriateness and accuracy of medication order for client.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. Perform calculations needed for medication administration.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. Administer controlled substances within regulatory guidelines (e.g., witness, waste).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. Access venous access devices, including tunneled, implanted, and central lines.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. Evaluate client response to medication (e.g., therapeutic effects, side effects, adverse reactions).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

50. Administer pharmacological measures for pain management.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

51. Assess and respond to changes in client vital signs.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52. Provide intraoperative care.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53. Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54. Provide preoperative care and post operative education.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

55. Manage client during and following a procedure with moderate sedation.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

56. Use precautions to prevent injury and/or complications associated with a procedure or diagnosis.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

57. Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

58. Insert, maintain or remove a urinary catheter.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

59. Recognize trends in client condition and intervene as needed.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

60. Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

61. Perform wound care or dressing change.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

62. Provide ostomy care and education (e.g., tracheal, enteral).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

63. Perform and manage care of client receiving peritoneal dialysis.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

64. Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

65. Manage the care of a client with impaired ventilation/oxygenation.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

66. Implement and monitor phototherapy.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

67. Monitor and maintain arterial lines.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

68. Manage the care of a client with alteration of hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

69. Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms).

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

70. Recognize signs and symptoms of complications and intervene appropriately when providing client care.

	NEVER performed in work setting	0 Times	1 time	2 times	3 times	4 times	5 or more times
A - FREQUENCY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not Important	2 = Minimally Important	3 = Moderately Important	4 = Important	5 = Critically Important
B - IMPORTANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

71. How well did the survey cover the important activities a newly registered RN should possess, regardless of the practice setting?

Very well

Well

Adequately

Poorly

Please list any important activities you believe are missing from the survey.

.....

.....

.....

.....

SECTION 2: EXPERIENCE AND ORIENTATION

1. What is the total number of months you have worked in Canada as a registered RN?

Months

.....

2. Have you ever worked outside Canada as an RN?

Yes

No

What is the total number of months you worked outside Canada as an RN?

Months

.....

3. Which of the following best describes the orientation you received for your current position?

- No formal orientation
- Classroom instruction/skills lab work only
- Classroom and/or skills lab plus supervised work with patients
- Work with an assigned preceptor(s) or mentor(s) with or without additional classroom or skills lab work
- A formal internship/residency program with or without additional classroom or skills lab work

Other (please specify):

.....

4. If you had an orientation period, how long was it?

Number of Weeks in Orientation

.....

5. Which of the following types of certificates have you earned or courses have you completed since graduation? (Select ALL that apply)

- Advanced Cardiac Life Support
- Basic Life Support
- Behavioral Management
- Chemotherapy
- Conscious/Moderate Sedation
- Coronary Care
- Critical Care
- Intravenous Therapy
- Neonatal Resuscitation Program
- Pediatric Advanced Life Support
- Phlebotomy
- Peritoneal Dialysis
- Rehabilitation
- None

Other (please specify):

.....

6. Do you routinely have administrative responsibilities within your nursing position (e.g., Unit Manager, Team Leader, Charge Nurse, Coordinator)?

Yes

No

Is this your primary position?

Yes

No

SECTION 3: WORK ENVIRONMENT

1. Which of the following best describes most of your clients on the last day you worked? (Select ALL that apply)

Well clients, possibly with minor illnesses

OB (Maternity) clients

Clients with stabilized chronic conditions

Clients with unstabilized chronic conditions

Clients with acute conditions, including clients with medical, surgical or critical conditions

Clients at end of life

Clients with behavioral/emotional conditions

Other (please specify):

.....

2. Which of the following best describes the ages of most of your clients on the last day you worked? (Select ALL that apply)

Newborns (less than 1 month)

Infants/toddler (1 month-2 years)

Preschool (3-5 years)

School age (6-12 years)

Adolescent (13-17 years)

Adult (18-64 years)

Adult (65-85 years)

Adult (over 85 years)

3. Which of the following choices best describes your employment setting/specialty area on the last day you worked? If you worked mainly in one setting, fill in the appropriate square for that one setting. If you worked in more than one setting, fill in the appropriate square for all settings where you spent at least one-half of your time.

(Select no more than two answers)

- Critical care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, post-anesthesia recovery unit)
- Medical-surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology)
- Pediatrics
- Nursery
- Labor and delivery
- Postpartum unit
- Psychiatry or any of its sub-specialties (e.g., detox)
- Operating room, including outpatient surgery and surgicenters
- Nursing home, skilled or intermediate care
- Assisted Living
- Other long-term care (e.g., residential care, developmental disability)
- Rehabilitation
- Subacute unit
- Transitional care unit
- Physician/Nurse Practitioner (NP)/Dentist office
- Occupational health
- Outpatient clinic
- Home health, including visiting nurses associations
- Public health
- Student/school health
- Hospice care
- Prison/correctional facilities/jails

Other (please specify):

.....

4. Which of the following best describes the type of facility/organization where your employment setting/specialty area is located?

Hospital

Long-term care facility

Community-based or ambulatory care facility/organization (including public health department, visiting nurses association, home health, physician/NP/dentist office, clinic, school, prison, etc.)

Other (please specify):

5. If you work in a hospital or nursing home, how large is it? (Select only one)

Less than 50 beds

50-99 beds

100-299 beds

300-499 beds

500 or more beds

Don't know

I work in a setting other than a hospital or nursing home

6. Which of the following best describes your shift on a typical work day? (Select only one)

Days

Evenings

Nights

Rotating shifts

Other (please specify):

7. What is the length of your shift on a typical work day? (Select only one)

8 hours

10 hours

12 hours

Other, please specify:

8. Which best describes the location of your employment setting?

- Urban/Metropolitan area
- Suburban
- Rural

SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK

1. How many hours did you work on your last day of work?

Hours

.....

2. For how many clients were you responsible on your last day of work? This includes clients to whom you were assigned to provide direct care, indirect care (provided through others such as RPNs or nursing assistants), or any performance of tasks or other responsibility for care during all or any part of your time in the work setting.

Number of Clients

.....

3. How much of your time was spent performing each of the following types of activities on your last day of work? For each of the sets of activities please rate the approximate amount of time you spent on that type of activity on your last day of work rounded to the nearest hour. For example, if you spent about 2 and ¼ hours on a set of activities, select the option "2 hours." If you spent 2 ½ to 2 ¾ hours on a set of activities, select the option "3 hours." Numerous activities may be performed simultaneously; therefore the total hours spent may be greater than the total hours of the shift you worked.

Management of Care: Provide and direct nursing care that enhances the care delivery setting to protect clients and health care personnel

	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 hours	8 hours	more than 8 hours
Approximate Amount of Time (Hours) Spent on Set of Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Safety and Infection Control: Protect clients and health care personnel from health and environmental hazards

	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 hours	8 hours	more than 8 hours
Approximate Amount of Time (Hours) Spent on Set of Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Health Promotion and Maintenance: Provide and direct nursing care of the client that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health										
	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 hours	8 hours	more than 8 hours
Approximate Amount of Time (Hours) Spent on Set of Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Psychosocial Integrity: Provide and direct nursing care that promotes and supports the emotional, mental, and social well being of the client experiencing stressful events, as well as clients with acute or chronic mental illness										
	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 hours	8 hours	more than 8 hours
Approximate Amount of Time (Hours) Spent on Set of Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Basic Care and Comfort: Provide comfort and assistance in the performance of activities of daily living										
	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 hours	8 hours	more than 8 hours
Approximate Amount of Time (Hours) Spent on Set of Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pharmacological and Parenteral Therapies: Provide care related to the administration of medications and parenteral therapies										
	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 hours	8 hours	more than 8 hours
Approximate Amount of Time (Hours) Spent on Set of Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reduction of Risk Potential: Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures										
	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 hours	8 hours	more than 8 hours
Approximate Amount of Time (Hours) Spent on Set of Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Physiological Adaptation: Manage and provide care for clients with acute, chronic or life threatening physical health conditions										
	0 hours	1 hour	2 hours	3 hours	4 hours	5 hours	6 hours	7 hours	8 hours	more than 8 hours
Approximate Amount of Time (Hours) Spent on Set of Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 5: DEMOGRAPHIC INFORMATION

In this section you are asked to provide background information that will be summarized to describe the group that completed this survey. No individual responses will be reported.

1. Did you work as a nursing assistant/aide prior to becoming an RN?

Yes

No

For how many years and months?

Years

.....

Months

.....

2. Did you work as a RPN prior to becoming an RN?

Yes

No

For how many years and months?

Years

.....

Months

.....

3. What is your gender?

Male

Female

4. What is your age in years?

Years

.....

6. What is your primary language?

English

French

English and Another Language

French and Another Language

Another Language

7. What type of basic nursing education program that qualified you to sit for the NCLEX-RN have you most recently completed:

RN - Baccalaureate Degree (BScN)

RN - Baccalaureate Degree (BN)

RN - Generic Masters Degree

RN - Generic Doctorate (e.g., ND)

Other program (please specify):

8. How many months has it been since you graduated from the above nursing education program?

Months

Section 6: COMMENTS

If we need additional information in order to clarify the results of this study, we may call and/or e-mail some participants. If you would be willing to answer a few additional questions by phone or e-mail, please provide a number where you can be reached during the day or early evening.

Name

Daytime or Early Evening Phone Number with Area Code

E-mail

Thank you for participating in this important work!

APPENDIX B: ACTIVITIES RANK ORDERED BY AVERAGE SETTING-SPECIFIC FREQUENCY

Activities Rank Ordered by Average Setting-specific Frequency				
Activity Number	Activity	N	Avg	Std. Err.
36	Implement emergency response plans (e.g., internal/external disaster)	282	0.6	0.07
17	Report client conditions as required by law (e.g., abuse/neglect, communicable disease, gunshot wound)	306	0.75	0.08
32	Acknowledge and document practice error (e.g., incident report for medication error)	371	0.79	0.06
75	Perform post-mortem care	297	0.8	0.08
120	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	314	0.81	0.08
10	Report unsafe practice of health care personnel and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	321	0.82	0.07
123	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	211	0.87	0.1
126	Perform and manage care of client receiving peritoneal dialysis	174	0.96	0.12
30	Participate in institution security plan (e.g., newborn nursery security, bomb threats)	322	0.99	0.08
132	Implement and monitor phototherapy	120	1.01	0.16
121	Monitor and care for clients on a ventilator	150	1.05	0.14
58	Provide care to client in labor	104	1.1	0.17
139	Manage the care of a client receiving hemodialysis	212	1.17	0.12
18	Manage conflict among clients and health care staff	378	1.29	0.08
60	Assess client for abuse or neglect and intervene as appropriate	349	1.32	0.09
20	Recognize ethical dilemmas and take appropriate action	375	1.36	0.08
99	Administer parenteral nutrition and evaluate client response (e.g., TPN)	293	1.37	0.1
115	Insert, maintain or remove a gastric tube	298	1.37	0.1
95	Administer blood products and evaluate client response	333	1.4	0.1
41	Plan and/or participate in community health education	261	1.42	0.11
76	Perform irrigations (e.g., of bladder, ear, eye)	315	1.43	0.1
133	Manage the care of a client with a pacing device (e.g., pacemaker)	303	1.45	0.11
104	Provide intraoperative care	131	1.48	0.18
50	Provide care and education for the preschool client ages 3 through 5 years	135	1.49	0.17
40	Provide prenatal care and education	136	1.49	0.17
109	Provide preoperative care	289	1.51	0.11
65	Provide end of life care and education to clients	334	1.51	0.1
80	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	294	1.58	0.11
134	Monitor and maintain arterial lines	195	1.59	0.14
52	Provide care and education for the adolescent client ages 13 through 17 years	189	1.6	0.14
51	Provide care and education for the school age client ages 6 through 12 years	132	1.61	0.17
49	Provide care and education for the infant or toddler client age 1 month through 2 years	131	1.63	0.17
46	Provide post-partum care and education	134	1.66	0.19
111	Obtain blood specimens peripherally or through central line	303	1.72	0.11
127	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	327	1.79	0.11
124	Provide ostomy care and education (e.g., tracheal, enteral)	334	1.81	0.11
119	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	319	1.87	0.11

Activities Rank Ordered by Average Setting-specific Frequency				
Activity Number	Activity	N	Avg	Std. Err.
6	Participate in performance improvement/quality improvement process	378	1.88	0.08
9	Integrate advance directives into client plan of care	352	1.91	0.1
128	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	307	1.98	0.11
43	Provide care and education for the newborn less than 1 month old	135	2	0.19
44	Provide information for prevention and treatment of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	346	2	0.1
57	Assess and teach clients about health risks based on family, population, and/or community characteristics	338	2.01	0.1
81	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	345	2.03	0.11
35	Educate client on home safety issues	363	2.06	0.1
42	Perform targeted screening assessments (e.g., vision, hearing, nutrition)	314	2.12	0.11
66	Assess the potential for violence and use safety precautions (e.g., suicide, homicide, self-destructive behavior)	368	2.13	0.1
110	Manage client during and following a procedure with moderate sedation	255	2.13	0.13
136	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	317	2.15	0.11
61	Assess client for drug/alcohol dependencies, withdrawal, or toxicities and intervene as appropriate	364	2.16	0.1
74	Provide client nutrition through continuous or intermittent tube feedings	333	2.2	0.11
101	Participate in medication reconciliation process	364	2.25	0.11
67	Assess family dynamics to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	362	2.3	0.1
3	Assign and supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	362	2.31	0.1
12	Provide education to clients and staff about client rights and responsibilities	388	2.34	0.09
72	Provide care for a client experiencing visual, auditory or cognitive distortions (e.g., hallucinations)	358	2.34	0.11
125	Provide postoperative care	292	2.35	0.13
129	Manage the care of a client on telemetry	228	2.38	0.15
38	Educate client and staff regarding infection control measures	377	2.43	0.09
135	Manage the care of the client with a fluid and electrolyte imbalance	367	2.51	0.1
59	Assess psychosocial, spiritual and occupational factors affecting care, and plan interventions	378	2.52	0.09
37	Follow requirements for use of restraints and/or safety device (e.g., least restrictive restraints, timed client monitoring)	355	2.53	0.11
45	Provide information about health promotion and maintenance recommendations (e.g., physician visits, immunizations)	355	2.53	0.1
130	Manage the care of a client with impaired ventilation/oxygenation	355	2.59	0.11
108	Provide preoperative and postoperative education	286	2.6	0.12
116	Insert, maintain or remove a urinary catheter	375	2.69	0.1
64	Incorporate client cultural practice and beliefs when planning and providing care	387	2.7	0.09
131	Maintain optimal temperature of client (e.g., cooling and/or warming blanket)	332	2.73	0.11
83	Manage the client's nutritional intake (e.g., adjust diet, monitor height and weight)	374	2.74	0.1
141	Educate client regarding an acute or chronic condition	378	2.78	0.1
114	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	383	2.79	0.1

Activities Rank Ordered by Average Setting-specific Frequency				
Activity Number	Activity	N	Avg	Std. Err.
56	Assess client ability to manage care in home environment and plan care accordingly (e.g., equipment, community resources)	351	2.83	0.1
63	Provide a therapeutic environment for clients with emotional/behavioral issues	374	2.83	0.1
1	Perform procedures necessary to safely admit, transfer or discharge a client	383	2.88	0.09
105	Monitor the results of diagnostic testing and intervene as needed	377	2.93	0.1
48	Assess client's readiness to learn, learning preferences and barriers to learning	380	2.95	0.09
13	Recognize the need for referrals and obtain necessary orders	389	2.97	0.09
122	Perform wound care or dressing change	382	3.02	0.1
96	Access venous access devices, including tunneled, implanted and central lines	343	3.04	0.11
77	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	369	3.07	0.1
62	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	372	3.08	0.1
70	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	385	3.1	0.09
25	Participate in providing cost effective care	377	3.13	0.09
117	Insert, maintain or remove a peripheral intravenous line	337	3.15	0.1
29	Follow procedures for handling biohazardous materials	383	3.16	0.1
39	Assess client for allergies and intervene as needed (e.g., food, latex, environmental allergies)	387	3.17	0.1
68	Assess client in coping with life changes and provide support	391	3.19	0.09
19	Utilize information resources to enhance the care provided to a client (e.g., evidence-based research, information technology, policies and procedures)	392	3.24	0.08
94	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	373	3.28	0.1
14	Initiate, evaluate, and update plan of care (e.g., care map, clinical pathway)	389	3.29	0.09
112	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	370	3.33	0.1
84	Assess client need for sleep/rest and intervene as needed	381	3.34	0.09
113	Educate client about treatments and procedures	387	3.35	0.09
140	Recognize signs and symptoms of complications and intervene appropriately when providing client care	392	3.37	0.09
137	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	375	3.39	0.09
73	Assess and intervene in client performance of activities of daily living	366	3.45	0.1
86	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	374	3.46	0.09
4	Advocate for client rights and needs	399	3.47	0.07
85	Evaluate client intake and output and intervene as needed	379	3.49	0.09
16	Recognize limitations of self/others and seek assistance	398	3.52	0.07
55	Provide care and education for adults over 85 years	355	3.56	0.1
97	Educate client about medications	385	3.57	0.08
138	Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	386	3.6	0.09
90	Perform calculations needed for medication administration	390	3.61	0.09

Activities Rank Ordered by Average Setting-specific Frequency

Activity Number	Activity	N	Avg	Std. Err.
79	Assess and manage client with an alteration in elimination (e.g. bowel, urinary)	371	3.61	0.09
11	Verify that the client comprehends and consents to care and procedures	390	3.67	0.09
71	Recognize non-verbal cues to physical and/or psychological stressors	388	3.68	0.08
28	Verify appropriateness and/or accuracy of a treatment order	395	3.71	0.08
34	Facilitate appropriate and safe use of equipment	393	3.78	0.08
118	Recognize trends and changes in client condition and intervene as needed	394	3.79	0.07
82	Provide non-pharmacological comfort measures	395	3.85	0.08
2	Provide and receive report on assigned clients (e.g., standardized hand off communication)	396	3.85	0.07
31	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	389	3.87	0.08
8	Receive and/or transcribe health care provider orders	390	3.89	0.08
47	Perform comprehensive health assessment	379	3.89	0.08
102	Assess and respond to changes in client vital signs	391	3.92	0.08
91	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access devices)	355	3.93	0.09
7	Collaborate with health care members in other disciplines when providing client care	395	3.99	0.07
103	Perform focused assessment	385	3.99	0.08
107	Evaluate responses to procedures and treatments	390	4.01	0.07
27	Protect client from injury (e.g., falls, electrical hazards)	395	4.04	0.07
92	Administer controlled substances within regulatory guidelines (e.g., witness, waste)	390	4.04	0.08
93	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	386	4.16	0.07
78	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	388	4.17	0.07
88	Evaluate appropriateness and accuracy of medication order for client	391	4.23	0.07
106	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	383	4.24	0.07
53	Provide care and education for the adult client ages 18 through 64 years	369	4.25	0.07
54	Provide care and education for the adult client ages 65 through 85 years	365	4.29	0.07
87	Assess client need for pain management	387	4.32	0.07
98	Evaluate client response to medication (e.g., therapeutic effects, side effects, adverse reactions)	391	4.35	0.06
100	Administer pharmacological measures for pain management	385	4.36	0.07
69	Use therapeutic communication techniques to provide client support	390	4.37	0.06
22	Organize workload to manage time effectively	398	4.41	0.06
21	Use approved abbreviations and standard terminology when documenting care	393	4.48	0.06
5	Prioritize the delivery of client care	392	4.59	0.05
15	Maintain client confidentiality and privacy	395	4.7	0.04
33	Ensure proper identification of client when providing care	390	4.74	0.04
89	Prepare and administer medications, using rights of medication administration	387	4.78	0.04
23	Practice in a manner consistent with a code of ethics for registered nurses	395	4.79	0.03
24	Provide care within the legal scope of practice	393	4.8	0.04
26	Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)	399	4.94	0.02

APPENDIX C: ACTIVITIES RANK ORDERED BY AVERAGE TOTAL GROUP FREQUENCY

Activities Rank Ordered by Average Total Group Frequency				
Activity Number	Activity	N	Avg	Std. Err.
58	Provide care to client in labor	400	0.29	0.05
132	Implement and monitor phototherapy	394	0.31	0.05
121	Monitor and care for clients on a ventilator	389	0.4	0.06
36	Implement emergency response plans (e.g., internal/external disaster)	398	0.42	0.05
126	Perform and manage care of client receiving peritoneal dialysis	391	0.43	0.06
123	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	391	0.47	0.06
104	Provide intraoperative care	393	0.49	0.07
50	Provide care and education for the preschool client ages 3 through 5 years	396	0.51	0.07
40	Provide prenatal care and education	396	0.51	0.07
51	Provide care and education for the school age client ages 6 through 12 years	390	0.54	0.07
49	Provide care and education for the infant or toddler client age 1 month through 2 years	388	0.55	0.07
46	Provide post-partum care and education	399	0.56	0.07
17	Report client conditions as required by law (e.g., abuse/neglect, communicable disease, gunshot wound)	394	0.58	0.07
75	Perform post-mortem care	388	0.62	0.06
139	Manage the care of a client receiving hemodialysis	390	0.64	0.07
120	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	394	0.65	0.07
10	Report unsafe practice of health care personnel and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	399	0.66	0.06
43	Provide care and education for the newborn less than 1 month old	392	0.69	0.08
32	Acknowledge and document practice error (e.g., incident report for medication error)	398	0.74	0.06
52	Provide care and education for the adolescent client ages 13 through 17 years	398	0.76	0.08
134	Monitor and maintain arterial lines	395	0.78	0.08
30	Participate in institution security plan (e.g., newborn nursery security, bomb threats)	400	0.8	0.07
41	Plan and/or participate in community health education	390	0.95	0.08
99	Administer parenteral nutrition and evaluate client response (e.g., TPN)	392	1.02	0.08
115	Insert, maintain or remove a gastric tube	392	1.04	0.08
109	Provide preoperative care	390	1.12	0.09
133	Manage the care of a client with a pacing device (e.g., pacemaker)	390	1.13	0.09
76	Perform irrigations (e.g., of bladder, ear, eye)	399	1.13	0.09
60	Assess client for abuse or neglect and intervene as appropriate	399	1.16	0.08
80	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	399	1.17	0.09
95	Administer blood products and evaluate client response	391	1.19	0.09
18	Manage conflict among clients and health care staff	399	1.22	0.07
20	Recognize ethical dilemmas and take appropriate action	398	1.28	0.08
65	Provide end of life care and education to clients	390	1.29	0.09
111	Obtain blood specimens peripherally or through central line	392	1.33	0.09
110	Manage client during and following a procedure with moderate sedation	392	1.39	0.1
129	Manage the care of a client on telemetry	389	1.39	0.1
127	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	392	1.49	0.1

Activities Rank Ordered by Average Total Group Frequency				
Activity Number	Activity	N	Avg	Std. Err.
124	Provide ostomy care and education (e.g., tracheal, enteral)	394	1.53	0.1
119	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	389	1.53	0.1
128	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	392	1.55	0.1
42	Perform targeted screening assessments (e.g., vision, hearing, nutrition)	399	1.67	0.1
9	Integrate advance directives into client plan of care	393	1.71	0.09
136	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	396	1.72	0.1
44	Provide information for prevention and treatment of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	399	1.73	0.09
57	Assess and teach clients about health risks based on family, population, and/or community characteristics	390	1.75	0.1
125	Provide postoperative care	387	1.77	0.11
81	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	388	1.8	0.1
6	Participate in performance improvement/quality improvement process	394	1.8	0.08
74	Provide client nutrition through continuous or intermittent tube feedings	400	1.83	0.1
108	Provide preoperative and postoperative education	392	1.9	0.11
35	Educate client on home safety issues	392	1.91	0.09
66	Assess the potential for violence and use safety precautions (e.g., suicide, homicide, self-destructive behavior)	399	1.96	0.1
61	Assess client for drug/alcohol dependencies, withdrawal, or toxicities and intervene as appropriate	391	2.02	0.1
101	Participate in medication reconciliation process	391	2.09	0.1
72	Provide care for a client experiencing visual, auditory or cognitive distortions (e.g., hallucinations)	400	2.1	0.1
3	Assign and supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	395	2.12	0.1
67	Assess family dynamics to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	387	2.16	0.09
37	Follow requirements for use of restraints and/or safety device (e.g., least restrictive restraints, timed client monitoring)	394	2.28	0.1
12	Provide education to clients and staff about client rights and responsibilities	397	2.29	0.09
38	Educate client and staff regarding infection control measures	399	2.3	0.09
45	Provide information about health promotion and maintenance recommendations (e.g., physician visits, immunizations)	391	2.3	0.1
131	Maintain optimal temperature of client (e.g., cooling and/or warming blanket)	389	2.33	0.11
130	Manage the care of a client with impaired ventilation/oxygenation	395	2.33	0.1
135	Manage the care of the client with a fluid and electrolyte imbalance	390	2.36	0.1
59	Assess psychosocial, spiritual and occupational factors affecting care, and plan interventions	392	2.43	0.09
56	Assess client ability to manage care in home environment and plan care accordingly (e.g., equipment, community resources)	397	2.5	0.1
116	Insert, maintain or remove a urinary catheter	395	2.55	0.1
64	Incorporate client cultural practice and beliefs when planning and providing care	398	2.62	0.09
83	Manage the client's nutritional intake (e.g., adjust diet, monitor height and weight)	388	2.64	0.1
96	Access venous access devices, including tunneled, implanted and central lines	390	2.68	0.11

Activities Rank Ordered by Average Total Group Frequency				
Activity Number	Activity	N	Avg	Std. Err.
141	Educate client regarding an acute or chronic condition	389	2.7	0.1
117	Insert, maintain or remove a peripheral intravenous line	391	2.72	0.1
63	Provide a therapeutic environment for clients with emotional/behavioral issues	389	2.72	0.1
114	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	391	2.74	0.1
1	Perform procedures necessary to safely admit, transfer or discharge a client	396	2.79	0.09
48	Assess client's readiness to learn, learning preferences and barriers to learning	398	2.81	0.09
105	Monitor the results of diagnostic testing and intervene as needed	389	2.84	0.1
62	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	398	2.88	0.1
77	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	389	2.92	0.1
13	Recognize the need for referrals and obtain necessary orders	396	2.92	0.09
122	Perform wound care or dressing change	393	2.94	0.1
25	Participate in providing cost effective care	393	3	0.09
70	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	396	3.02	0.09
29	Follow procedures for handling biohazardous materials	393	3.08	0.1
94	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	393	3.11	0.1
39	Assess client for allergies and intervene as needed (e.g., food, latex, environmental allergies)	393	3.12	0.1
112	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	394	3.13	0.1
68	Assess client in coping with life changes and provide support	396	3.15	0.09
14	Initiate, evaluate, and update plan of care (e.g., care map, clinical pathway)	400	3.2	0.09
19	Utilize information resources to enhance the care provided to a client (e.g., evidence-based research, information technology, policies and procedures)	394	3.22	0.08
55	Provide care and education for adults over 85 years	392	3.22	0.1
84	Assess client need for sleep/rest and intervene as needed	395	3.22	0.09
73	Assess and intervene in client performance of activities of daily living	389	3.25	0.1
86	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	396	3.27	0.1
137	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	389	3.27	0.09
113	Educate client about treatments and procedures	389	3.33	0.09
140	Recognize signs and symptoms of complications and intervene appropriately when providing client care	394	3.36	0.09
85	Evaluate client intake and output and intervene as needed	389	3.4	0.09
79	Assess and manage client with an alteration in elimination (e.g. bowel, urinary)	390	3.44	0.1
4	Advocate for client rights and needs	399	3.47	0.07
138	Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	396	3.51	0.09
16	Recognize limitations of self/others and seek assistance	399	3.51	0.07
97	Educate client about medications	391	3.52	0.08
90	Perform calculations needed for medication administration	398	3.54	0.09

Activities Rank Ordered by Average Total Group Frequency

Activity Number	Activity	N	Avg	Std. Err.
91	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access devices)	390	3.58	0.1
11	Verify that the client comprehends and consents to care and procedures	393	3.64	0.09
71	Recognize non-verbal cues to physical and/or psychological stressors	389	3.67	0.08
28	Verify appropriateness and/or accuracy of a treatment order	398	3.68	0.08
34	Facilitate appropriate and safe use of equipment	396	3.75	0.08
118	Recognize trends and changes in client condition and intervene as needed	395	3.78	0.07
82	Provide non-pharmacological comfort measures	400	3.8	0.08
47	Perform comprehensive health assessment	388	3.8	0.09
2	Provide and receive report on assigned clients (e.g., standardized hand off communication)	401	3.81	0.07
8	Receive and/or transcribe health care provider orders	397	3.82	0.08
31	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	394	3.82	0.08
102	Assess and respond to changes in client vital signs	392	3.91	0.08
54	Provide care and education for the adult client ages 65 through 85 years	397	3.94	0.09
103	Perform focused assessment	389	3.95	0.08
92	Administer controlled substances within regulatory guidelines (e.g., witness, waste)	399	3.95	0.08
7	Collaborate with health care members in other disciplines when providing client care	395	3.99	0.07
107	Evaluate responses to procedures and treatments	391	4	0.07
53	Provide care and education for the adult client ages 18 through 64 years	390	4.02	0.08
27	Protect client from injury (e.g., falls, electrical hazards)	396	4.03	0.08
78	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	400	4.05	0.08
93	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	389	4.13	0.07
106	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	393	4.13	0.08
88	Evaluate appropriateness and accuracy of medication order for client	396	4.17	0.07
100	Administer pharmacological measures for pain management	392	4.28	0.08
87	Assess client need for pain management	390	4.29	0.07
98	Evaluate client response to medication (e.g., therapeutic effects, side effects, adverse reactions)	392	4.34	0.06
69	Use therapeutic communication techniques to provide client support	390	4.37	0.06
22	Organize workload to manage time effectively	398	4.41	0.06
21	Use approved abbreviations and standard terminology when documenting care	393	4.48	0.06
5	Prioritize the delivery of client care	394	4.57	0.05
15	Maintain client confidentiality and privacy	396	4.68	0.04
33	Ensure proper identification of client when providing care	392	4.72	0.04
89	Prepare and administer medications, using rights of medication administration	389	4.75	0.05
24	Provide care within the legal scope of practice	394	4.78	0.04
23	Practice in a manner consistent with a code of ethics for registered nurses	395	4.79	0.03
26	Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)	399	4.94	0.02

APPENDIX D: ACTIVITIES RANK ORDERED BY AVERAGE SETTING-SPECIFIC IMPORTANCE

Activities Rank Ordered by Average Setting-specific Importance				
Activity Number	Activity	N	Avg	Std. Err.
25	Participate in providing cost effective care	371	3.58	0.05
75	Perform post-mortem care	289	3.71	0.05
57	Assess and teach clients about health risks based on family, population, and/or community characteristics	334	3.73	0.05
41	Plan and/or participate in community health education	254	3.80	0.05
115	Insert, maintain or remove a gastric tube	285	3.85	0.05
132	Implement and monitor phototherapy	117	3.85	0.10
3	Assign and supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	358	3.86	0.05
80	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	289	3.88	0.05
59	Assess psychosocial, spiritual and occupational factors affecting care, and plan interventions	374	3.88	0.04
76	Perform irrigations (e.g., of bladder, ear, eye)	309	3.89	0.05
50	Provide care and education for the preschool client ages 3 through 5 years	134	3.90	0.08
133	Manage the care of a client with a pacing device (e.g., pacemaker)	293	3.91	0.05
131	Maintain optimal temperature of client (e.g., cooling and/or warming blanket)	326	3.92	0.05
83	Manage the client's nutritional intake (e.g., adjust diet, monitor height and weight)	369	3.92	0.04
40	Provide prenatal care and education	136	3.93	0.09
42	Perform targeted screening assessments (e.g., vision, hearing, nutrition)	306	3.94	0.05
123	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	200	3.95	0.07
139	Manage the care of a client receiving hemodialysis	202	3.95	0.07
6	Participate in performance improvement/quality improvement process	374	3.95	0.04
52	Provide care and education for the adolescent client ages 13 through 17 years	187	3.96	0.07
128	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	303	3.97	0.05
111	Obtain blood specimens peripherally or through central line	301	3.97	0.05
35	Educate client on home safety issues	358	3.98	0.05
45	Provide information about health promotion and maintenance recommendations (e.g., physician visits, immunizations)	347	3.98	0.05
67	Assess family dynamics to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	357	3.99	0.04
104	Provide intraoperative care	124	3.99	0.09
46	Provide post-partum care and education	131	3.99	0.09
44	Provide information for prevention and treatment of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	342	4.00	0.04
81	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	337	4.01	0.04
126	Perform and manage care of client receiving peritoneal dialysis	170	4.03	0.07
18	Manage conflict among clients and health care staff	376	4.05	0.04
73	Assess and intervene in client performance of activities of daily living	359	4.05	0.04
124	Provide ostomy care and education (e.g., tracheal, enteral)	325	4.05	0.04
109	Provide preoperative care	281	4.05	0.05
30	Participate in institution security plan (e.g., newborn nursery security, bomb threats)	316	4.05	0.05

Activities Rank Ordered by Average Setting-specific Importance				
Activity Number	Activity	N	Avg	Std. Err.
84	Assess client need for sleep/rest and intervene as needed	374	4.06	0.04
77	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	365	4.07	0.04
99	Administer parenteral nutrition and evaluate client response (e.g., TPN)	285	4.08	0.05
21	Use approved abbreviations and standard terminology when documenting care	388	4.08	0.04
70	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	380	4.09	0.04
58	Provide care to client in labor	102	4.11	0.11
116	Insert, maintain or remove a urinary catheter	369	4.11	0.04
48	Assess client's readiness to learn, learning preferences and barriers to learning	376	4.11	0.04
64	Incorporate client cultural practice and beliefs when planning and providing care	382	4.12	0.04
114	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	379	4.12	0.04
49	Provide care and education for the infant or toddler client age 1 month through 2 years	129	4.12	0.07
63	Provide a therapeutic environment for clients with emotional/behavioral issues	371	4.13	0.04
72	Provide care for a client experiencing visual, auditory or cognitive distortions (e.g., hallucinations)	353	4.13	0.04
51	Provide care and education for the school age client ages 6 through 12 years	129	4.14	0.07
141	Educate client regarding an acute or chronic condition	367	4.14	0.04
9	Integrate advance directives into client plan of care	346	4.15	0.04
61	Assess client for drug/alcohol dependencies, withdrawal, or toxicities and intervene as appropriate	359	4.15	0.04
119	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	308	4.16	0.05
101	Participate in medication reconciliation process	357	4.16	0.04
12	Provide education to clients and staff about client rights and responsibilities	383	4.17	0.04
82	Provide non-pharmacological comfort measures	388	4.18	0.04
79	Assess and manage client with an alteration in elimination (e.g. bowel, urinary)	363	4.18	0.04
20	Recognize ethical dilemmas and take appropriate action	367	4.20	0.04
117	Insert, maintain or remove a peripheral intravenous line	334	4.20	0.04
74	Provide client nutrition through continuous or intermittent tube feedings	328	4.20	0.04
127	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	318	4.20	0.05
108	Provide preoperative and postoperative education	279	4.23	0.05
122	Perform wound care or dressing change	378	4.24	0.03
37	Follow requirements for use of restraints and/or safety device (e.g., least restrictive restraints, timed client monitoring)	349	4.25	0.04
121	Monitor and care for clients on a ventilator	142	4.25	0.08
113	Educate client about treatments and procedures	383	4.26	0.04
85	Evaluate client intake and output and intervene as needed	374	4.26	0.04
14	Initiate, evaluate, and update plan of care (e.g., care map, clinical pathway)	381	4.26	0.04
62	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	365	4.26	0.04
68	Assess client in coping with life changes and provide support	385	4.26	0.03
36	Implement emergency response plans (e.g., internal/external disaster)	280	4.27	0.05
54	Provide care and education for the adult client ages 65 through 85 years	362	4.27	0.03

Activities Rank Ordered by Average Setting-specific Importance				
Activity Number	Activity	N	Avg	Std. Err.
86	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	370	4.27	0.04
137	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	371	4.28	0.04
97	Educate client about medications	382	4.29	0.04
134	Monitor and maintain arterial lines	190	4.29	0.06
55	Provide care and education for adults over 85 years	348	4.30	0.03
65	Provide end of life care and education to clients	324	4.30	0.04
105	Monitor the results of diagnostic testing and intervene as needed	375	4.30	0.04
53	Provide care and education for the adult client ages 18 through 64 years	362	4.31	0.03
71	Recognize non-verbal cues to physical and/or psychological stressors	383	4.31	0.03
19	Utilize information resources to enhance the care provided to a client (e.g., evidence-based research, information technology, policies and procedures)	387	4.32	0.04
13	Recognize the need for referrals and obtain necessary orders	384	4.32	0.03
1	Perform procedures necessary to safely admit, transfer or discharge a client	378	4.32	0.03
56	Assess client ability to manage care in home environment and plan care accordingly (e.g., equipment, community resources)	347	4.33	0.04
129	Manage the care of a client on telemetry	222	4.34	0.05
38	Educate client and staff regarding infection control measures	372	4.36	0.04
125	Provide postoperative care	287	4.37	0.04
17	Report client conditions as required by law (e.g., abuse/neglect, communicable disease, gunshot wound)	303	4.37	0.05
43	Provide care and education for the newborn less than 1 month old	134	4.38	0.08
135	Manage the care of the client with a fluid and electrolyte imbalance	354	4.39	0.04
112	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	360	4.40	0.04
60	Assess client for abuse or neglect and intervene as appropriate	345	4.41	0.04
29	Follow procedures for handling biohazardous materials	379	4.41	0.04
136	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	309	4.42	0.04
31	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	381	4.43	0.04
69	Use therapeutic communication techniques to provide client support	386	4.43	0.03
66	Assess the potential for violence and use safety precautions (e.g., suicide, homicide, self-destructive behavior)	362	4.43	0.04
107	Evaluate responses to procedures and treatments	382	4.44	0.03
32	Acknowledge and document practice error (e.g., incident report for medication error)	368	4.45	0.03
34	Facilitate appropriate and safe use of equipment	388	4.48	0.03
96	Access venous access devices, including tunneled, implanted and central lines	339	4.48	0.04
10	Report unsafe practice of health care personnel and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	319	4.49	0.04
103	Perform focused assessment	383	4.50	0.03
138	Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	380	4.51	0.03
78	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	381	4.54	0.03

Activities Rank Ordered by Average Setting-specific Importance				
Activity Number	Activity	N	Avg	Std. Err.
39	Assess client for allergies and intervene as needed (e.g., food, latex, environmental allergies)	384	4.58	0.03
130	Manage the care of a client with impaired ventilation/oxygenation	347	4.59	0.03
11	Verify that the client comprehends and consents to care and procedures	387	4.60	0.03
91	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access devices)	353	4.61	0.03
106	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	379	4.61	0.03
87	Assess client need for pain management	383	4.61	0.03
47	Perform comprehensive health assessment	376	4.62	0.03
7	Collaborate with health care members in other disciplines when providing client care	388	4.63	0.03
100	Administer pharmacological measures for pain management	378	4.64	0.03
22	Organize workload to manage time effectively	393	4.65	0.03
118	Recognize trends and changes in client condition and intervene as needed	386	4.66	0.03
4	Advocate for client rights and needs	396	4.66	0.03
92	Administer controlled substances within regulatory guidelines (e.g., witness, waste)	385	4.66	0.03
2	Provide and receive report on assigned clients (e.g., standardized hand off communication)	391	4.67	0.03
94	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	365	4.69	0.03
98	Evaluate client response to medication (e.g., therapeutic effects, side effects, adverse reactions)	387	4.71	0.02
95	Administer blood products and evaluate client response	328	4.72	0.03
8	Receive and/or transcribe health care provider orders	385	4.72	0.03
16	Recognize limitations of self/others and seek assistance	395	4.73	0.02
88	Evaluate appropriateness and accuracy of medication order for client	385	4.73	0.03
27	Protect client from injury (e.g., falls, electrical hazards)	391	4.74	0.03
93	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	383	4.74	0.03
5	Prioritize the delivery of client care	389	4.75	0.03
140	Recognize signs and symptoms of complications and intervene appropriately when providing client care	389	4.75	0.02
28	Verify appropriateness and/or accuracy of a treatment order	391	4.76	0.02
23	Practice in a manner consistent with a code of ethics for registered nurses	393	4.77	0.02
15	Maintain client confidentiality and privacy	392	4.79	0.03
90	Perform calculations needed for medication administration	387	4.80	0.02
102	Assess and respond to changes in client vital signs	385	4.83	0.02
120	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	311	4.85	0.03
33	Ensure proper identification of client when providing care	387	4.86	0.02
24	Provide care within the legal scope of practice	387	4.89	0.02
26	Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)	393	4.89	0.02
89	Prepare and administer medications, using rights of medication administration	386	4.91	0.02

APPENDIX E: ACTIVITIES RANK ORDERED BY AVERAGE TOTAL GROUP IMPORTANCE

Activities Rank Ordered by Average Total Group Importance				
Activity Number	Activity	N	Avg	Std. Err.
132	Implement and monitor phototherapy	368	3.14	0.07
50	Provide care and education for the preschool client ages 3 through 5 years	378	3.38	0.07
51	Provide care and education for the school age client ages 6 through 12 years	353	3.46	0.07
104	Provide intraoperative care	365	3.48	0.07
58	Provide care to client in labor	373	3.49	0.08
49	Provide care and education for the infant or toddler client age 1 month through 2 years	353	3.49	0.07
25	Participate in providing cost effective care	387	3.53	0.05
75	Perform post-mortem care	375	3.53	0.05
52	Provide care and education for the adolescent client ages 13 through 17 years	380	3.53	0.07
46	Provide post-partum care and education	378	3.53	0.07
40	Provide prenatal care and education	380	3.54	0.07
41	Plan and/or participate in community health education	375	3.58	0.05
123	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	361	3.62	0.07
126	Perform and manage care of client receiving peritoneal dialysis	367	3.62	0.07
57	Assess and teach clients about health risks based on family, population, and/or community characteristics	383	3.63	0.05
139	Manage the care of a client receiving hemodialysis	357	3.65	0.07
43	Provide care and education for the newborn less than 1 month old	362	3.66	0.08
80	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	385	3.68	0.05
115	Insert, maintain or remove a gastric tube	374	3.68	0.05
76	Perform irrigations (e.g., of bladder, ear, eye)	391	3.74	0.05
133	Manage the care of a client with a pacing device (e.g., pacemaker)	370	3.78	0.06
128	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	383	3.80	0.05
131	Maintain optimal temperature of client (e.g., cooling and/or warming blanket)	378	3.80	0.05
59	Assess psychosocial, spiritual and occupational factors affecting care, and plan interventions	387	3.82	0.05
111	Obtain blood specimens peripherally or through central line	385	3.83	0.05
42	Perform targeted screening assessments (e.g., vision, hearing, nutrition)	385	3.83	0.05
3	Assign and supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	390	3.84	0.05
121	Monitor and care for clients on a ventilator	353	3.85	0.08
109	Provide preoperative care	373	3.86	0.06
134	Monitor and maintain arterial lines	370	3.86	0.07
129	Manage the care of a client on telemetry	369	3.88	0.07
99	Administer parenteral nutrition and evaluate client response (e.g., TPN)	380	3.89	0.06
45	Provide information about health promotion and maintenance recommendations (e.g., physician visits, immunizations)	382	3.90	0.05
83	Manage the client's nutritional intake (e.g., adjust diet, monitor height and weight)	386	3.90	0.04
44	Provide information for prevention and treatment of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	392	3.92	0.05

Activities Rank Ordered by Average Total Group Importance				
Activity Number	Activity	N	Avg	Std. Err.
81	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	379	3.92	0.05
35	Educate client on home safety issues	387	3.92	0.05
67	Assess family dynamics to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	385	3.92	0.04
6	Participate in performance improvement/quality improvement process	395	3.94	0.04
108	Provide preoperative and postoperative education	379	3.96	0.06
124	Provide ostomy care and education (e.g., tracheal, enteral)	380	3.98	0.05
73	Assess and intervene in client performance of activities of daily living	382	3.99	0.04
30	Participate in institution security plan (e.g., newborn nursery security, bomb threats)	393	3.99	0.05
84	Assess client need for sleep/rest and intervene as needed	389	4.02	0.04
77	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	385	4.03	0.05
119	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	372	4.03	0.05
18	Manage conflict among clients and health care staff	399	4.03	0.04
72	Provide care for a client experiencing visual, auditory or cognitive distortions (e.g., hallucinations)	390	4.04	0.05
70	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	395	4.07	0.04
117	Insert, maintain or remove a peripheral intravenous line	386	4.07	0.05
48	Assess client's readiness to learn, learning preferences and barriers to learning	396	4.08	0.04
21	Use approved abbreviations and standard terminology when documenting care	391	4.09	0.04
116	Insert, maintain or remove a urinary catheter	387	4.09	0.04
127	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	379	4.09	0.05
9	Integrate advance directives into client plan of care	388	4.09	0.05
64	Incorporate client cultural practice and beliefs when planning and providing care	395	4.09	0.04
63	Provide a therapeutic environment for clients with emotional/behavioral issues	383	4.10	0.04
61	Assess client for drug/alcohol dependencies, withdrawal, or toxicities and intervene as appropriate	381	4.11	0.04
101	Participate in medication reconciliation process	385	4.12	0.05
125	Provide postoperative care	373	4.12	0.06
54	Provide care and education for the adult client ages 65 through 85 years	396	4.12	0.05
141	Educate client regarding an acute or chronic condition	379	4.12	0.04
114	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	390	4.13	0.04
74	Provide client nutrition through continuous or intermittent tube feedings	386	4.13	0.04
79	Assess and manage client with an alteration in elimination (e.g. bowel, urinary)	383	4.14	0.04
12	Provide education to clients and staff about client rights and responsibilities	395	4.15	0.04
82	Provide non-pharmacological comfort measures	394	4.16	0.04
65	Provide end of life care and education to clients	379	4.17	0.05
55	Provide care and education for adults over 85 years	382	4.18	0.04
56	Assess client ability to manage care in home environment and plan care accordingly (e.g., equipment, community resources)	391	4.20	0.05
14	Initiate, evaluate, and update plan of care (e.g., care map, clinical pathway)	392	4.20	0.04
36	Implement emergency response plans (e.g., internal/external disaster)	394	4.21	0.04

Activities Rank Ordered by Average Total Group Importance				
Activity Number	Activity	N	Avg	Std. Err.
20	Recognize ethical dilemmas and take appropriate action	389	4.21	0.04
122	Perform wound care or dressing change	391	4.21	0.04
37	Follow requirements for use of restraints and/or safety device (e.g., least restrictive restraints, timed client monitoring)	388	4.21	0.04
86	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	393	4.23	0.04
85	Evaluate client intake and output and intervene as needed	385	4.23	0.04
53	Provide care and education for the adult client ages 18 through 64 years	383	4.24	0.04
62	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	390	4.24	0.04
136	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	382	4.24	0.05
113	Educate client about treatments and procedures	388	4.25	0.04
137	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	386	4.26	0.04
68	Assess client in coping with life changes and provide support	393	4.26	0.04
97	Educate client about medications	389	4.28	0.04
105	Monitor the results of diagnostic testing and intervene as needed	390	4.29	0.04
19	Utilize information resources to enhance the care provided to a client (e.g., evidence-based research, information technology, policies and procedures)	391	4.31	0.04
71	Recognize non-verbal cues to physical and/or psychological stressors	386	4.31	0.03
1	Perform procedures necessary to safely admit, transfer or discharge a client	391	4.31	0.04
112	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	385	4.31	0.04
13	Recognize the need for referrals and obtain necessary orders	390	4.32	0.03
60	Assess client for abuse or neglect and intervene as appropriate	391	4.34	0.04
38	Educate client and staff regarding infection control measures	394	4.34	0.04
135	Manage the care of the client with a fluid and electrolyte imbalance	377	4.36	0.04
17	Report client conditions as required by law (e.g., abuse/neglect, communicable disease, gunshot wound)	388	4.36	0.04
96	Access venous access devices, including tunneled, implanted and central lines	387	4.40	0.04
66	Assess the potential for violence and use safety precautions (e.g., suicide, homicide, self-destructive behavior)	389	4.40	0.04
29	Follow procedures for handling biohazardous materials	390	4.41	0.04
31	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	388	4.42	0.04
69	Use therapeutic communication techniques to provide client support	387	4.43	0.03
107	Evaluate responses to procedures and treatments	384	4.44	0.03
32	Acknowledge and document practice error (e.g., incident report for medication error)	396	4.45	0.03
138	Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	388	4.47	0.04
34	Facilitate appropriate and safe use of equipment	395	4.47	0.03
10	Report unsafe practice of health care personnel and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	394	4.48	0.04
103	Perform focused assessment	390	4.49	0.03

Activities Rank Ordered by Average Total Group Importance				
Activity Number	Activity	N	Avg	Std. Err.
78	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	393	4.50	0.04
130	Manage the care of a client with impaired ventilation/oxygenation	384	4.50	0.04
91	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access devices)	385	4.53	0.04
39	Assess client for allergies and intervene as needed (e.g., food, latex, environmental allergies)	391	4.58	0.03
106	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	392	4.58	0.03
95	Administer blood products and evaluate client response	384	4.58	0.04
47	Perform comprehensive health assessment	388	4.58	0.03
11	Verify that the client comprehends and consents to care and procedures	391	4.59	0.03
100	Administer pharmacological measures for pain management	389	4.61	0.03
87	Assess client need for pain management	387	4.62	0.03
7	Collaborate with health care members in other disciplines when providing client care	389	4.63	0.03
92	Administer controlled substances within regulatory guidelines (e.g., witness, waste)	394	4.64	0.03
94	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	386	4.64	0.03
2	Provide and receive report on assigned clients (e.g., standardized hand off communication)	395	4.65	0.03
118	Recognize trends and changes in client condition and intervene as needed	388	4.65	0.03
22	Organize workload to manage time effectively	395	4.66	0.03
4	Advocate for client rights and needs	398	4.66	0.03
8	Receive and/or transcribe health care provider orders	393	4.68	0.03
98	Evaluate client response to medication (e.g., therapeutic effects, side effects, adverse reactions)	392	4.69	0.03
88	Evaluate appropriateness and accuracy of medication order for client	394	4.71	0.03
16	Recognize limitations of self/others and seek assistance	396	4.72	0.02
27	Protect client from injury (e.g., falls, electrical hazards)	392	4.74	0.03
93	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	389	4.74	0.03
28	Verify appropriateness and/or accuracy of a treatment order	397	4.74	0.03
5	Prioritize the delivery of client care	393	4.75	0.03
140	Recognize signs and symptoms of complications and intervene appropriately when providing client care	393	4.75	0.02
23	Practice in a manner consistent with a code of ethics for registered nurses	394	4.77	0.02
90	Perform calculations needed for medication administration	397	4.78	0.03
15	Maintain client confidentiality and privacy	393	4.78	0.03
120	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	391	4.81	0.03
102	Assess and respond to changes in client vital signs	390	4.83	0.02
33	Ensure proper identification of client when providing care	393	4.86	0.02
24	Provide care within the legal scope of practice	394	4.88	0.02

Activities Rank Ordered by Average Total Group Importance				
Activity Number	Activity	N	Avg	Std. Err.
26	Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)	395	4.89	0.02
89	Prepare and administer medications, using rights of medication administration	390	4.91	0.02
155	Identify/intervene to control signs of hypoglycemia or hyperglycemia	603	4.65	0.03
26	Follow regulation/policy for reporting specific issues (e.g., abuse, neglect, gunshot wound or communicable disease)	644	4.70	0.03
36	Use safe client handling (e.g., body mechanics)	637	4.70	0.02
99	Reconcile and maintain medication list or medication administration record (e.g., prescribed medications, herbal supplements, over-the-counter medications)	620	4.70	0.02
152	Respond/intervene to a client life-threatening situation (e.g., cardiopulmonary resuscitation)	555	4.70	0.04
120	Evaluate client oxygen (O ₂) saturation	582	4.71	0.03
119	Check and monitor client vital signs	644	4.74	0.02
103	Collect required data prior to medication administration	623	4.74	0.02
145	Recognize and report change in client condition	606	4.75	0.02
32	Identify client allergies and intervene as appropriate	648	4.76	0.03
45	Use aseptic and sterile techniques	652	4.79	0.02
114	Evaluate client response to medication (e.g., adverse reactions, interactions, therapeutic effects)	588	4.80	0.02
102	Perform calculations needed for medication administration	572	4.80	0.02
2	Practice in a manner consistent with code of ethics for nurses	666	4.81	0.02
3	Provide care within the legal scope of practice	663	4.81	0.02
31	Verify the identity of client	670	4.83	0.02
4	Maintain client confidentiality	650	4.86	0.02
100	Maintain medication safety practices (e.g., storage, checking for expiration dates or compatibility)	594	4.88	0.01
44	Use standard/universal precautions	663	4.90	0.01
104	Follow the rights of medication administration	608	4.91	0.01

APPENDIX F: 2013 CANADIAN RN PRACTICE ANALYSIS SURVEY NONRESPONDER STUDY

Introduction

Although the response rate for the 2013 Canadian RN Practice Analysis had an adequate return rate of approximately 24.0%, many individuals did not respond to the survey. Out of the 4,491 entry-level RNs who were invited to take the survey, only 1,076 completed it. NCSBN wanted to contact a sample of the invitees who chose not to participate in the survey to ascertain the reasons for not completing the survey and compare a sample of activity statements, as well as demographic information, against the RN practice survey responders.

Background of Study

NCSBN is responsible for the preparation of psychometrically sound and legally defensible licensure/registration examinations. The periodic performance of practice analysis (i.e., job analysis) studies assists NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure/registration examination.

Findings from the 2013 Canadian RN Practice Analysis Nonresponder Study will provide possible reasons why individuals do not participate in surveys and differences between survey responders and nonresponders to determine if the nonresponders were systematically different in terms of demographics and ratings of the activity statements.

Methodology

Sample Selection

A random sample of newly selected RNs who were invited but did not respond to the RN practice analysis survey was contacted via telephone. There were 33 RNs from this sample that completed the telephone interview.

Survey Instrument and Process

Nonresponders were contacted via telephone. First, nonresponders were asked about their reasons for not completing the survey. In order to facilitate the gathering of data from nonresponders, NCSBN

developed a list of possible reasons why invitees may not have responded to the survey based on prior research. Possible reasons included the following: "too busy," "did not care," "do not like/trust surveys," "did not receive" or "other." Second, individuals were asked demographic information in order to provide background on nonresponders, such as employment setting/specialty and length of time since they graduated with their nursing degree. In addition, nonresponders were asked to rate the frequency of performance and importance of 10 activities that were listed in the RN practice analysis survey. Nonresponders were thanked for their time and their data was recorded in a Microsoft Excel© 2010 spreadsheet.

Nonresponder Results

Reasons for Not Responding

Reasons for not responding included "did not receive" (13 responses or 40.6%), "too busy" (8 responses or 25.0%), "do not like/trust surveys" (2 responses or 6.3%) or "other" (9 response or 28.1%). None of the nonresponders indicated "did not care" as a reason for not completing the survey.

Employment Setting/Specialty

Nonresponders were asked to provide their setting/specialty. The different nursing specialties/employment settings were well represented in this sample as seen in Table F-1. The largest percentage (51.5% or 17 nonresponders) worked in medical-surgical units. Except for the critical care, the results are similar to the RN practice analysis survey responders, which found the largest percentage of responders worked in medical-surgical (51.3%) too. See Table F-1.

Frequency Ratings

In general, the frequency ratings between nonresponders and responders were very similar, with no activity statement importance rating differing by a large effect size. See Table F-2.

Importance Ratings

Importance ratings were provided by the nonresponders and compared to the average response rating of the responders. See *Table F-3*.

Most of the importance ratings were similar between nonresponders and responders, except for “Assess and teach clients about health risks based on family, population and/or community characteristics” and “Perform post-mortem care.”

Summary

The nonresponder study suggests that the main reasons individuals did not complete the study was because they “did not receive” the survey. Overall, these results provide important information on why individuals do not complete surveys. More importantly, the ratings of the activity statements were quite similar, which indicates that the results of the survey are not systematically biased. The nonresponder study provides support for the validity of the 2013 Canadian RN Practice Analysis results.

Table F-1. Employment Setting/Specialty

Employment Settings	Nonresponders		Responders	
	Frequency	%	Frequency	%
Critical care	1	3	144	18.1
Medical-surgical	17	51.5	409	51.3
Pediatrics	2	6.1	24	3
Nursery	0	0	0	0
Labor and delivery	2	6.1	12	1.5
Postpartum unit	0	0	21	2.6
Psychiatry or subspecialties	2	6.1	25	3.1
Assisted living	0	0	47	5.9
Operating room	0	0	0	0
Nursing home	3	9.1	3	5.9
Other long-term care	0	0	0	0
Rehabilitation	1	3	0	0
Sub-acute unit	0	0	0	0
Transitional care unit	0	0	0	0
Physician/NP/Dentist office	0	0	3	0.4
Occupational health	0	0	0	0
Outpatient clinic	0	0	0	0
Home health	2	6.1	10	1.3
Public health	0	0	11	1.4
Student/school health	0	0	0	0
Hospice care	0	0	0	0
Prison	0	0	0	0
Other	3	9.1	59	7.4

Table F-2. Activity Statement Frequency Ratings

Activity #	Activity Statement	Nonresponder Rating		Responder Rating	
		N	Mean	N	Mean
19	Utilize information resources to enhance the care provided to a client (e.g., evidence-based research, information technology, policies and procedures)	33	3.85	394	3.22
25	Participate in providing cost effective care	32	3.28	393	3
36	Implement emergency response plans (e.g., internal/external disaster)	32	0.47	398	0.42
57	Assess and teach clients about health risks based on family, population, and/or community characteristics	33	2.97	390	1.75
64	Incorporate client cultural practice and beliefs when planning and providing care	32	3.5	398	2.62
75	Perform post-mortem care	33	0.55	388	0.62
82	Provide non-pharmacological comfort measures	33	4.09	400	3.8
94	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	33	3.36	393	3.11
106	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	33	4.42	393	4.13
139	Manage the care of a client receiving hemodialysis	33	0.58	390	0.64

Table F-3. Activity Statement Importance Ratings

Activity #	Activity Statement	Nonresponder Rating		Responder Rating	
		N	Mean	N	Mean
19	Utilize information resources to enhance the care provided to a client (e.g., evidence-based research, information technology, policies and procedures)	33	4.76	391	4.31
25	Participate in providing cost effective care	32	3.88	387	3.53
36	Implement emergency response plans (e.g., internal/external disaster)	32	4.56	394	4.21
57	Assess and teach clients about health risks based on family, population, and/or community characteristics	33	4.45	383	3.63
64	Incorporate client cultural practice and beliefs when planning and providing care	32	4.66	395	4.09
75	Perform post-mortem care	33	4.48	375	3.53
82	Provide non-pharmacological comfort measures	33	4.58	394	4.16
94	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	33	4.82	386	4.64
106	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	33	4.85	392	4.58
139	Manage the care of a client receiving hemodialysis	33	4.33	357	3.65



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ISBN# 978-0-9848518-7-4