# NCSBN

National Council of State Boards of Nursing

Report of Findings
from the
2014 RN Nursing
Knowledge Survey

# Report of Findings from the 2014 RN Nursing Knowledge Survey

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

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# EXECUTIVE SUMMARY

The National Council of State Boards of Nursing (NCSBN®) is responsible to its members, the boards of nursing in the U.S. and member board territories for the preparation of psychometrically sound and legally defensible licensure examinations (American Educational Research Association, American Psychological Association and National Council on Measurement in Education, 2014). Practice analysis studies assist NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure examination. Because changes can occur in registered nurse (RN) practice, NCSBN conducts practice analysis studies every three years.

The primary purpose of this study is to identify the knowledge needed by newly licensed RNs. The results of this study (i.e., the important knowledge statements) will be used to inform item development. As with other new NCSBN research projects, there is a possibility that the knowledge statements may become an integral part of other processes (e.g., test specifications). However, at this time, these knowledge statements will be used solely to inform item development.

## Methodology

A number of steps are necessary to perform an analysis of the knowledge needed by newly licensed RNs. The current study followed the methodology used in the 2011 nursing knowledge survey. This section provides a description of the methodology used to conduct the 2014 Knowledge of Newly Licensed Registered Nurses Survey. Descriptions of the subject matter expert (SME) panel processes, survey development, sample selection and data collection procedures are provided, as well as information about confidentiality, response rates and the degree to which participants were representative of the sample of Newly Licensed RNs, RN Educators and RN Supervisors.

### Methodology Reviewers

Three methodology reviewers, chosen for their psychometric expertise in practice/job analysis and certification exam development, reviewed the methodologies and procedures utilized in this study.

All three reviewers indicated this methodology was psychometrically sound, legally defensible and in compliance with professional testing standards.

### Panel of SMEs

A panel of eight RN SMEs was assembled to assist with the creation of the knowledge statements and survey. Panel members taught RN students, supervised newly licensed RNs or were newly licensed RNs themselves. The panelists also represented the four NCSBN geographic areas, as well as the major nursing specialties and practice settings.

### Survey Development

A number of processes were used to create, evaluate and refine the survey instrument used for the 2014 RN Knowledge Survey. In the initial meetings for the triennial practice analysis, a panel of nurses, representing different geographic regions of the country, nursing specialties and practice settings, met and developed nursing activity statements, which were intended to represent entry-level RN practice. These activity statements and the category structure developed by the SMEs provided a categorical structure for the creation of the knowledge statements. Following the work of the first panel, a second group of SMEs was convened with two panelists bridging the two groups.

This second panel reviewed the activity statements and then developed knowledge statements for each activity statement. The knowledge statements were reviewed and edited by the NCLEX® Examination Committee (NEC). The resulting 253 knowledge statements were incorporated into a survey format.

The final page of the survey contained several initial questions to identify responder characteristics and then four sections follow. The first section focused on the knowledge necessary for entry-level RN practice, asking responders to rate the importance of each knowledge statement by using a one to five-point scale. Section two identified the participant's work environment including area of practice, ages of client and employment setting/specialty. Section three focused on demographic information such as racial/ethnic background, highest obtained education degree and gender. The final section provided

space for responders to write comments or suggestions about the survey.

## Survey Process

### Sample Selection

Newly Licensed RNs: A random sample of 2,150 RNs was selected from a list of candidates who passed the NCLEX-RN® examination between Oct. 1, 2013 and March 31, 2014 and did not participate in the RN Practice Analysis Survey. Only candidates with a U.S. mailing address within the jurisdiction in which they were seeking licensure were included in the sample. This strategy provided a way to minimize the number of incorrect addresses to which the survey would be sent.

Educators of RNs (RN Educators): In addition, surveys were sent to 2,100 nursing educators at 700 different nursing programs. Three surveys were sent to each dean/director of 700 nursing programs with instructions for them to distribute one survey to (1) a Medical/Surgical nursing instructor; (2) an Obstetrics-Gynecology/Pediatric (OB-GYN/Peds) nursing instructor; and (3) a mental health or community health nursing instructor. Each of the programs in the sample had a minimum of nine NCLEX candidates within the last two calendar years (2012 and 2013). In the event that there were faculty members unable to complete the survey, the dean/directors were asked to give the survey to additional Medical/Surgical faculty members.

Supervisors of Newly Licensed RNs (RN Supervisors): Finally, 2,100 employers (700 in nursing homes; 700 in hospitals; and 700 in home health agencies) of newly licensed RNs were surveyed. This list came from a substantially larger mailing list, but the selection of employers to be included in the survey was also based upon the number of RN employees working for the facility. This criterion was applied in order to maximize the likelihood that the employer would have newly licensed RNs and supervisors of newly licensed RNs. Surveys were mailed to the directors of nursing (DON) or an equivalent title at 2,100 health care facilities mentioned previously. The DONs were asked to complete the survey if they directly supervised newly licensed RNs. If they did not supervise newly licensed RNs, the DONs

were asked to give the survey to a nurse who did supervise newly licensed RNs.

### Representativeness

The percentage of responders from the various NCSBN member board jurisdictions is similar to the sample composition.

### Mailing Procedure

The survey forms were mailed to a total of 6,350 potential responders (2,150 Newly Licensed RNs, 700 nursing programs, which included surveys for three educators [2,100 RN Educators in total] and 700 nursing homes, 700 hospitals and 700 home health agencies [2,100 potential supervisors of newly licensed RNs]). To acquire the RN Educator responders, three surveys were sent to the dean/director of the program to distribute amongst their staff. It was requested that a survey be distributed to an educator in each of the following general areas: (1) Medical/Surgical (Med/Surg) Nursing; (2) Obstetrics-Gynecology/Pediatric (OB-GYN/Peds) or Maternal Child Nursing; and (3) Psychiatric (Mental Health) or Community Health Nursing. If the school did not have specialty faculty who could complete the survey, it was asked that additional faculty in the clinical setting who teach Medical/Surgical participate.

A five-stage mailing process was used to engage the participants in the study. A pre-survey letter was sent to each person or facility selected for the sample. One week later, the survey(s), with a cover letter and a postage-paid return envelope, were mailed. Eleven days later, a postcard was sent to all participants or facilities reiterating the importance of the study and urging participation. Approximately one week after the first postcard, a second reminder postcard was sent. A final reminder was sent to nonresponders approximately one week after the second reminder. The survey was conducted from April through June 2014.

### Confidentiality

All potential participants were promised confidentiality with regard to their participation and responses. Pre-assigned code numbers were used to facilitate

follow-up mailings. Files containing mailing information were kept separate from the data files. The study protocol was approved by NCSBN's chief executive officer for compliance with organizational guidelines for research studies involving human subjects.

### Return Rates

There were 2,150 Newly Licensed RNs invited to complete the survey and of those, 15 surveys were undeliverable due to incorrect addresses. There were 347 surveys returned by Newly Licensed RNs for an adjusted return rate of 16.3%. A total of 2,100 RN Educators were invited to complete the survey and 14 of those were undeliverable due to incorrect addresses. A total of 813 surveys were returned by RN Educators for a 39.0% adjusted return rate. There were 2,100 surveys sent to RN Supervisors, with 323 surveys undelivered due to incorrect addresses. RN Supervisors returned 228 surveys for an adjusted return rate of 12.8%. Of the 1,388 surveys received, 12 responders did not report to hold either an APRN or RN license plus one responder was not practicing within an NCSBN member board jursidiction. With the implementation of quality control procedures, the analyzable return rates were 16.1% for Newly Licensed RNs 38.6% for RN Educators and 12.7% for RN Supervisors. There were 1,375 analyzable surveys or a return rate of 22.9% for the total group.

### Knowledge 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 knowledge statements differently than the survey responders. If there are no systematic differences in responders versus nonresponders, it would seem that the results are not biased and we have evidence to support the validity of the survey results. Of the RNs not participating in the survey, a stratified random sample of Newly Licensed RNs, RN Educators, and RN Supervisors were contacted via telephone. Of the potential contacts, a telephone interview was obtained from 92 participants: 31 Newly Licensed RNs, 31 RN Educators, and 30 RN Supervisors. The study found that the majority of nonresponders either did not receive the initial survey invitation, were too busy, or did not respond for other reasons. More importantly, the study found that the nonresponders rated the knowledge statements similar to how responders rated them; this similarity supports the validity of the results of this study.

## Summary

A panel of RNs experienced in the practices of newly licensed RNs met and created a list of 253 knowledge statements that are important for a newly licensed RN to possess. A data collection instrument was developed and mailed. The surveyed RNs were divided into the following categories: 2,150 Newly Licensed RNs, 2,100 RN Educators (obtained by sending 3 surveys to 700 nursing programs) and 2,100 RN Supervisors (obtained by sending a survey to 700 nursing homes, 700 home health agencies and 700 hospitals). A 22.9% response rate of analyzable surveys was obtained for the total group. This analysis contains the responses of 344 Newly Licensed RNs, 806 RN Educators, and 225 RN Supervisors.

## Demographics, Experiences and Practice Environments of Participants

### Nursing Licenses Held

Responders were included in analysis if they reported holding either an RN, APRN or an LPN/VN license. RN was the most frequent nursing license for all three job titles: 100.0% (Newly Licensed RNs), 89.2% (RN Educators) and 98.0% (RN Supervisors).

### Gender

The majority of survey responders (93.6%) reported their gender as female: Newly Licensed RNs (86.8%), RN Educators (96.5%) and RN Supervisors (93.7%).

### Survey Adequacy

The responders were asked to rate how well the knowledge statements represented the knowledge areas a newly licensed RN should possess choosing one of four options: "Poorly," "Adequately," "Well," or "Very Well." The majority of survey responders within each job title reported the survey

covered the important knowledge areas of a newly licensed RN "Well" or "Very Well." Approximately 91.4% of Newly Licensed RNs, 94.1% of RN Educators and 93.2% of RN Supervisors rated the survey as covering knowledge "Well" or "Very Well."

## Age

Newly Licensed RNs had an average age of 33.5 years (SD=9.83); RN educators' average age was 52.2 years (SD=9.69); RN Supervisors' average age was 50.7 years (SD=9.65).

## Race/Ethnic Background

White-Not of Hispanic Origin was the ethnic background identified most frequently by Newly Licensed RNs (75.6%), RN Educators (88.4%), and RN Supervisors (90.7%).

## Education Background

More Newly Licensed RNs reported having an associate degree (51.6%) or a baccalaureate degree (40.5%). Approximately 33.3% of RN Educators listed their degree as a generic master's degree in the U.S. The most frequent responses for RN Supervisors were an associate or a baccalaureate degree (both 32.1%).

## Primary Language

The majority of Newly Licensed RNs (83.3%), RN Educators (96.8%), and RN Supervisors (96.6%) reported English as their primary language.

## Years of Experience

There were large variations in months and years RN Educators and RN Supervisors worked in their job. Newly Licensed RNs were asked how long it had been since their graduation from the nursing programs. Newly Licensed RNs reported an average of 8.5 months since graduation. RN Educators have spent 12.5 years in their jobs, similar to RN Supervisors, who have spent an average of 10.6 years in their jobs.

## Facilities

The majority of Newly Licensed RNs (69.7%) and RN Educators (74.1%) worked in hospitals. RN Supervisors worked primarily in hospitals (50.2%) and long-term care (36.3%).

## Client Health Conditions

The majority of Newly Licensed RNs (64.8%), RN Educators (58.1%), and RN Supervisors (66.7%) reported working with clients exhibiting acute conditions. Due to nurses often working with clients with varying conditions, responders were allowed to give multiple answers, resulting in percentages within each job title totaling more than 100%.

## Client Ages

Newly Licensed RNs reported caring for adult clients both older, 65 to 85 (69.8%), and younger, 18 to 64 (68.6%). For RN Educators, the majority cared for adult clients aged 18 to 64 (77.0%). The most frequent response for RN Supervisors (84.5%) was caring for older adults aged 65-85. The ability to provide multiple answers allows for percentages to equal more than 100%.

## Employment Setting/Specialty

The employment setting most frequently given by Newly Licensed RNs (32.8%) and RN Educators (39.9%) was Medical/Surgical units. RN Supervisors (35.6%) most frequently answered nursing homes. On average for all job titles, the least reported employment settings were occupational health (0.2%) and assisted living (0.6%). Responders were able to answer up to two employment settings allowing for percentages totaling more than 100%.

## Summary

The average Newly Licensed RN responder was an English-speaking White female with an average age of 33.5 years. She held an associate degree or a baccalaureate degree from a college/university within the U.S. She primarily worked in hospitals caring for adult clients both older, ages 65 to 85 and younger ages 18 to 64, exhibiting acute and chronic health conditions.

The average RN Educator responder was an English-speaking White female with an average age of

52.2 years. She held a generic master's degree from a college/university within the U.S. On average, she had been an RN Educator for 12.5 years.

The average RN Supervisor responder was an English-speaking White female with an average age of 50.7 years. She held an associate or a baccalaureate degree from a college/university within the U.S. She worked in hospitals or nursing homes caring for older clients (ages 65-85+) exhibiting acute, as well as chronic and end-of-life conditions. On average, she exhibited rich work experience in her job title, having worked as an RN Supervisor for 10.6 years.

## KNOWLEDGE STATEMENTS

The 2014 Knowledge of Newly Licensed RNs Survey asked responders to rate the importance of knowledge statements necessary for a newly licensed RN to practice safely and effectively. Responders were asked to rate the overall importance of each knowledge statement considering safe and effective professional practice, regardless of practice setting. Importance was rated by using a five-point (1-5) scale.

### SME Validation of Survey Findings

The SME Panel for the 2014 Knowledge of Newly Licensed RNs Survey was asked to provide independent ratings of the 253 knowledge statements. In order to validate the results of the survey, the importance ratings estimated by SMEs were compared to the average importance ratings from the knowledge survey. There was, in general, consistency among the highest importance ratings for Newly Licensed RNs, RN Educators, RN Supervisors and the SME ratings. Additionally, there was consistency among the lowest importance knowledge statements among Newly Licensed RNs, RN Educators, RN Supervisors and SMEs. There seems to be evidence from several sources that provide convergent validity on the knowledge needed by newly licensed RN's in order to practice safely and effectively. The importance ratings of SMEs compared to the ratings of each subgroup were very similar. In fact, the only knowledge statement rating that was more than one point different between the SMEs and the Newly

Licensed RNs is hemodialysis care. The SMEs rated the importance of this knowledge statement at 2.50, while Newly Licensed RNs rated the same statement 3.63. There were no other knowledge statements that were more than one point difference between the SMEs and RN Educators and RN Supervisors. Again, the information on knowledge needed by newly licensed RNs from multiple sources provides a more accurate description than a single source.

### Representativeness of Knowledge Statements

The participants were asked whether the knowledge areas listed on the survey represented knowledge a newly licensed RN should possess. A large percentage of Newly Licensed RNs (62.5%), RN Educators (58.9%) and RN Supervisors (63.2%) responded that the survey represented the necessary knowledge "Very Well." Moreover, 91.4% of Newly Licensed RNs, 94.1% of RN Educators and 93.2% of RN Supervisors noted that the knowledge statements covered the knowledge of a newly licensed RN "Well" to "Very Well."

### Reliability of Instrument

A reliability index (coefficient alpha) was calculated to evaluate the measurement error associated with the survey and the internal consistency of the survey instrument. Alpha coefficients range from 0 to 1; a value of 0.7 or greater is considered adequate (Cronbach, 1951). The resulting value of 0.99 for this survey instrument suggests this survey is reliably measuring the knowledge a newly licensed RN needs for safe and effective practice.

## Knowledge Statements

### Importance of Knowledge Statements

The safe and effective practice of newly licensed RNs was determined by participants' responses based on an importance rating scale. In other words, the responders were asked, "How important is the possession of this knowledge by a newly licensed RN for safe and effective professional practice, regardless of specific practice setting?" Importance ratings were recorded using a five-point scale: 1="Not Important," 2="Marginally Important," 3="Moderately Important," 4="Important," 5="Critically

Important." Average importance ratings were calculated by including all importance ratings regardless of practice setting. The SME panel ratings and survey respondent ratings of the 253 knowledge statements yielded very similar results. All of the groups (Newly Licensed RNs, RN Educators, RN Supervisors and SMEs) rated "airway management" and "medication error prevention" among the five most important knowledge statements. In terms of least important knowledge statements, all groups rated "phototherapy" among the five least important knowledge statements.

## Knowledge Statement Subgroup Analysis

### Primary Job Title

The average knowledge statement importance ratings of Newly Licensed RNs, RN Educators, and RN Supervisors were cross-analyzed for meaningful differences between these job titles. The least important knowledge statement for Newly Licensed RNs was "body mass index (BMI)" with an average rating of 2.85. For, RN Educators and Supervisors it was "phototherapy," with an average value of 2.87 and 2.54, respectively. The most important knowledge statement for Newly Licensed RNs was "airway management" with an average value of 4.79. RN Educators rated "medication error prevention" the highest with an average value of 4.85. For RN Supervisors, "client confidentiality" was the most important with an average rating of 4.66. In general, there were few differences in importance ratings based on job title.

### Facility

The average importance ratings of the knowledge statements of responders from hospitals, long-term care, community-based facility, and other facilities were cross-analyzed for meaningful differences. Responders answering all four types of facility rated "phototherapy" as the least important knowledge statement, with average values of 2.80, 2.72, 2.95, and 2.99, respectively. The most important knowledge statement for responders working in hospitals, community-based facilities, and other facilities was "medication error prevention," with

average values of 4.80, 4.74, and 4.85, respectively. Individuals working in long-term care facilities rated "airway management" highest with an average value of 4.69.

## Summary

Responders to the 2014 Knowledge of Newly Licensed RNs Survey found the statements listed in the survey to be representative of the knowledge necessary for safe and effective professional practice of newly licensed RNs. There were similar importance ratings of the knowledge statements for Newly Licensed RNs, RN Educators, RN Supervisors and SMEs.

## CONCLUSION

Based on the reliability of the knowledge statement instrument; the survey of the nonresponders; the validation of the knowledge statement importance ratings by SMEs; and the similarity of knowledge statement importance ratings by Newly Licensed RNs, RN Educators and RN Supervisors, the results of this survey can be used to inform item development.

# Report of Findings from the 2014 RN Nursing Knowledge Survey

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# BACKGROUND OF STUDY

The National Council of State Boards of Nursing (NCSBN®) is responsible to its members, the boards of nursing in the U.S. and member board territories for the preparation of psychometrically sound and legally defensible licensure examinations (American Educational Research Association, American Psychological Association and National Council on Measurement in Education, 2014). Practice analysis studies assist NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure examination. Because changes can occur in registered nurse (RN) practice, NCSBN conducts practice analysis studies every three years.

The primary purpose of this study is to identify the knowledge needed by newly licensed RNs. The results of this study (i.e., the important knowledge statements) will be used to inform item development. As with other new NCSBN research projects, there is a possibility that the knowledge statements may become an integral part of other processes (e.g., test specifications). However, at this time, these knowledge statements will be used solely to inform item development.

## Methodology

A number of steps are necessary to perform an analysis of the knowledge needed by newly licensed RNs. This section provides a description of the methodology used to conduct the 2014 Knowledge of Newly Licensed Registered Nurses Survey. Descriptions of subject matter expert (SME) panel processes, survey development, sample selection and data collection procedures are provided, as well as information about confidentiality, response rates and the degree to which participants were representative of the sample of Newly Licensed RNs, RN Educators, and RN Supervisors.

### Methodology Reviewers

Three methodology reviewers, chosen for their psychometric expertise in practice/job analysis and certification exam development, reviewed the methodologies and procedures utilized in this study. All three reviewers indicated these methodologies were psychometrically sound, legally defensible and

in compliance with professional testing standards. See Appendix A for a listing of methodology reviewers.

### Panel of SMEs

A panel of eight RN SMEs was assembled to assist with the creation of the knowledge statements and survey. Panel members taught RN students, supervised newly licensed RNs or were newly licensed RNs themselves. The panelists also represented the four NCSBN geographic areas, as well as the major nursing specialties and practice settings. See Appendix B for a listing of panel members.

### Survey Development

A number of processes were used to create, evaluate, and refine the survey instrument used for the 2014 RN Knowledge of Newly Licensed Registered Nurses Survey. In the initial meetings for the triennial practice analysis, a panel of nurses, representing different geographic regions of the country, nursing specialties and practice settings, met and developed nursing activity statements, which were intended to represent entry-level RN practice. These activity statements and the category structure developed by the SMEs provided a categorical structure for the creation of the knowledge statements. Following the work of the first panel, a second group of SMEs was convened with two panelists bridging the two groups.

This second panel reviewed the activity statements and then developed knowledge statements for each activity statement. The link between knowledge statements and activity statements can be seen in Appendix K, which was developed by the SME panelists during the meeting. Subsequent to their meeting, some of the knowledge statements were re-categorized by the NCLEX® Examination Committee (NEC). The knowledge statements were then reviewed and edited by the NEC. The statements in Appendix K reflect the knowledge statements developed by the SMEs. The resulting 253 knowledge statements were incorporated into a survey format.

The final version of the survey contained four sections. Following the initial identification of responder characteristics, the first section focused on the knowledge necessary for entry-level RN practice, asking responders to rate the importance of each knowledge statement by using a one to five-point scale. Section two identified the participant's work environment including area of practice, type of client and employment setting/specialty. Section three focused on demographic information such as racial/ethnic background, highest obtained education degree and gender. The final section provided space for responders to write comments or suggestions about the survey. The survey used in the 2014 Knowledge of Newly Licensed Registered Nurses Survey may be found in Appendix C.

## Survey Process

### Sample Selection

**Newly Licensed RNs:** A random sample of 2,150 RNs was selected from a list of candidates who passed the NCLEX-RN® examination Oct. 1, 2013 and March 31, 2014 and did not participate in the RN Practice Analysis survey. Only candidates with a U.S. mailing address within the jurisdiction in which they were seeking licensure were included in the sample. This strategy provided a way to minimize the number of incorrect addresses to which the survey would be sent.

**Educators of RNs (RN Educators):** In addition, surveys were sent to 2,100 nursing educators at 700 different nursing programs using the following methodology. Three surveys were sent to each dean/director of 700 nursing programs, with instructions for them to distribute one survey to (1) a Medical/Surgical (Med/Surg) nursing instructor; (2) an Obstetrics-Gynecology/Pediatric (OB-GYN/Peds) nursing instructor; and (3) a mental health or community health nursing instructor. Each of the programs in the sample had a minimum of nine NCLEX candidates within the last two calendar years (2012 and 2013). In the event that there were faculty members unable to complete the survey, the dean/directors were asked to give the survey to additional Medical/Surgical faculty members.

**Supervisors of Newly Licensed RNs (RN Supervisors):** Finally, 2,100 employers (700 in nursing homes; 700 in hospitals; and 700 in home health agencies) of newly licensed RNs were surveyed. This list came from a substantially larger mailing list, but the selection of employers to be included in the survey was also based upon the number of RN employees working for the company. This criterion was applied in order to maximize the likelihood that the employer would have newly licensed RNs and supervisors of newly licensed RNs. Surveys were mailed to the directors of nursing (DON) or an equivalent title at 2,100 health care facilities mentioned previously. The DONs were asked to complete the survey if they directly supervised newly licensed RNs. If they did not supervise newly licensed RNs, the DONs were asked to give the survey to a nurse who did supervise newly licensed RNs.

### Representativeness

Table 1 presents the correspondence of sample and responders within each primary job title by NCSBN jurisdiction. Because multiple surveys were mailed to RN Educators, all responders from an institution were counted only as one. As shown in Table 1, the percentage of responders from different jurisdictions is similar to the sample composition.

### Mailing Procedure

The survey forms were mailed to a total of 6,350 potential responders (2,150 Newly Licensed RNs, 700 nursing programs, which included surveys for three educators [2,100 RN Educators in total], 700 nursing homes, 700 hospitals and 700 home health agencies [2,100 potential supervisors of newly licensed RNs]). To acquire the RN Educator responders, three surveys were sent to the dean/director of the program to distribute amongst their faculty members. It was requested that a survey be distributed to an educator in each of the following general areas: (1) Medical/Surgical Nursing; (2) Obstetrics-Gynecology/Pediatric or Maternal Child Nursing; and (3) Psychiatric (Mental Health) or Community Health Nursing. If the school did not have specialty faculty who could complete the survey it was asked that additional faculty in the clinical setting who teach Medical-Surgical participate.

| Table 1. Representativeness of Responders by NCSBN Jurisdiction | | | | | | | | | | | |
| Jurisdiction | Newly Licensed RN | | | | RN Educator | | | | RN Supervisor | | | |
| | Sample | | Responders | | Sample | | Responders | | Sample | | Responders | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Alabama | 28 | 1.3 | 4 | 1.2 | 18 | 2.6 | 7 | 1.8 | 35 | 1.7 | 2 | 0.9 |
| Alaska | 3 | 0.1 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 7 | 0.3 | 1 | 0.4 |
| Arizona | 49 | 2.3 | 1 | 0.3 | 15 | 2.1 | 10 | 2.6 | 23 | 1.1 | 4 | 1.8 |
| Arkansas | 29 | 1.3 | 3 | 0.9 | 5 | 0.7 | 4 | 1.0 | 38 | 1.8 | 3 | 1.3 |
| California | 63 | 2.9 | 16 | 4.7 | 58 | 8.3 | 35 | 9.2 | 143 | 6.8 | 8 | 3.5 |
| Colorado | 41 | 1.9 | 8 | 2.3 | 17 | 2.4 | 5 | 1.3 | 28 | 1.3 | 1 | 0.4 |
| Connecticut | 26 | 1.2 | 3 | 0.9 | 9 | 1.3 | 4 | 1.0 | 21 | 1.0 | 3 | 1.3 |
| Delaware | 6 | 0.3 | 2 | 0.6 | 2 | 0.3 | 1 | 0.3 | 3 | 0.1 | 0 | 0.0 |
| District of Columbia | 0 | 0.0 | 0 | 0.0 | 2 | 0.3 | 1 | 0.3 | 3 | 0.1 | 0 | 0.0 |
| Florida | 187 | 8.7 | 27 | 7.8 | 54 | 7.7 | 28 | 7.3 | 93 | 4.4 | 9 | 4.0 |
| Georgia | 55 | 2.6 | 8 | 2.3 | 8 | 1.1 | 3 | 0.8 | 49 | 2.3 | 5 | 2.2 |
| Guam | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Hawaii | 12 | 0.6 | 2 | 0.6 | 3 | 0.4 | 1 | 0.3 | 6 | 0.3 | 0 | 0.0 |
| Idaho | 8 | 0.4 | 4 | 1.2 | 5 | 0.7 | 4 | 1.0 | 16 | 0.8 | 5 | 2.2 |
| Illinois | 83 | 3.9 | 17 | 4.9 | 32 | 4.6 | 20 | 5.2 | 87 | 4.1 | 13 | 5.8 |
| Indiana | 63 | 2.9 | 7 | 2.0 | 14 | 2.0 | 11 | 2.9 | 60 | 2.9 | 6 | 2.7 |
| Iowa | 35 | 1.6 | 7 | 2.0 | 6 | 0.9 | 4 | 1.0 | 48 | 2.3 | 9 | 4.0 |
| Kansas | 33 | 1.5 | 4 | 1.2 | 12 | 1.7 | 7 | 1.8 | 50 | 2.4 | 11 | 4.9 |
| Kentucky | 36 | 1.7 | 8 | 2.3 | 24 | 3.4 | 9 | 2.4 | 53 | 2.5 | 6 | 2.7 |
| Louisiana | 40 | 1.9 | 8 | 2.3 | 8 | 1.1 | 6 | 1.6 | 66 | 3.1 | 2 | 0.9 |
| Maine | 5 | 0.2 | 3 | 0.9 | 3 | 0.4 | 3 | 0.8 | 19 | 0.9 | 1 | 0.4 |
| Maryland | 53 | 2.5 | 14 | 4.1 | 8 | 1.1 | 6 | 1.6 | 29 | 1.4 | 1 | 0.4 |
| Massachusetts | 49 | 2.3 | 5 | 1.5 | 23 | 3.3 | 5 | 1.3 | 67 | 3.2 | 3 | 1.3 |
| Michigan | 90 | 4.2 | 18 | 5.2 | 13 | 1.9 | 5 | 1.3 | 59 | 2.8 | 8 | 3.5 |
| Minnesota | 45 | 2.1 | 10 | 2.9 | 12 | 1.7 | 6 | 1.6 | 59 | 2.8 | 7 | 3.1 |
| Mississippi | 21 | 1.0 | 3 | 0.9 | 7 | 1.0 | 5 | 1.3 | 26 | 1.2 | 5 | 2.2 |
| Missouri | 61 | 2.8 | 16 | 4.7 | 18 | 2.6 | 8 | 2.1 | 49 | 2.3 | 7 | 3.1 |
| Montana | 6 | 0.3 | 2 | 0.6 | 1 | 0.1 | 0 | 0.0 | 14 | 0.7 | 2 | 0.9 |
| Nebraska | 20 | 0.9 | 5 | 1.5 | 7 | 1.0 | 4 | 1.0 | 27 | 1.3 | 10 | 4.4 |
| Nevada | 23 | 1.1 | 3 | 0.9 | 2 | 0.3 | 1 | 0.3 | 8 | 0.4 | 0 | 0.0 |
| New Hampshire | 3 | 0.1 | 1 | 0.3 | 7 | 1.0 | 3 | 0.8 | 12 | 0.6 | 1 | 0.4 |
| New Jersey | 39 | 1.8 | 9 | 2.6 | 18 | 2.6 | 5 | 1.3 | 24 | 1.1 | 0 | 0.0 |
| New Mexico | 18 | 0.8 | 3 | 0.9 | 9 | 1.3 | 4 | 1.0 | 22 | 1.0 | 2 | 0.9 |
| New York | 125 | 5.8 | 15 | 4.4 | 31 | 4.4 | 25 | 6.6 | 86 | 4.1 | 8 | 3.5 |
| North Carolina | 41 | 1.9 | 3 | 0.9 | 32 | 4.6 | 14 | 3.7 | 60 | 2.9 | 5 | 2.2 |
| North Dakota | 3 | 0.1 | 0 | 0.0 | 5 | 0.7 | 2 | 0.5 | 13 | 0.6 | 4 | 1.8 |
| Northern Mariana Islands | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 1 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| Ohio | 142 | 6.6 | 18 | 5.2 | 32 | 4.6 | 18 | 4.7 | 109 | 5.2 | 15 | 6.6 |
| Oklahoma | 22 | 1.0 | 4 | 1.2 | 14 | 2.0 | 9 | 2.4 | 57 | 2.7 | 5 | 2.2 |
| Oregon | 15 | 0.7 | 3 | 0.9 | 10 | 1.4 | 6 | 1.6 | 19 | 0.9 | 1 | 0.4 |

| Table 1. Representativeness of Responders by NCSBN Jurisdiction | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Newly Licensed RN | | | | RN Educator | | | | RN Supervisor | | | |
| | Sample | | Responders | | Sample | | Responders | | Sample | | Responders | |
| Jurisdiction | N | % | N | % | N | % | N | % | N | % | N | % |
| Pennsylvania | 71 | 3.3 | 12 | 3.5 | 25 | 3.6 | 17 | 4.5 | 96 | 4.6 | 13 | 5.8 |
| Puerto Rico* | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 9 | 0.4 | 1 | 0.4 |
| Rhode Island | 7 | 0.3 | 1 | 0.3 | 2 | 0.3 | 2 | 0.5 | 10 | 0.5 | 0 | 0.0 |
| South Carolina | 38 | 1.8 | 8 | 2.3 | 8 | 1.1 | 6 | 1.6 | 15 | 0.7 | 0 | 0.0 |
| South Dakota | 6 | 0.3 | 0 | 0.0 | 6 | 0.9 | 5 | 1.3 | 12 | 0.6 | 3 | 1.3 |
| Tennessee | 57 | 2.7 | 7 | 2.0 | 9 | 1.3 | 8 | 2.1 | 41 | 2.0 | 2 | 0.9 |
| Texas | 217 | 10.1 | 27 | 7.8 | 37 | 5.3 | 18 | 4.7 | 169 | 8.0 | 10 | 4.4 |
| Utah | 26 | 1.2 | 1 | 0.3 | 9 | 1.3 | 6 | 1.6 | 7 | 0.3 | 0 | 0.0 |
| Vermont | 0 | 0.0 | 0 | 0.0 | 2 | 0.3 | 1 | 0.3 | 3 | 0.1 | 2 | 0.9 |
| Virgin Islands | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 1 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| Virginia | 51 | 2.4 | 10 | 2.9 | 23 | 3.3 | 9 | 2.4 | 36 | 1.7 | 3 | 1.3 |
| Washington | 38 | 1.8 | 3 | 0.9 | 9 | 1.3 | 4 | 1.0 | 30 | 1.4 | 3 | 1.3 |
| West Virginia | 9 | 0.4 | 2 | 0.6 | 8 | 1.1 | 5 | 1.3 | 20 | 1.0 | 3 | 1.3 |
| Wisconsin | 49 | 2.3 | 9 | 2.6 | 11 | 1.6 | 7 | 1.8 | 54 | 2.6 | 10 | 4.4 |
| Wyoming | 3 | 0.1 | 0 | 0.0 | 3 | 0.4 | 2 | 0.5 | 10 | 0.5 | 3 | 1.3 |
| Total | 2150 | 100.0 | 344 | 100.0 | 700 | 100.0 | 381 | 100.0 | 2100 | 100.0 | 226 | 100.0 |
| * Puerto Rico is no longer an NCSBN member and the responses that indicated Puerto Rico jurisdiction were not included in the analysis. | | | | | | | | | | | |

A five-stage mailing process was used to engage the participants in the study. A pre-survey letter was sent to each person or facility selected for the sample. One week later, the survey(s), with a cover letter and a postage-paid return envelope, were mailed. Eleven days later, a postcard was sent to all participants or facilities reiterating the importance of the study and urging participation. Approximately one week after the first postcard, a second reminder postcard was sent. A final reminder was sent to nonresponders approximately one week after the second reminder. The survey was conducted from April through June 2014.

## Confidentiality

All potential participants were promised confidentiality with regard to their participation and responses. Pre-assigned code numbers were used to facilitate follow-up mailings. Files containing mailing information were kept separate from the data files. The study protocol was approved by the NCSBN's chief executive officer for compliance with organizational guidelines for research studies involving human subjects.

## Return Rates

There were 2,150 Newly Licensed RNs invited to complete the survey and of those, 15 surveys were undeliverable due to incorrect addresses. There were 347 surveys returned by Newly Licensed RNs for an adjusted return rate of 16.3%. A total of 2,100 RN Educators were invited to complete the survey and 14 of those were undeliverable due to incorrect addresses. A total of 813 surveys were returned by RN Educators for a 39.0% adjusted return rate. There were 2,100 surveys sent to RN Supervisors, with 323 surveys undelivered due to incorrect addresses. RN Supervisors returned 228 surveys for an adjusted return rate of 12.8%. Total number of surveys delivered was 5,998, with an adjusted return rate of 23.1% as seen in Table 2.

Of the 1,388 surveys received, 12 responders did not report to hold either an APRN or RN license plus one responder was not practicing within an NCSBN member board jurisdiction. With the implementation of quality control procedures, the analyzable return rates were 16.1%, 38.6% and 12.7% for Newly Licensed RNs, RN Educators, and

**Table 2. Adjusted Return Rates**

| Job Title | Sample | Incorrect Addresses | Surveys Delivered | Adjusted Responses | Adjusted Return Rate % |
|---|---|---|---|---|---|
| Newly Licensed RNs | 2,150 | 15 | 2,135 | 347 | 16.3 |
| RN Educators | 2,100 | 14 | 2,086 | 813 | 39.0 |
| RN Supervisors | 2,100 | 323 | 1,777 | 228 | 12.8 |
| Total | 6,350 | 352 | 5,998 | 1,388 | 23.1 |

**Table 3. Analyzable Return Rates**

| Job Title | Surveys Delivered | Invalid Responses | Analyzable Responses | Analyzable Return Rate % |
|---|---|---|---|---|
| Newly Licensed RNs | 2,135 | 3 | 344 | 16.1 |
| RN Educators | 2,086 | 7 | 806 | 38.6 |
| RN Supervisors | 1,777 | 3 | 225 | 12.7 |
| Total | 5,998 | 13 | 1,375 | 22.9 |

RN Supervisors respectively; as seen in Table 3. There were 1,375 analyzable surveys or a return rate of 22.9% for the total group.

### Knowledge 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 knowledge statements differently. If there are no systematic differences in responders versus nonresponders, it would seem that the results are not biased and we have evidence to support the validity of the results. Of the RNs not participating in the survey, a stratified random sample of Newly Licensed RNs, RN Educators and RN Supervisors were contacted via telephone. Of the potential contacts, a telephone interview was obtained from 92 participants: 31 Newly Licensed RNs, 31 RN Educators and 30 RN Supervisors. The study found that the majority of the nonresponders either did not receive the initial survey invitation, were too busy, or did not respond for other reasons. More importantly, the study found that the nonresponders rated the knowledge statements similar to how responders rated them; this similarity supports the validity of the results of this study. A full report of the study can be found in Appendix J.

## Summary

A panel of RNs experienced in the practices of newly licensed RNs met and created a list of 253 knowledge statements that are important for a newly licensed RN to possess. A data collection instrument was developed, piloted and revised prior to being mailed. The surveyed RNs were divided into the following categories: 2,150 Newly Licensed RNs, 2,100 RN Educators (obtained by sending three surveys to 700 nursing programs) and 2,100 RN Supervisors (obtained by sending a survey to 700 nursing homes, 700 home health agencies and 700 hospitals). A 22.9% response rate of analyzable surveys was obtained for the total group. This analysis contains the responses of 344 Newly Licensed RNs, 806 RN Educators and 225 RN Supervisors.

# DEMOGRAPHICS, EXPERIENCES AND PRACTICE ENVIRONMENTS OF PARTICIPANTS

## Demographics/Past Experiences

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

## Nursing Licenses Held

Responders were included in analysis if they reported holding either an RN or APRN license. RN was the most frequent nursing license of all three job titles: 100.0% (Newly Licensed RNs), 89.2% (RN Educators) and 97.3% (RN Supervisors). See Figure 1 Licenses by Primary Job Title. Responders were allowed to select all that apply, so percentages may not add up to 100%. These figures were close to those from the 2011 survey figures, which were 99.8% (Newly Licensed RNs), 89.3% (RN Educators) and 98.0% (RN Supervisors).

## Gender

The majority of survey responders (93.6%) reported their gender as female: Newly Licensed RNs (86.8%), RN Educators (96.5%) and RN Supervisors (93.7%). See Figure 2 for gender sorted by primary job title. In 2011, 94.7% of the responders were female.

## Survey Adequacy

The responders were asked to rate how well the knowledge statements represented the knowledge areas a newly licensed RN should possess choosing one of four options: "Poorly," "Adequately," "Well," or "Very Well." The majority of survey responders within each job title reported the survey covered the important knowledge areas of a newly licensed RN "Well" or "Very Well." Approximately 91.4% of Newly Licensed RNs, 94.1% of RN Educators and 93.2% of RN Supervisors rated the survey as covering knowledge "Well" or "Very Well." See Figure 3 for survey adequacy sorted by primary job title in 2014 and 2011.

## Age

Newly Licensed RNs had an average age of 33.5 years (SD=9.83); RN Educators' average age was 52.2 years (SD=9.69). RN Supervisors' average age was 50.7 years (SD=9.65). In 2011, the average ages for the three groups were 31.8 years, 52.2 years and 51.4 years.

## Race/Ethnic Background

White-Not of Hispanic Origin was the ethnic background identified most frequently by Newly Licensed RNs (75.6%), RN Educators (88.4%) and RN Supervisors (90.7%). See Figure 4 for the racial/ethnic backgrounds of survey responders sorted by primary job title in 2014 and 2011. These RN and RN Supervisor percentages have increased from 2011 to 2014 by 1.9% and 1.5% while the RN Educator percentage declined by 1.2%.

## Education Background

Over half of Newly Licensed RNs (51.6%) reported having an associate degree, a decrease of 9.4% from 2011. Approximately 33.3% of RN Educators listed their degree as a generic master's degree in the U.S. The most frequent response for RN Supervisors was an associate or a baccalaureate degree (both 32.1%), an increase of 9.8% and 4.1% from 2011, respectively. See Figure 5 for the educational background of responders sorted by primary job title from both years.

## Primary Language

The majority of Newly Licensed RNs (83.3%), RN Educators (96.8%) and RN Supervisors (96.6%) reported English as their primary language. See Figure 6 for primary language sorted by primary job title. In 2011, 86.1% of Newly Licensed RNs reported English as their primary language.

## Years of Experience

There were large variations in months and years RN Educators and RN Supervisors worked in their job. Newly Licensed RNs were asked how long it

**Figure 1. Licenses by Primary Job Title**
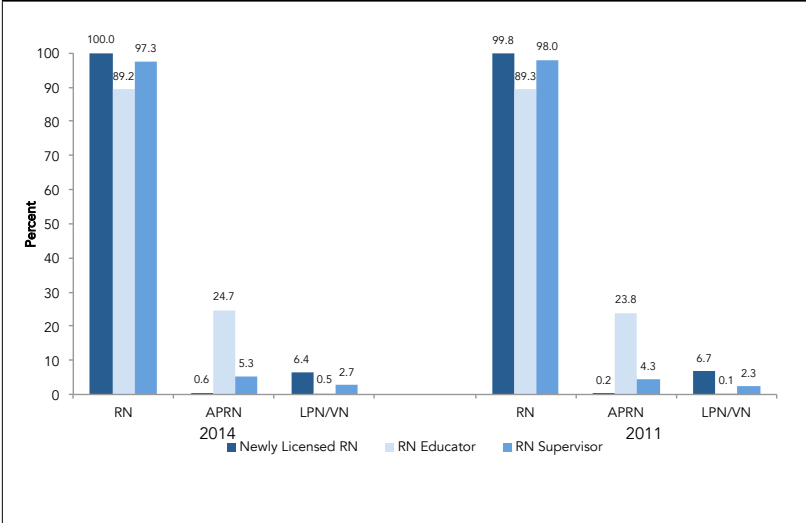


**Figure 2. Gender by Primary Job Title**
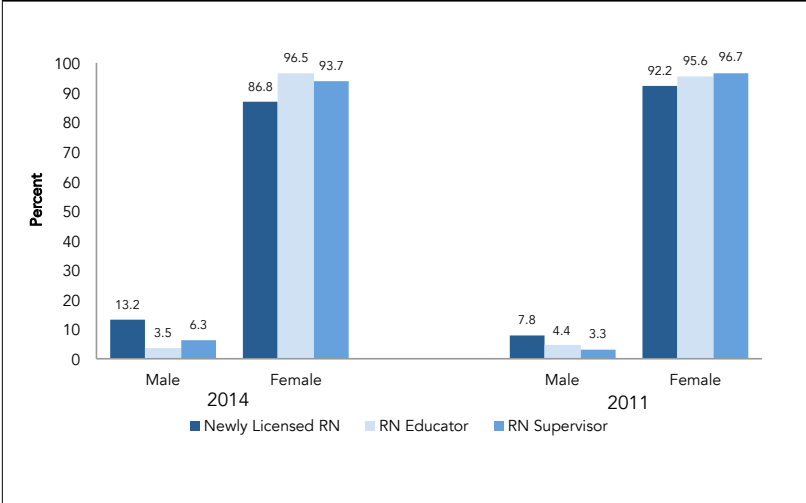


**Figure 3. Survey Adequacy by Primary Job Title**
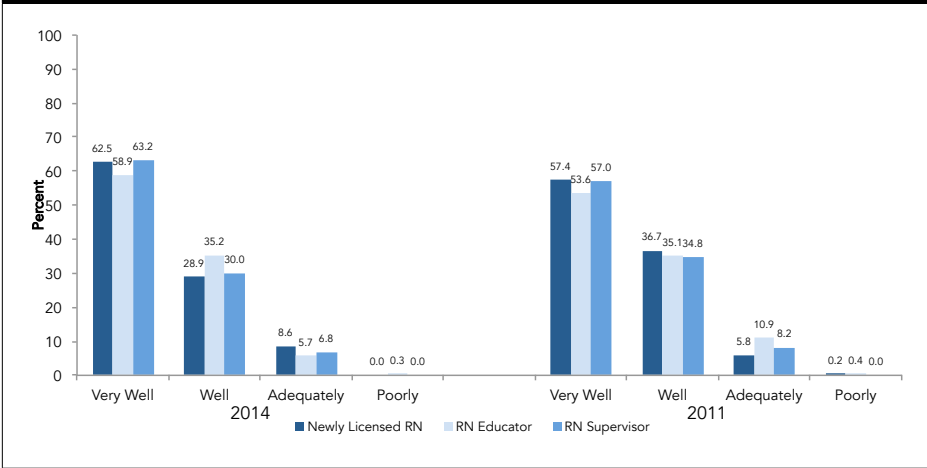
**Figure 4. Race/Ethnic Background by Primary Job Title**
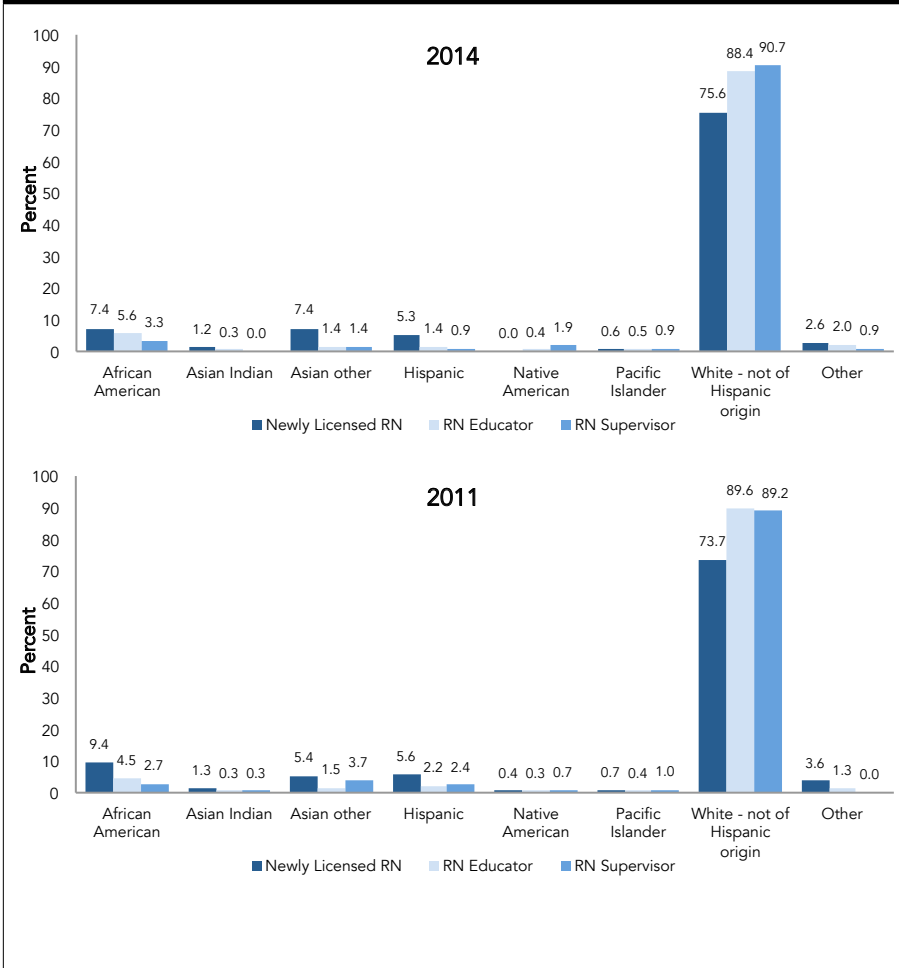


had been since their graduation from the nursing programs. Newly Licensed RNs reported an average of 8.5 months since graduation. RN Educators have spent 12.5 years at their job, slightly more than RN Supervisors, who have spent an average of 10.6 years in their jobs. In 2011, Newly Licensed RNs reported an average of 7 months since graduation; RN Educators spent 12.6 years at their jobs compared to RN Supervisors with an average of 12.8 years at their jobs.

## Facilities

The majority of Newly Licensed RNs (69.7%) and RN Educators (74.1%) worked in hospitals. RN Supervisors worked primarily in hospitals (50.2%)

and long-term care (36.3%) and See Figure 7 for facility by primary job title in 2014 and 2011.

## Client Health Conditions

The majority of Newly Licensed RNs (64.8%), RN Educators (58.1%) and RN Supervisors (66.7%) reported working with clients exhibiting acute conditions. As nurses often work with clients with varying conditions, responders were allowed to give multiple answers, resulting in percentages within each job title totaling more than 100%. See Figure 8 for client health conditions sorted by primary job title in 2014 and 2011

**Figure 5. Educational Background by Primary Job Title**
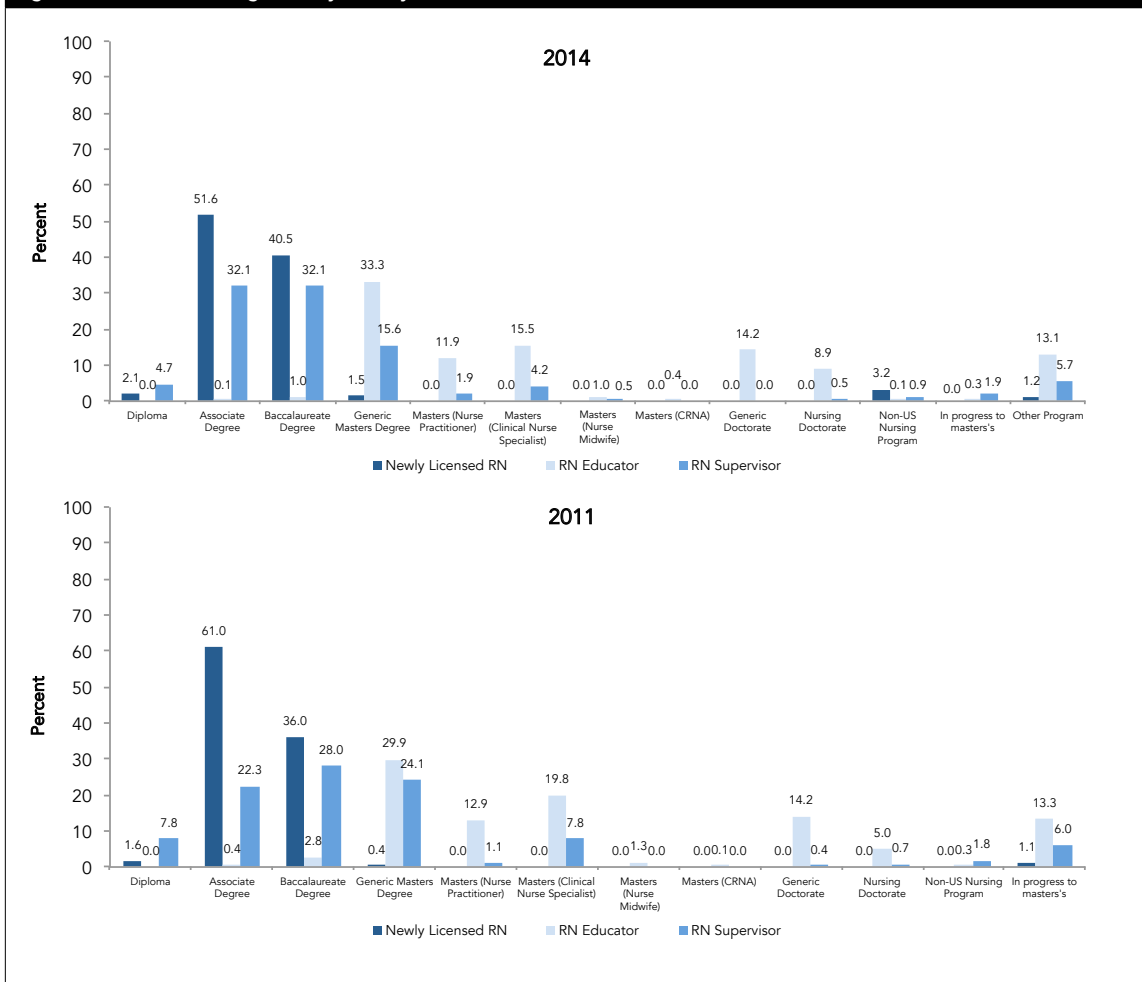


**Figure 6. Primary Language by Primary Job Title**
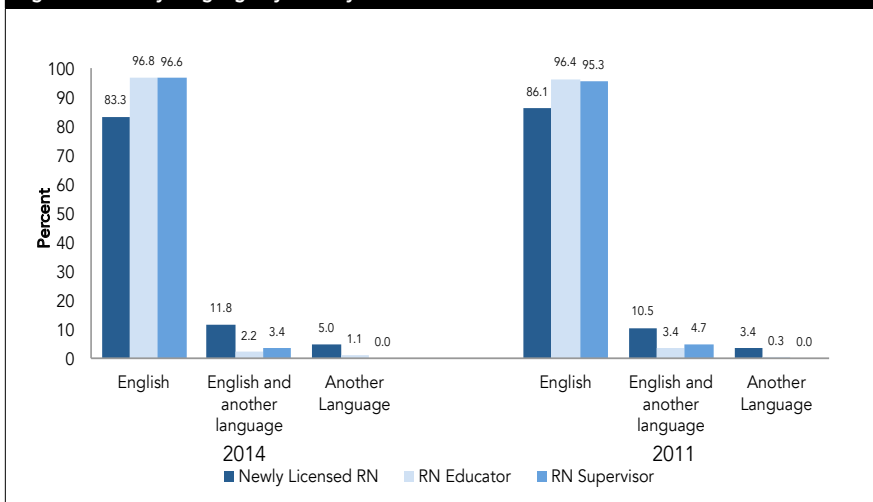
**Figure 7. Facility by Primary Job Title**
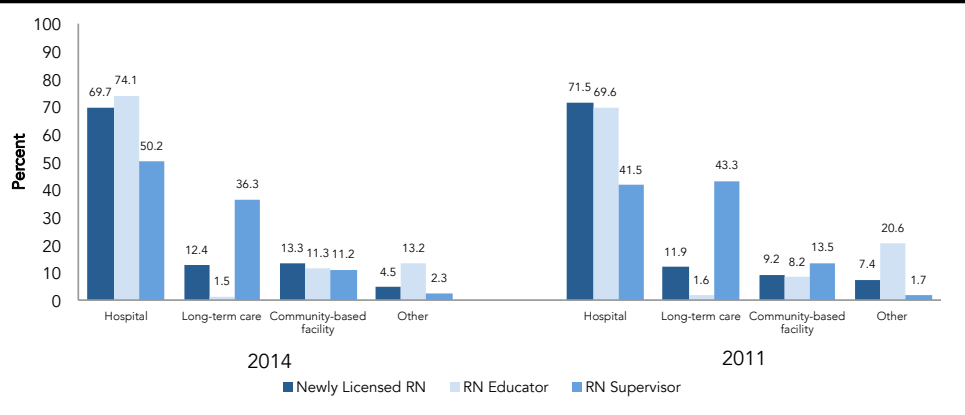


**Figure 8. Client Health Conditions by Primary Job Title**
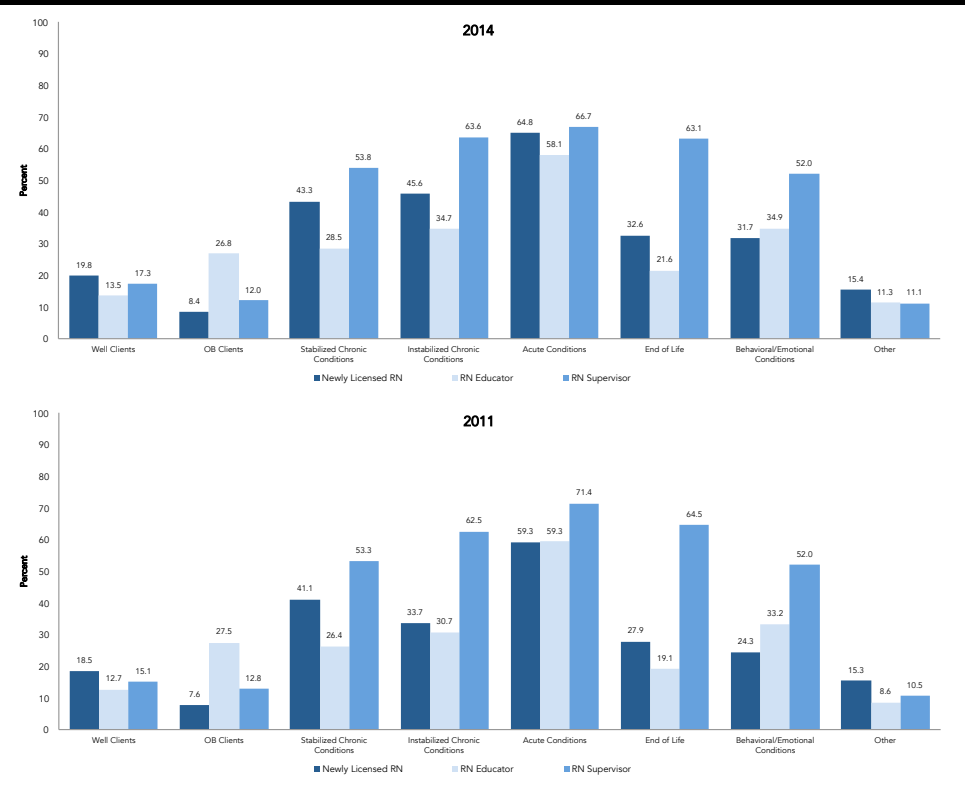
**Figure 9. Client Ages by Primary Job Title**



**2014**

Newly Licensed RN ■ RN Educator ■ RN Supervisor

| Client Age | Newly Licensed RN | RN Educator | RN Supervisor |
|---|---|---|---|
| Newborn (less than 1 month) | 8.4 | 20.9 | 11.1 |
| Infant/toddler (1 month-2 years) | 6.7 | 10.8 | 8.8 |
| Preschool (ages 3-5) | 7.0 | 11.1 | 8.8 |
| School Age (ages 6-12) | 7.3 | 12.8 | 11.5 |
| Adolescent (ages 13-17) | 13.7 | 16.6 | 13.7 |
| Adult (ages 18-64) | 68.6 | 77.0 | 51.8 |
| Adult (ages 65-85) | 69.8 | 46.6 | 84.5 |
| Adult (over age 85) | 37.8 | 20.6 | 52.2 |

**2011**

Newly Licensed RN ■ RN Educator ■ RN Supervisor

| Client Age | Newly Licensed RN | RN Educator | RN Supervisor |
|---|---|---|---|
| Newborn (less than 1 month) | 10.1 | 28.1 | 12.5 |
| Infant/toddler (1 month-2 years) | 9.2 | 16.3 | 10.2 |
| Preschool (ages 3-5) | 9.3 | 15.7 | 9.9 |
| School Age (ages 6-12) | 9.9 | 17.5 | 10.5 |
| Adolescent (ages 13-17) | 13.9 | 27.1 | 13.5 |
| Adult (ages 18-64) | 68.1 | 80.3 | 56.9 |
| Adult (ages 65-85) | 66.0 | 56.4 | 91.1 |
| Adult (over age 85) | 44.3 | 32.4 | 65.1 |

**Table 4. Employment Setting/Specialty**

| Employment Setting | Year | Newly Licensed RN | | RN Educator | | RN Supervisor | | Total | |
|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % |
| Critical care | 2014 | 87 | 25.3 | 160 | 19.9 | 46 | 20.4 | 293 | 21.3 |
| | 2011 | 132 | 23.3 | 140 | 17.3 | 57 | 18.8 | 329 | 19.6 |
| Medical-surgical unit | 2014 | 113 | 32.8 | 317 | 39.3 | 75 | 33.3 | 505 | 36.7 |
| | 2011 | 216 | 38.1 | 326 | 40.2 | 86 | 28.3 | 628 | 37.3 |
| Pediatrics | 2014 | 18 | 5.2 | 92 | 11.4 | 7 | 3.1 | 117 | 8.5 |
| | 2011 | 21 | 3.7 | 96 | 11.8 | 17 | 5.6 | 134 | 8.0 |
| Nursery | 2014 | 10 | 2.9 | 91 | 11.3 | 7 | 3.1 | 108 | 7.9 |
| | 2011 | 12 | 2.1 | 70 | 8.6 | 7 | 2.3 | 89 | 5.3 |
| Labor and delivery | 2014 | 11 | 3.2 | 130 | 16.1 | 11 | 4.9 | 152 | 11.1 |
| | 2011 | 20 | 3.5 | 106 | 13.1 | 12 | 3.9 | 138 | 8.2 |
| Postpartum unit | 2014 | 12 | 3.5 | 134 | 16.6 | 6 | 2.7 | 152 | 11.1 |
| | 2011 | 17 | 3.0 | 117 | 14.4 | 8 | 2.6 | 142 | 8.4 |

| Table 4. Employment Setting/Specialty | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Newly Licensed RN | | RN Educator | | RN Supervisor | | Total | |
| Employment Setting | Year | N | % | N | % | N | % | N | % |
| Psychiatric | 2014 | 23 | 6.7 | 187 | 23.2 | 18 | 8.0 | 228 | 16.6 |
| | 2011 | 18 | 3.2 | 190 | 23.4 | 6 | 2.0 | 214 | 12.7 |
| Assisted living | 2014 | 3 | 0.9 | 2 | 0.2 | 3 | 1.3 | 8 | 0.6 |
| | 2011 | 9 | 1.6 | 5 | 0.6 | 11 | 3.6 | 25 | 1.5 |
| Operating room | 2014 | 9 | 2.6 | 17 | 2.1 | 6 | 2.7 | 32 | 2.3 |
| | 2011 | 15 | 2.6 | 11 | 1.4 | 8 | 2.6 | 34 | 2.0 |
| Nursing home | 2014 | 47 | 13.7 | 27 | 3.3 | 80 | 35.6 | 154 | 11.2 |
| | 2011 | 61 | 10.8 | 47 | 5.8 | 137 | 45.1 | 245 | 14.6 |
| Other long term care | 2014 | 9 | 2.6 | 10 | 1.2 | 9 | 4.0 | 28 | 2.0 |
| | 2011 | 16 | 2.8 | 3 | 0.4 | 7 | 2.3 | 26 | 1.5 |
| Rehabilitation | 2014 | 26 | 7.6 | 11 | 1.4 | 36 | 16.0 | 73 | 5.3 |
| | 2011 | 35 | 6.2 | 7 | 0.9 | 43 | 14.1 | 85 | 5.1 |
| Subacute unit | 2014 | 2 | 0.6 | 7 | 0.9 | 10 | 4.4 | 19 | 1.4 |
| | 2011 | 16 | 2.8 | 9 | 1.1 | 36 | 11.8 | 61 | 3.6 |
| Transitional care unit | 2014 | 5 | 1.5 | 9 | 1.1 | 4 | 1.8 | 18 | 1.3 |
| | 2011 | 5 | 0.9 | 4 | 0.5 | 10 | 3.3 | 19 | 1.1 |
| Physician/dentist's office | 2014 | 9 | 2.6 | 30 | 3.7 | 1 | 0.4 | 40 | 2.9 |
| | 2011 | 14 | 2.5 | 8 | 1.0 | 0 | 0.0 | 22 | 1.3 |
| Occupational health | 2014 | 0 | 0.0 | 2 | 0.2 | 1 | 0.4 | 3 | 0.2 |
| | 2011 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 1 | 0.1 |
| Outpatient clinic | 2014 | 8 | 2.3 | 20 | 2.5 | 3 | 1.3 | 31 | 2.3 |
| | 2011 | 12 | 2.1 | 19 | 2.3 | 2 | 0.7 | 33 | 2.0 |
| Home health | 2014 | 20 | 5.8 | 17 | 2.1 | 18 | 8.0 | 55 | 4.0 |
| | 2011 | 18 | 3.2 | 11 | 1.4 | 46 | 15.1 | 75 | 4.5 |
| Public health | 2014 | 3 | 0.9 | 28 | 3.5 | 8 | 3.6 | 39 | 2.8 |
| | 2011 | 2 | 0.4 | 21 | 2.6 | 7 | 2.3 | 30 | 1.8 |
| Student/school health | 2014 | 0 | 0.0 | 20 | 2.5 | 2 | 0.9 | 22 | 1.6 |
| | 2011 | 5 | 0.9 | 21 | 2.6 | 1 | 0.3 | 27 | 1.6 |
| Hospice care | 2014 | 10 | 2.9 | 13 | 1.6 | 14 | 6.2 | 37 | 2.7 |
| | 2011 | 7 | 1.2 | 8 | 1.0 | 24 | 7.9 | 39 | 2.3 |
| Prison/correctional facility/jail | 2014 | 4 | 1.2 | 6 | 0.7 | 0 | 0.0 | 10 | 0.7 |
| | 2011 | 2 | 0.4 | 5 | 0.6 | 1 | 0.3 | 8 | 0.5 |
| Short stay | 2014 | 4 | 1.2 | 6 | 0.7 | 8 | 3.6 | 18 | 1.3 |
| | 2011 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Step-down care | 2014 | 18 | 5.2 | 20 | 2.5 | 6 | 2.7 | 44 | 3.2 |
| | 2011 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Other | 2014 | 23 | 6.7 | 96 | 11.9 | 20 | 8.9 | 139 | 10.1 |
| | 2011 | 50 | 8.8 | 142 | 17.5 | 20 | 6.6 | 212 | 12.6 |

## Client Ages

Newly Licensed RNs reported caring for adult clients both older, 65 to 85 (69.8%), and younger, 18 to 64 (68.6%). The majority of RN Educator (77.0%) cared for adult clients aged 18-64. The most frequent response of RN Supervisors (84.5%) was caring for older adults aged 65-85. The ability to give multiple answers allows for percentages to equal more than 100%. See Figure 9 for client ages sorted by primary job title in both 2014 and 2011.

## Employment Setting/Specialty

The employment setting most frequently given by Newly Licensed RNs (32.8%) and RN Educators (39.9%) was Medical-Surgical units. RN Supervisors (35.6%) most frequently answered nursing homes. On average for all job titles, the least reported employment settings were occupational health (0.2%) and assisted living (0.6%). Responders were able to answer up to two employment settings allowing for percentages totaling more than 100%. See Table 4 for employment settings and specialties.

## Summary

The average Newly Licensed RN responder was an English-speaking White female with an average age of 33.5 years. She held an associate degree or a baccalaureate degree from a college/university within the U.S. She primarily worked in hospitals caring for aadult clients both older, ages 65 to 85 and younger ages 18 to 64, exhibiting acute and chronic health conditions.

The average RN Educator responder was an English-speaking White female with an average age of 52.2 years. She held a generic master's degree from a college/university within the U.S. On average, she had been an RN Educator for 12.5 years.

The average RN Supervisor responder was an English-speaking White female with an average age of 50.7 years. She held an associate or a baccalaureate degree from a college/university within the U.S. She worked in hospitals and long-term care facilities caring for older clients (ages 65-85+) exhibiting acute, as well as chronic and end-of-life conditions. On average, she worked as an RN Supervisor for 10.6 years.

# KNOWLEDGE STATEMENT FINDINGS

## Overview of Methods

The 2014 Knowledge of Newly Licensed RNs Survey asked responders to rate the importance of knowledge statements necessary for a newly licensed RN to practice safely and effectively. Responders were asked to rate the overall importance of each knowledge statement considering safe and effective professional RN practice, regardless of practice setting. Importance was rated by using a five-point (1-5) scale.

## SME Panel Validation of Survey Findings

The SME Panel for the 2014 Knowledge of Newly Licensed RNs Survey was asked to provide independent ratings of the 253 knowledge statements. See Appendix D for average importance ratings of SMEs.

In order to validate the results of the survey, the importance ratings estimated by SMEs were compared to the average importance ratings from the knowledge survey. As can be seen in Table 5, there was, in general, consistency among the highest importance ratings for Newly Licensed RNs, RN Educators, RN Supervisors and the SME ratings. Additionally, there was consistency among the lowest importance knowledge statements among Newly Licensed RNs, RN Educators, RN Supervisors and SMEs. There seems to be evidence from several sources that provide convergent validity on the knowledge needed by newly licensed RNs in order to practice safely and effectively. The ratings of SMEs compared to survey responder ratings, categorized by job titles, are presented in Appendices E, F and G.

The importance ratings of SMEs compared to the ratings of each subgroup were very similar. In fact, the only knowledge statement rating that was one point different between the SMEs and the Newly Licensed RNs is "hemodialysis care." The SMEs rated the importance of this knowledge statement at 2.50, while Newly Licensed RNs rated the same statement 3.63. There were no other knowledge statements that were more than one point

difference between the SMEs and RN Educators and RN Supervisors. Again, the information on knowledge needed by newly licensed RNs from multiple sources provides a more accurate description than a single source.

### Representativeness of Knowledge Statements

The participants were asked whether the knowledge areas listed on the survey represented knowledge a newly licensed RN should possess. A large percentage of Newly Licensed RNs (62.5%), RN Educators (58.9%) and RN Supervisors (63.2%) responded that the survey represented the necessary knowledge "Very Well." Moreover, 91.4% of Newly Licensed RNs, 94.1% of RN Educators and 93.2% of RN Supervisors noted that the knowledge statements covered the knowledge that a newly licensed RN should possess "Well" or "Very Well."

### Reliability of Instrument

A reliability index (coefficient alpha) was calculated to evaluate the measurement error associated with the survey and the internal consistency of the survey instrument. Alpha coefficients range from 0 to 1; a value of 0.7 or greater is considered adequate (Cronbach, 1951). The resulting value of 0.99 for this survey instrument suggests this survey is reliably measuring the knowledge that a newly licensed RN needs for safe and effective practice.

## Knowledge Statements

### Importance of Knowledge Statements

The safe and effective practice of newly licensed RNs was determined by participants' responses based on an importance rating scale. In other words, the responders were asked, "How important is the possession of this knowledge by a newly licensed RN for safe and effective professional practice, regardless of specific practice setting?" Importance ratings were recorded using a five-point scale: 1= "Not Important," 2= "Marginally Important," 3= "Moderately Important," 4= "Important," 5= "Critically Important." Average importance ratings were calculated by including all importance ratings

regardless of practice setting. The SME panel ratings and survey responder ratings of the 253 knowledge statements yielded very similar results.

The five least important and the five most important knowledge statements for all groups are shown in Table 5 along with the ratings they received. All of the groups (Newly Licensed RNs, RN Educators, RN Supervisors and SMEs) rated "airway management" and "medication error prevention" among the five most important knowledge statements. In terms of the least important knowledge statements, all groups rated "phototherapy" among the five least important. These groups of statements were

contrasted in Tables 6 and 7 with those from the 2014 survey.

The average importance of ratings sorted by primary job title (Newly Licensed RN, RN Educator and RN Supervisor) for all of the knowledge statements are presented in Table 8. Additionally, Appendices E, F and G present the information in rank order of importance for each of the primary job titles as compared to ratings of SMEs. Since a different set of statements were used in 2014, it would not be possible to make individual comparisons between the two years.

| Table 5. Most Important and Least Important Knowledge Statements with Ratings | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Most Important Knowledge Statements** | | | | | | | |
| **Newly Licensed RN** | | **RN Educator** | | **RN Supervisor** | | **SMEs** | |
| Knowledge Statement | Avg. (1-5 scale) | Knowledge Statement | Avg. (1-5 scale) | Knowledge Statement | Avg. (1-5 scale) | Knowledge Statement | Avg. (1-5 scale) |
| Airway Management | 4.79 | Medication Error Prevention | 4.85 | Client Confidentiality | 4.66 | Awareness of Professional Limitations | 4.88 |
| Medication Error Prevention | 4.74 | Medication Safety | 4.81 | Airway Management | 4.61 | Client Confidentiality | 4.88 |
| Vital signs | 4.72 | Client Safety | 4.79 | Medication Error Prevention | 4.59 | Medication Error Prevention | 4.88 |
| Client Safety | 4.70 | Client Identification | 4.78 | Aseptic Technique | 4.59 | Vital Signs | 4.88 |
| Changes in Client Condition | 4.67 | Airway Management | 4.77 | Awareness of Professional Limitations | 4.58 | Airway Management | 4.75 |
| **Least Important Knowledge Statements** | | | | | | | |
| **Newly Licensed RN** | | **RN Educator** | | **RN Supervisor** | | **SMEs** | |
| Knowledge Statement | Avg. (1-5 scale) | Knowledge Statement | Avg. (1-5 scale) | Knowledge Statement | Avg. (1-5 scale) | Knowledge Statement | Avg. (1-5 scale) |
| Body Mass Index (BMI) | 2.85 | Phototherapy | 2.87 | Phototherapy | 2.54 | Phototherapy | 2.25 |
| Body Image | 2.96 | Peritoneal Dialysis Care | 2.93 | Peritoneal Dialysis Care | 2.80 | Hemodialysis Care | 2.50 |
| Phototherapy | 3.00 | Renal Replacement Therapy | 2.97 | Body Mass Index (BMI) | 2.81 | Peritoneal Dialysis Care | 2.50 |
| Antepartum | 3.13 | Hemodialysis Care | 3.01 | Renal Replacement Therapy | 2.85 | New Parent Education | 2.63 |
| Developmental Stages and Milestones | 3.23 | Post Mortem Care | 3.07 | Body Image | 2.90 | Renal Replacement Therapy | 2.75 |

**Table 6. Most Important Knowledge Statements from 2014 and 2011 Surveys**

| Newly Licensed RN | | RN Educator | | RN Supervisor | |
|---|---|---|---|---|---|
| **2014** | **2011** | **2014** | **2011** | **2014** | **2011** |
| Airway Management | Medication Error Prevention | Medication Error Prevention | Client Safety | Client Confidentiality | Rights of Medication Administration |
| Medication Error Prevention | Proper Client Identification | Medication Safety | Proper Client Identification | Airway Management | Infection Control Standards |
| Vital Signs | Rights of Medication Administration | Client Safety | Rights of Medication Administration | Medication Error Prevention | Pain Management |
| Client Safety | Blood Product Complications | Client Identification | Medication Error Prevention | Aseptic Technique | Infection Transmission |
| Changes in Client Condition | Allergic Reaction Interventions | Airway Management | Medication Calculations | Awareness of Professional Limitations | Pain Management Techniques |

**Table 7. Least Important Knowledge Statements from 2014 and 2011 Surveys**

| Newly Licensed RN | | RN Educator | | RN Supervisor | |
|---|---|---|---|---|---|
| **2014** | **2011** | **2014** | **2011** | **2014** | **2011** |
| Body Mass Index (BMI) | Phototherapy | Phototherapy | Phototherapy | Phototherapy | Preschool Client Care |
| Body Image | Body Image Changes | Peritoneal Dialysis Care | Peritoneal Dialysis Care | Peritoneal Dialysis Care | Phototherapy |
| Phototherapy | Preschool Client Care | Renal Replacement Therapy | Organ donation process | Body Mass Index (BMI) | School Age Client Care |
| Antepartum | Post Mortem Care | Hemodialysis Care | Preschool Client Care | Renal Replacement Therapy | Maternal Fetal Monitoring |
| Developmental Stages and Milestones | Organ Donation Process | Post Mortem Care | Pacing Devices | Body Image | Newborn Care |

| Table 8. Knowledge Statement Importance Ratings | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge of: | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. |
| 1 | Abnormal Test Results | 341 | 4.55 | 0.04 | 797 | 4.60 | 0.02 | 219 | 4.36 | 0.05 |
| 2 | Activities Of Daily Living (ADL) | 341 | 3.62 | 0.05 | 795 | 3.95 | 0.03 | 219 | 3.90 | 0.05 |
| 3 | Advance Directives | 339 | 3.78 | 0.06 | 795 | 3.83 | 0.03 | 218 | 3.98 | 0.06 |
| 4 | Adverse Reactions | 341 | 4.58 | 0.04 | 795 | 4.69 | 0.02 | 217 | 4.51 | 0.04 |
| 5 | Airway Management | 341 | 4.79 | 0.03 | 800 | 4.77 | 0.02 | 217 | 4.61 | 0.05 |
| 6 | Allergic Reactions Interventions | 340 | 4.54 | 0.04 | 793 | 4.68 | 0.02 | 219 | 4.52 | 0.05 |
| 7 | Allergies | 339 | 4.32 | 0.04 | 792 | 4.35 | 0.03 | 216 | 4.17 | 0.06 |
| 8 | Allowable Activities For Interprofessional Team Members | 338 | 3.55 | 0.05 | 794 | 3.77 | 0.03 | 218 | 3.53 | 0.06 |
| 9 | Alternatives To Restraints | 338 | 3.52 | 0.05 | 795 | 3.86 | 0.03 | 217 | 3.88 | 0.06 |
| 10 | Anatomy And Physiology | 337 | 4.17 | 0.04 | 794 | 4.14 | 0.03 | 218 | 4.20 | 0.05 |
| 11 | Antepartum | 335 | 3.13 | 0.07 | 793 | 3.29 | 0.04 | 217 | 2.92 | 0.08 |
| 12 | Arterial Blood Gas | 339 | 3.97 | 0.05 | 796 | 3.82 | 0.03 | 220 | 3.33 | 0.08 |
| 13 | Arterial Line Monitoring | 340 | 3.68 | 0.07 | 796 | 3.11 | 0.04 | 218 | 3.04 | 0.09 |
| 14 | Aseptic Technique | 340 | 4.57 | 0.04 | 796 | 4.73 | 0.02 | 217 | 4.59 | 0.05 |
| 15 | Aspiration Precautions | 341 | 4.51 | 0.04 | 798 | 4.51 | 0.03 | 219 | 4.41 | 0.05 |
| 16 | Assessment Tools | 339 | 4.30 | 0.04 | 797 | 4.27 | 0.03 | 217 | 4.44 | 0.05 |
| 17 | Assistive Devices | 340 | 3.45 | 0.05 | 799 | 3.35 | 0.03 | 219 | 3.53 | 0.06 |
| 18 | Awareness Of Professional Limitations | 340 | 4.24 | 0.04 | 795 | 4.53 | 0.02 | 218 | 4.58 | 0.04 |
| 19 | Barriers To Client Care | 338 | 3.62 | 0.05 | 797 | 3.70 | 0.03 | 219 | 3.62 | 0.06 |
| 20 | Barriers To Learning | 338 | 3.65 | 0.05 | 792 | 3.72 | 0.03 | 218 | 3.59 | 0.06 |
| 21 | Basic Cardiac Rhythms | 340 | 4.11 | 0.05 | 797 | 3.75 | 0.03 | 219 | 3.63 | 0.07 |
| 22 | Behavioral Health Issues | 339 | 3.60 | 0.05 | 800 | 3.80 | 0.03 | 218 | 3.66 | 0.06 |
| 23 | Behavioral Management Techniques | 340 | 3.56 | 0.05 | 797 | 3.77 | 0.03 | 218 | 3.70 | 0.06 |
| 24 | Biohazardous Material | 338 | 3.73 | 0.06 | 797 | 3.78 | 0.03 | 216 | 3.69 | 0.07 |
| 25 | Blood Product Administration | 341 | 4.46 | 0.05 | 799 | 4.16 | 0.03 | 219 | 3.66 | 0.09 |
| 26 | Blood Specimen Collection Techniques | 340 | 3.96 | 0.05 | 797 | 3.46 | 0.04 | 218 | 3.56 | 0.07 |
| 27 | Body Image | 339 | 2.96 | 0.05 | 801 | 3.23 | 0.03 | 219 | 2.90 | 0.07 |
| 28 | Body Mass Index (Bmi) | 341 | 2.85 | 0.06 | 798 | 3.09 | 0.03 | 219 | 2.81 | 0.07 |
| 29 | Body Mechanics | 340 | 3.79 | 0.05 | 799 | 4.11 | 0.03 | 219 | 4.11 | 0.06 |
| 30 | Calculation And Conversions | 341 | 4.18 | 0.05 | 798 | 4.47 | 0.03 | 219 | 3.96 | 0.07 |
| 31 | Caregiver Resources | 340 | 3.45 | 0.05 | 796 | 3.37 | 0.03 | 220 | 3.30 | 0.07 |

| Survey Position # | Knowledge of: | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. |
| 32 | Catheter Maintenance Care | 341 | 4.18 | 0.04 | 798 | 4.11 | 0.03 | 218 | 4.15 | 0.05 |
| 33 | Changes In Client Condition | 340 | 4.67 | 0.03 | 798 | 4.69 | 0.02 | 219 | 4.58 | 0.04 |
| 34 | Circulation Devices | 341 | 3.81 | 0.05 | 796 | 3.51 | 0.03 | 215 | 3.45 | 0.07 |
| 35 | Circulation Movement And Sensation Assessment | 341 | 4.20 | 0.05 | 795 | 4.15 | 0.03 | 216 | 3.88 | 0.06 |
| 36 | Client Activity Orders | 340 | 3.54 | 0.05 | 797 | 3.69 | 0.03 | 219 | 3.42 | 0.06 |
| 37 | Client Admission, Transfer Or Discharge | 340 | 3.77 | 0.05 | 798 | 3.84 | 0.03 | 218 | 3.93 | 0.06 |
| 38 | Client Advocacy | 341 | 4.26 | 0.04 | 798 | 4.27 | 0.03 | 220 | 4.05 | 0.05 |
| 39 | Client Assessment | 337 | 4.67 | 0.03 | 796 | 4.72 | 0.02 | 216 | 4.49 | 0.04 |
| 40 | Client Care For Adolescent | 341 | 3.76 | 0.06 | 796 | 3.85 | 0.03 | 218 | 3.41 | 0.08 |
| 41 | Client Care For Adults | 341 | 4.19 | 0.04 | 797 | 4.25 | 0.02 | 218 | 4.01 | 0.06 |
| 42 | Client Care For Infant | 340 | 3.64 | 0.07 | 798 | 3.63 | 0.04 | 219 | 3.30 | 0.08 |
| 43 | Client Care For Newborn | 340 | 3.67 | 0.07 | 795 | 3.59 | 0.04 | 219 | 3.26 | 0.08 |
| 44 | Client Care For Older Adults | 341 | 4.24 | 0.04 | 796 | 4.18 | 0.03 | 218 | 4.08 | 0.05 |
| 45 | Client Care For Preschool Aged Child | 341 | 3.50 | 0.07 | 796 | 3.47 | 0.04 | 219 | 3.16 | 0.08 |
| 46 | Client Care For School Aged Child | 342 | 3.51 | 0.06 | 796 | 3.51 | 0.04 | 220 | 3.18 | 0.08 |
| 47 | Client Care For Toddler | 340 | 3.52 | 0.06 | 795 | 3.47 | 0.04 | 219 | 3.19 | 0.08 |
| 48 | Client Centered Care | 341 | 4.16 | 0.04 | 795 | 4.30 | 0.03 | 219 | 4.03 | 0.06 |
| 49 | Client Comfort | 340 | 4.11 | 0.04 | 797 | 4.38 | 0.02 | 218 | 4.26 | 0.05 |
| 50 | Client Confidentiality | 341 | 4.55 | 0.04 | 797 | 4.73 | 0.02 | 219 | 4.66 | 0.04 |
| 51 | Client Consent | 342 | 4.56 | 0.04 | 797 | 4.62 | 0.02 | 219 | 4.49 | 0.05 |
| 52 | Client Coping Mechanisms | 339 | 3.85 | 0.04 | 797 | 3.97 | 0.03 | 220 | 3.90 | 0.05 |
| 53 | Client Dignity | 340 | 4.28 | 0.04 | 798 | 4.39 | 0.02 | 220 | 4.35 | 0.05 |
| 54 | Client Education | 341 | 4.31 | 0.04 | 795 | 4.39 | 0.02 | 218 | 4.13 | 0.05 |
| 55 | Client Environment Of Care | 341 | 3.84 | 0.05 | 791 | 3.98 | 0.03 | 220 | 3.82 | 0.05 |
| 56 | Client Handoff Process | 340 | 4.15 | 0.05 | 796 | 4.37 | 0.03 | 218 | 4.22 | 0.06 |
| 57 | Client Health History | 338 | 4.33 | 0.04 | 797 | 4.31 | 0.02 | 218 | 4.15 | 0.05 |
| 58 | Client Identification | 339 | 4.66 | 0.03 | 798 | 4.78 | 0.02 | 219 | 4.47 | 0.05 |
| 59 | Client Needs Assessment | 341 | 4.26 | 0.04 | 797 | 4.35 | 0.02 | 217 | 4.24 | 0.05 |
| 60 | Client Plan Of Care | 341 | 4.17 | 0.04 | 794 | 4.30 | 0.02 | 217 | 4.23 | 0.05 |
| 61 | Client Positioning And Mobilization Techniques | 342 | 3.96 | 0.05 | 797 | 4.01 | 0.03 | 219 | 3.88 | 0.06 |

Table 8. Knowledge Statement Importance Ratings

| Survey Position # | Knowledge of: | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. |
| 62 | Client Privacy | 342 | 4.27 | 0.04 | 795 | 4.42 | 0.02 | 218 | 4.34 | 0.05 |
| 63 | Client Response To Plan Of Care | 341 | 4.13 | 0.04 | 797 | 4.26 | 0.02 | 218 | 4.00 | 0.05 |
| 64 | Client Rights And Responsibilities | 341 | 4.23 | 0.04 | 797 | 4.38 | 0.02 | 219 | 4.24 | 0.05 |
| 65 | Client Risk Assessment | 341 | 4.21 | 0.04 | 797 | 4.41 | 0.02 | 218 | 4.21 | 0.05 |
| 66 | Client Safety | 339 | 4.70 | 0.03 | 797 | 4.79 | 0.02 | 218 | 4.50 | 0.05 |
| 67 | Client Self Determination | 342 | 3.73 | 0.05 | 793 | 3.94 | 0.03 | 217 | 3.76 | 0.06 |
| 68 | Client Sleep And Rest Requirements | 340 | 3.66 | 0.05 | 795 | 3.81 | 0.03 | 219 | 3.63 | 0.06 |
| 69 | Client Surveillance | 339 | 3.65 | 0.05 | 798 | 3.92 | 0.03 | 217 | 3.62 | 0.06 |
| 70 | Client'S Health Knowledge | 340 | 3.77 | 0.05 | 796 | 3.81 | 0.03 | 217 | 3.67 | 0.06 |
| 71 | Communicable Diseases | 339 | 4.23 | 0.04 | 796 | 4.03 | 0.03 | 219 | 3.93 | 0.06 |
| 72 | Communication Barriers | 341 | 3.90 | 0.05 | 796 | 4.00 | 0.03 | 217 | 3.81 | 0.05 |
| 73 | Communication Strategies | 340 | 3.89 | 0.05 | 796 | 4.06 | 0.03 | 218 | 3.83 | 0.05 |
| 74 | Community Health Considerations | 338 | 3.49 | 0.05 | 795 | 3.52 | 0.03 | 219 | 3.42 | 0.06 |
| 75 | Community Resources | 339 | 3.47 | 0.05 | 798 | 3.47 | 0.03 | 217 | 3.35 | 0.06 |
| 76 | Complementary Therapies | 340 | 3.34 | 0.06 | 794 | 3.18 | 0.03 | 218 | 3.14 | 0.07 |
| 77 | Complications Of Labor | 341 | 3.68 | 0.07 | 794 | 3.47 | 0.04 | 219 | 3.22 | 0.09 |
| 78 | Comprehensive Health Assessment | 338 | 4.41 | 0.04 | 794 | 4.40 | 0.03 | 218 | 4.31 | 0.05 |
| 79 | Comprehensive Health History | 335 | 4.22 | 0.04 | 791 | 4.24 | 0.03 | 218 | 4.15 | 0.05 |
| 80 | Conflict Management And Resolution | 340 | 3.71 | 0.05 | 793 | 3.89 | 0.03 | 219 | 3.91 | 0.06 |
| 81 | Controlled Substances | 340 | 4.01 | 0.05 | 795 | 4.08 | 0.03 | 219 | 4.10 | 0.06 |
| 82 | Coordination Of Client Care | 339 | 3.99 | 0.04 | 797 | 4.00 | 0.03 | 219 | 3.93 | 0.05 |
| 83 | Coping Skills | 341 | 3.68 | 0.04 | 795 | 3.87 | 0.03 | 218 | 3.77 | 0.06 |
| 84 | Coping Strategies | 339 | 3.66 | 0.05 | 798 | 3.86 | 0.03 | 219 | 3.75 | 0.06 |
| 85 | Cost Effective Care | 340 | 3.55 | 0.05 | 797 | 3.68 | 0.03 | 219 | 3.69 | 0.06 |
| 86 | Cultural Awareness | 340 | 3.74 | 0.05 | 799 | 4.07 | 0.03 | 219 | 3.71 | 0.06 |
| 87 | Cultural Diversity | 341 | 3.70 | 0.05 | 798 | 3.98 | 0.03 | 219 | 3.66 | 0.06 |
| 88 | Cultural Factors Affecting Care | 341 | 3.80 | 0.05 | 796 | 4.07 | 0.03 | 218 | 3.72 | 0.06 |
| 89 | Death And Dying | 341 | 4.02 | 0.05 | 797 | 4.03 | 0.03 | 218 | 4.02 | 0.06 |
| 90 | De-Escalation Techniques | 342 | 3.84 | 0.05 | 800 | 3.92 | 0.03 | 218 | 3.93 | 0.06 |

| Table 8. Knowledge Statement Importance Ratings | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge of: | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. |
| 91 | Developmental Stages And Milestones | 342 | 3.23 | 0.06 | 802 | 3.53 | 0.03 | 223 | 3.00 | 0.07 |
| 92 | Device Assessment | 342 | 3.41 | 0.05 | 798 | 3.22 | 0.03 | 223 | 3.15 | 0.06 |
| 93 | Diagnostic Tests And Procedures | 342 | 4.20 | 0.04 | 802 | 3.99 | 0.03 | 223 | 3.86 | 0.05 |
| 94 | Discharge Planning | 342 | 3.80 | 0.05 | 804 | 4.01 | 0.03 | 223 | 3.85 | 0.06 |
| 95 | Disease Prevention And Treatment Techniques | 342 | 4.18 | 0.05 | 804 | 4.09 | 0.03 | 223 | 3.90 | 0.05 |
| 96 | Disease Process | 342 | 4.22 | 0.04 | 802 | 4.18 | 0.03 | 223 | 4.11 | 0.05 |
| 97 | Documentation Process | 342 | 4.24 | 0.05 | 802 | 4.34 | 0.03 | 222 | 4.35 | 0.05 |
| 98 | Drainage Device Care | 340 | 3.80 | 0.05 | 802 | 3.57 | 0.03 | 221 | 3.52 | 0.06 |
| 99 | Dressing Changes | 341 | 3.99 | 0.05 | 802 | 3.80 | 0.03 | 222 | 3.84 | 0.05 |
| 100 | Dressing Types | 341 | 3.77 | 0.05 | 798 | 3.54 | 0.03 | 222 | 3.63 | 0.06 |
| 101 | Drug And Medication Withdrawal Care | 339 | 3.96 | 0.05 | 802 | 3.90 | 0.03 | 222 | 3.59 | 0.07 |
| 102 | Early Client Mobilization | 342 | 3.98 | 0.05 | 801 | 3.90 | 0.03 | 221 | 3.51 | 0.06 |
| 103 | Emergency Care Procedures | 341 | 4.38 | 0.05 | 801 | 4.24 | 0.03 | 223 | 4.19 | 0.06 |
| 104 | Emergency Response Plans | 341 | 4.20 | 0.05 | 802 | 3.92 | 0.03 | 223 | 3.93 | 0.06 |
| 105 | Emergency Response Roles And Responsibilities | 342 | 4.17 | 0.05 | 799 | 3.86 | 0.03 | 223 | 3.97 | 0.06 |
| 106 | Enteral Feeding Tubes | 341 | 3.87 | 0.05 | 803 | 3.66 | 0.03 | 223 | 3.58 | 0.06 |
| 107 | Equipment Safety | 340 | 4.04 | 0.05 | 803 | 4.03 | 0.03 | 223 | 3.83 | 0.06 |
| 108 | Ethical Principles | 341 | 4.07 | 0.04 | 802 | 4.39 | 0.03 | 222 | 4.16 | 0.05 |
| 109 | Evidence-Based Practice | 342 | 4.15 | 0.04 | 802 | 4.40 | 0.03 | 222 | 4.09 | 0.05 |
| 110 | Family Dynamics | 340 | 3.47 | 0.05 | 803 | 3.66 | 0.03 | 223 | 3.42 | 0.06 |
| 111 | Fistula Care | 342 | 3.54 | 0.06 | 799 | 3.13 | 0.04 | 223 | 3.26 | 0.06 |
| 112 | Fluid And Electrolytes | 340 | 4.59 | 0.03 | 801 | 4.37 | 0.03 | 222 | 4.14 | 0.05 |
| 113 | Focused Assessment | 341 | 4.43 | 0.04 | 803 | 4.46 | 0.02 | 223 | 4.04 | 0.06 |
| 114 | Grieving Process | 341 | 3.58 | 0.05 | 798 | 3.76 | 0.03 | 222 | 3.60 | 0.06 |
| 115 | Handoff Communication | 342 | 4.19 | 0.04 | 799 | 4.38 | 0.03 | 222 | 4.29 | 0.06 |
| 116 | Hazardous Material | 339 | 3.78 | 0.05 | 800 | 3.70 | 0.03 | 221 | 3.62 | 0.06 |
| 117 | Hazardous Material Handling | 341 | 3.83 | 0.05 | 803 | 3.76 | 0.03 | 221 | 3.61 | 0.06 |
| 118 | Health Promotion Behaviors | 340 | 3.81 | 0.05 | 796 | 3.94 | 0.03 | 222 | 3.44 | 0.06 |
| 119 | Hemodialysis Care | 339 | 3.63 | 0.06 | 799 | 3.01 | 0.04 | 223 | 3.02 | 0.08 |
| 120 | Hemodynamics | 340 | 4.13 | 0.05 | 800 | 3.84 | 0.03 | 223 | 3.68 | 0.07 |
| 121 | High Risk Behaviors | 340 | 3.81 | 0.05 | 800 | 3.87 | 0.03 | 222 | 3.70 | 0.06 |

| Table 8. Knowledge Statement Importance Ratings | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge of: | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. |
| 122 | Incident And Error Reporting | 341 | 4.02 | 0.05 | 799 | 4.09 | 0.03 | 223 | 4.04 | 0.06 |
| 123 | Incontinence Care | 341 | 3.76 | 0.05 | 804 | 3.60 | 0.03 | 223 | 3.62 | 0.06 |
| 124 | Infection Control | 342 | 4.50 | 0.04 | 802 | 4.51 | 0.03 | 223 | 4.42 | 0.05 |
| 125 | Information Resources | 342 | 3.60 | 0.05 | 801 | 3.57 | 0.03 | 222 | 3.36 | 0.06 |
| 126 | Infusion Delivery Devices | 339 | 3.94 | 0.05 | 802 | 3.68 | 0.03 | 219 | 3.64 | 0.07 |
| 127 | Infusion Device Complications | 342 | 3.98 | 0.05 | 804 | 3.79 | 0.03 | 222 | 3.73 | 0.07 |
| 128 | Intake And Output | 341 | 4.17 | 0.04 | 802 | 4.22 | 0.03 | 222 | 3.94 | 0.06 |
| 129 | Invasive Line Care | 340 | 4.23 | 0.05 | 802 | 3.87 | 0.04 | 223 | 3.68 | 0.07 |
| 130 | Irrigation Techniques | 340 | 3.72 | 0.05 | 799 | 3.46 | 0.03 | 221 | 3.52 | 0.06 |
| 131 | Isolation Techniques | 342 | 4.15 | 0.05 | 802 | 4.16 | 0.03 | 221 | 3.99 | 0.06 |
| 132 | Labor | 340 | 3.42 | 0.07 | 800 | 3.22 | 0.04 | 221 | 2.96 | 0.08 |
| 133 | Life Transitions | 341 | 3.30 | 0.05 | 802 | 3.36 | 0.03 | 222 | 3.09 | 0.07 |
| 134 | Material Safety Data Sheet (Msds) | 342 | 3.38 | 0.06 | 802 | 3.22 | 0.04 | 222 | 3.32 | 0.07 |
| 135 | Medical Equipment | 342 | 3.85 | 0.05 | 802 | 3.41 | 0.03 | 222 | 3.52 | 0.06 |
| 136 | Medical Terminology | 342 | 4.26 | 0.04 | 804 | 4.22 | 0.03 | 221 | 4.29 | 0.05 |
| 137 | Medication Abuse | 344 | 3.99 | 0.05 | 803 | 3.98 | 0.03 | 222 | 3.90 | 0.06 |
| 138 | Medication Administration Activities | 343 | 4.42 | 0.04 | 804 | 4.68 | 0.02 | 222 | 4.43 | 0.05 |
| 139 | Medication Calculations | 344 | 4.48 | 0.04 | 804 | 4.74 | 0.02 | 222 | 4.30 | 0.06 |
| 140 | Medication Error Prevention | 343 | 4.74 | 0.03 | 805 | 4.85 | 0.01 | 221 | 4.59 | 0.04 |
| 141 | Medication Interactions | 344 | 4.53 | 0.04 | 806 | 4.54 | 0.02 | 222 | 4.28 | 0.05 |
| 142 | Medication Orders | 344 | 4.49 | 0.04 | 805 | 4.62 | 0.02 | 222 | 4.50 | 0.04 |
| 143 | Medication Reconciliation | 344 | 4.31 | 0.04 | 806 | 4.36 | 0.03 | 221 | 4.45 | 0.05 |
| 144 | Medication Safety | 344 | 4.67 | 0.03 | 805 | 4.81 | 0.02 | 222 | 4.57 | 0.04 |
| 145 | Medication Side Effects | 343 | 4.44 | 0.04 | 802 | 4.53 | 0.02 | 222 | 4.35 | 0.05 |
| 146 | Medication Storage | 342 | 3.94 | 0.05 | 803 | 3.99 | 0.03 | 222 | 3.98 | 0.06 |
| 147 | Medications | 343 | 4.53 | 0.03 | 800 | 4.55 | 0.02 | 222 | 4.44 | 0.04 |
| 148 | Moderate Sedation | 344 | 3.76 | 0.05 | 804 | 3.54 | 0.03 | 221 | 3.48 | 0.07 |
| 149 | Modifiable And Non-Modifiable Risk Factors | 343 | 3.64 | 0.05 | 804 | 3.65 | 0.03 | 222 | 3.32 | 0.06 |
| 150 | New Parent Education | 343 | 3.45 | 0.07 | 805 | 3.37 | 0.04 | 222 | 2.95 | 0.08 |
| 151 | Newborn Assessment | 343 | 3.75 | 0.07 | 801 | 3.51 | 0.04 | 222 | 3.08 | 0.09 |
| 152 | Nonpharmacological Comfort Measures | 344 | 3.82 | 0.05 | 804 | 3.99 | 0.03 | 222 | 3.86 | 0.06 |
| 153 | Nonprescribed Drugs | 342 | 3.71 | 0.05 | 805 | 3.79 | 0.03 | 219 | 3.55 | 0.07 |
| 154 | Nonverbal Cues | 344 | 3.80 | 0.05 | 805 | 3.94 | 0.03 | 222 | 3.64 | 0.06 |

| Survey Position # | Knowledge of: | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. |
| 155 | Nurse Self Awareness | 344 | 4.03 | 0.05 | 806 | 4.10 | 0.03 | 221 | 3.80 | 0.06 |
| 156 | Nursing Process | 343 | 4.20 | 0.05 | 804 | 4.39 | 0.03 | 222 | 4.24 | 0.05 |
| 157 | Nutritional Assessment | 342 | 3.75 | 0.05 | 805 | 3.80 | 0.03 | 222 | 3.63 | 0.06 |
| 158 | Obtaining Orders | 343 | 4.17 | 0.04 | 804 | 4.13 | 0.03 | 222 | 4.18 | 0.05 |
| 159 | Occupational Factors Affecting Care | 344 | 3.50 | 0.05 | 803 | 3.29 | 0.03 | 221 | 3.30 | 0.06 |
| 160 | Orthopedic Devices | 344 | 3.34 | 0.06 | 805 | 3.08 | 0.03 | 222 | 3.20 | 0.06 |
| 161 | Ostomy Care | 343 | 3.69 | 0.05 | 804 | 3.34 | 0.03 | 222 | 3.41 | 0.06 |
| 162 | Oxygen Delivery Systems | 343 | 4.34 | 0.04 | 804 | 4.15 | 0.03 | 221 | 3.92 | 0.06 |
| 163 | Pacing Devices | 344 | 3.88 | 0.05 | 804 | 3.19 | 0.04 | 222 | 3.30 | 0.07 |
| 164 | Pain Assessment | 344 | 4.39 | 0.04 | 804 | 4.63 | 0.02 | 222 | 4.50 | 0.04 |
| 165 | Pain Management | 344 | 4.40 | 0.04 | 798 | 4.59 | 0.02 | 221 | 4.51 | 0.04 |
| 166 | Palliative Care | 344 | 3.88 | 0.05 | 804 | 3.77 | 0.03 | 220 | 3.84 | 0.06 |
| 167 | Pathophysiology | 342 | 4.16 | 0.04 | 801 | 4.26 | 0.03 | 220 | 4.07 | 0.06 |
| 168 | Performance Improvement/Quality Improvement Process | 343 | 3.74 | 0.05 | 802 | 3.59 | 0.03 | 221 | 3.81 | 0.06 |
| 169 | Peripheral Intravenous Line Insertion Techniques | 344 | 4.13 | 0.05 | 802 | 3.62 | 0.04 | 222 | 3.70 | 0.08 |
| 170 | Peritoneal Dialysis Care | 343 | 3.50 | 0.06 | 800 | 2.93 | 0.04 | 221 | 2.80 | 0.08 |
| 171 | Personal Protective Equipment | 344 | 4.26 | 0.04 | 799 | 4.40 | 0.03 | 221 | 4.23 | 0.06 |
| 172 | Pharmacologic Comfort Measures | 341 | 4.06 | 0.04 | 798 | 4.23 | 0.03 | 221 | 3.87 | 0.06 |
| 173 | Phototherapy | 342 | 3.00 | 0.06 | 800 | 2.87 | 0.04 | 221 | 2.54 | 0.08 |
| 174 | Physical Stressors | 342 | 3.52 | 0.05 | 798 | 3.57 | 0.03 | 220 | 3.26 | 0.06 |
| 175 | Plan Of Care | 344 | 4.06 | 0.05 | 802 | 4.16 | 0.03 | 221 | 4.10 | 0.05 |
| 176 | Population Specific Health Risks | 344 | 3.49 | 0.05 | 803 | 3.51 | 0.03 | 218 | 3.19 | 0.07 |
| 177 | Post Mortem Care | 342 | 3.36 | 0.06 | 804 | 3.07 | 0.04 | 221 | 3.16 | 0.07 |
| 178 | Postoperative Care | 341 | 4.13 | 0.05 | 804 | 4.02 | 0.03 | 222 | 3.62 | 0.07 |
| 179 | Post-Partum Care | 344 | 3.59 | 0.07 | 796 | 3.39 | 0.04 | 222 | 3.04 | 0.08 |
| 180 | Practice Errors | 343 | 4.10 | 0.05 | 801 | 4.26 | 0.03 | 221 | 3.90 | 0.06 |
| 181 | Prenatal Care | 344 | 3.49 | 0.06 | 802 | 3.28 | 0.04 | 222 | 2.92 | 0.08 |
| 182 | Preoperative Care | 342 | 3.85 | 0.05 | 801 | 3.83 | 0.03 | 221 | 3.29 | 0.08 |
| 183 | Pressure Relieving Support Surfaces | 344 | 3.89 | 0.05 | 803 | 3.67 | 0.03 | 221 | 3.73 | 0.07 |
| 184 | Principles Of Delegation And Assignment | 344 | 4.03 | 0.05 | 801 | 4.11 | 0.03 | 223 | 3.85 | 0.06 |
| 185 | Principles Of Leadership | 344 | 3.71 | 0.05 | 800 | 3.78 | 0.03 | 223 | 3.77 | 0.06 |

| Survey Position # | Knowledge of: | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. |
| 186 | Prioritization Of Care | 343 | 4.56 | 0.03 | 799 | 4.62 | 0.02 | 223 | 4.47 | 0.04 |
| 187 | Procedure And Treatment Complications | 344 | 4.35 | 0.04 | 799 | 4.22 | 0.03 | 222 | 4.02 | 0.05 |
| 188 | Professional Communication | 344 | 4.21 | 0.04 | 800 | 4.39 | 0.02 | 222 | 4.24 | 0.05 |
| 189 | Professional Competency | 344 | 4.33 | 0.04 | 801 | 4.39 | 0.03 | 223 | 4.30 | 0.05 |
| 190 | Professional Resources | 344 | 3.86 | 0.04 | 800 | 3.78 | 0.03 | 222 | 3.66 | 0.06 |
| 191 | Promotion Of Circulation Techniques | 344 | 4.01 | 0.04 | 800 | 3.78 | 0.03 | 222 | 3.50 | 0.06 |
| 192 | Psychological Stressors | 343 | 3.69 | 0.04 | 800 | 3.81 | 0.03 | 223 | 3.44 | 0.06 |
| 193 | Psychological/ Psychosocial Assessment | 344 | 3.89 | 0.04 | 801 | 4.08 | 0.03 | 223 | 3.68 | 0.06 |
| 194 | Psychosocial Factors Affecting Care | 343 | 3.77 | 0.05 | 800 | 3.88 | 0.03 | 223 | 3.56 | 0.06 |
| 195 | Pulmonary Hygiene Techniques | 343 | 4.09 | 0.05 | 799 | 3.79 | 0.03 | 223 | 3.49 | 0.06 |
| 196 | Reduction Of Client Risk | 343 | 4.13 | 0.04 | 800 | 4.16 | 0.03 | 223 | 3.65 | 0.06 |
| 197 | Reference Materials | 344 | 3.59 | 0.05 | 799 | 3.53 | 0.03 | 220 | 3.36 | 0.06 |
| 198 | Regulatory Guidelines And Standards | 343 | 3.85 | 0.05 | 797 | 3.85 | 0.03 | 221 | 3.92 | 0.06 |
| 199 | Renal Replacement Therapy | 342 | 3.59 | 0.06 | 797 | 2.97 | 0.04 | 223 | 2.85 | 0.07 |
| 200 | Reporting Process/ Chain Of Command | 342 | 3.94 | 0.05 | 801 | 4.00 | 0.03 | 222 | 4.00 | 0.05 |
| 201 | Reporting Requirements For Client Conditions | 340 | 4.11 | 0.04 | 796 | 4.21 | 0.03 | 222 | 4.05 | 0.06 |
| 202 | Restraints | 343 | 3.64 | 0.06 | 794 | 3.87 | 0.03 | 223 | 3.65 | 0.07 |
| 203 | Scope Of Practice | 344 | 4.35 | 0.04 | 800 | 4.61 | 0.02 | 222 | 4.56 | 0.04 |
| 204 | Screening Assessments | 344 | 3.92 | 0.04 | 798 | 3.84 | 0.03 | 223 | 3.78 | 0.06 |
| 205 | Screening Tools | 342 | 3.78 | 0.05 | 798 | 3.65 | 0.03 | 223 | 3.63 | 0.06 |
| 206 | Security Plans | 341 | 3.53 | 0.06 | 800 | 3.61 | 0.03 | 222 | 3.39 | 0.07 |
| 207 | Seizure Protocols | 342 | 4.06 | 0.05 | 799 | 3.96 | 0.03 | 223 | 3.76 | 0.06 |
| 208 | Setting Limits | 340 | 3.67 | 0.05 | 796 | 3.73 | 0.03 | 223 | 3.51 | 0.06 |
| 209 | Signs And Symptoms Of Chemical Dependencies | 340 | 3.83 | 0.05 | 800 | 3.74 | 0.03 | 223 | 3.48 | 0.07 |
| 210 | Site Assessment | 343 | 4.10 | 0.05 | 798 | 3.96 | 0.03 | 222 | 3.67 | 0.06 |
| 211 | Site Selection | 342 | 3.87 | 0.05 | 792 | 3.76 | 0.03 | 220 | 3.61 | 0.06 |
| 212 | Skin Assessment | 343 | 4.29 | 0.04 | 797 | 4.30 | 0.03 | 223 | 4.12 | 0.05 |
| 213 | Skin Care | 343 | 4.16 | 0.04 | 799 | 4.10 | 0.03 | 223 | 4.02 | 0.05 |

**Table 8. Knowledge Statement Importance Ratings**

| Survey Position # | Knowledge of: | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. |
| 214 | Skin Preparation | 344 | 3.96 | 0.05 | 797 | 3.81 | 0.03 | 222 | 3.75 | 0.06 |
| 215 | Specimen Collection | 344 | 4.11 | 0.04 | 798 | 3.80 | 0.03 | 223 | 3.81 | 0.05 |
| 216 | Specimen Handling | 342 | 4.02 | 0.05 | 796 | 3.81 | 0.03 | 222 | 3.77 | 0.05 |
| 217 | Spiritual Factors Affecting Care | 344 | 3.39 | 0.05 | 798 | 3.71 | 0.03 | 222 | 3.41 | 0.06 |
| 218 | Staff Safety | 344 | 4.14 | 0.04 | 797 | 4.21 | 0.03 | 221 | 4.05 | 0.06 |
| 219 | Stages Of Death And Dying | 344 | 3.58 | 0.05 | 799 | 3.60 | 0.03 | 222 | 3.59 | 0.06 |
| 220 | Stages Of Pregnancy | 342 | 3.41 | 0.06 | 799 | 3.23 | 0.04 | 222 | 3.02 | 0.08 |
| 221 | Standard Precautions | 344 | 4.42 | 0.04 | 797 | 4.55 | 0.02 | 223 | 4.36 | 0.05 |
| 222 | Standards Of Care | 344 | 4.36 | 0.04 | 800 | 4.45 | 0.02 | 223 | 4.30 | 0.05 |
| 223 | Sterile Technique | 343 | 4.59 | 0.03 | 797 | 4.52 | 0.03 | 221 | 4.24 | 0.06 |
| 224 | Substance Abuse | 344 | 3.76 | 0.05 | 799 | 3.77 | 0.03 | 222 | 3.44 | 0.06 |
| 225 | Suctioning Techniques | 343 | 4.10 | 0.05 | 800 | 3.84 | 0.03 | 223 | 3.79 | 0.06 |
| 226 | Suicide Precautions | 344 | 4.05 | 0.06 | 798 | 4.10 | 0.03 | 221 | 3.86 | 0.06 |
| 227 | Supervision Of Assistive Personnel | 344 | 3.92 | 0.05 | 800 | 4.05 | 0.03 | 223 | 3.91 | 0.05 |
| 228 | Symptoms Of Abuse And Neglect | 342 | 4.05 | 0.05 | 799 | 4.16 | 0.03 | 222 | 4.00 | 0.06 |
| 229 | Teaching And Learning Strategies | 344 | 3.89 | 0.05 | 800 | 3.93 | 0.03 | 222 | 3.62 | 0.06 |
| 230 | Therapeutic Communication | 344 | 4.14 | 0.04 | 801 | 4.43 | 0.02 | 223 | 3.77 | 0.06 |
| 231 | Therapeutic Effects | 344 | 3.92 | 0.04 | 801 | 4.05 | 0.03 | 223 | 3.55 | 0.05 |
| 232 | Therapeutic Environment | 344 | 3.75 | 0.05 | 801 | 3.89 | 0.03 | 223 | 3.46 | 0.06 |
| 233 | Therapeutic Interventions | 344 | 3.90 | 0.04 | 798 | 4.06 | 0.03 | 222 | 3.57 | 0.06 |
| 234 | Thermoregulation Techniques | 343 | 3.81 | 0.05 | 801 | 3.70 | 0.03 | 223 | 3.22 | 0.07 |
| 235 | Time Management | 344 | 4.50 | 0.04 | 801 | 4.29 | 0.03 | 223 | 4.35 | 0.05 |
| 236 | Tissue Perfusion | 343 | 4.41 | 0.04 | 800 | 4.19 | 0.03 | 223 | 3.80 | 0.06 |
| 237 | Total Parenteral Nutrition (Tpn) Administration | 343 | 3.94 | 0.06 | 800 | 3.51 | 0.04 | 222 | 3.30 | 0.07 |
| 238 | Tracheostomy Care | 343 | 4.02 | 0.06 | 799 | 3.63 | 0.04 | 221 | 3.48 | 0.07 |
| 239 | Treatments And Procedures | 344 | 4.26 | 0.04 | 797 | 3.98 | 0.03 | 223 | 3.84 | 0.06 |
| 240 | Tube Feedings | 344 | 3.92 | 0.05 | 799 | 3.63 | 0.03 | 223 | 3.55 | 0.06 |
| 241 | Tube Insertion Techniques | 344 | 3.91 | 0.06 | 800 | 3.57 | 0.04 | 223 | 3.47 | 0.07 |
| 242 | Tube Removal Techniques | 344 | 3.88 | 0.06 | 801 | 3.55 | 0.04 | 223 | 3.48 | 0.07 |
| 243 | Unsafe Practice | 344 | 4.46 | 0.04 | 799 | 4.60 | 0.02 | 223 | 4.35 | 0.05 |

| Table 8. Knowledge Statement Importance Ratings | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge of: | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. |
| 244 | Urinary Catheter Care | 343 | 4.29 | 0.04 | 800 | 4.10 | 0.03 | 222 | 4.00 | 0.06 |
| 245 | Urinary Catheter Insertion Technique | 344 | 4.35 | 0.04 | 797 | 4.18 | 0.03 | 222 | 4.08 | 0.06 |
| 246 | Vaccinations | 344 | 3.93 | 0.05 | 798 | 3.70 | 0.03 | 223 | 3.54 | 0.07 |
| 247 | Venous Access Devices | 344 | 4.14 | 0.04 | 800 | 3.83 | 0.03 | 222 | 3.79 | 0.06 |
| 248 | Venous Thromboembolism Prophylaxis | 343 | 4.37 | 0.04 | 801 | 4.05 | 0.03 | 223 | 3.90 | 0.06 |
| 249 | Ventilator Management Techniques | 344 | 3.90 | 0.06 | 800 | 3.15 | 0.04 | 221 | 3.12 | 0.08 |
| 250 | Vital Signs | 343 | 4.72 | 0.03 | 800 | 4.71 | 0.02 | 220 | 4.58 | 0.04 |
| 251 | Vulnerable Populations | 340 | 3.65 | 0.05 | 797 | 3.83 | 0.03 | 223 | 3.48 | 0.07 |
| 252 | Wound Assessment | 343 | 4.31 | 0.04 | 801 | 4.16 | 0.03 | 223 | 4.13 | 0.05 |
| 253 | Wound Care | 342 | 4.28 | 0.04 | 801 | 4.04 | 0.03 | 223 | 4.05 | 0.06 |

## Knowledge Statement Subgroup Analysis

### Primary Job Title

The average knowledge statement importance ratings of Newly Licensed RNs, RN Educators, and RN Supervisors were cross-analyzed for meaningful differences between these job titles. Appendix H presents a table with each knowledge statement's average value for each primary job title. The least important knowledge statement for Newly Licensed RNs was "body mass index (BMI)," with an average value of 2.85. RN Educators and RN Supervisors rated "phototherapy" the lowest with an average value of 2.87 and 2.54, respectively. The most important knowledge statement for Newly Licensed RNs was "airway management" with an average value of 4.79. RN Educators rated "medication error prevention" the highest with an average value of 4.85. For RN Supervisors, "client confidentiality" was the most important with an average rating of 4.66. In general, there were few differences in importance ratings based on job title.

### Facility

The average importance ratings of the knowledge statements of responders from hospitals, long-term care, community-based facility, and other facilities were cross-analyzed for meaningful differences. Responders answering all four types of facility rated "phototherapy" as the least important knowledge statement, with average values of 2.80, 2.72, 2.95, and 2.99, respectively. The most important knowledge statement for responders working in hospitals, community-based facilities, and "other" facilities was "medication error prevention," with average values of 4.80, 4.74, and 4.85, respectively. Individuals working in long-term care facilities rated "airway management" highest with an average value of 4.69. Average importance values for all knowledge statements by facilities are listed in Appendix I.

## Summary

Responders to the 2014 Knowledge of Newly Licensed RNs Survey found the statements listed in the survey to be representative of the knowledge necessary for safe and effective professional practice of newly licensed RNs. There were similar importance ratings of the knowledge statements for Newly Licensed RNs, RN Educators, RN Supervisors and SMEs.

## CONCLUSIONS

Based on the reliability of the knowledge statement instrument; the survey of the nonresponders; the validation of the knowledge statement importance ratings by SMEs; and the similarity of knowledge statement importance ratings by Newly Licensed RNs, RN Educators and RN Supervisors; the results of this survey can be used to inform item development.

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# APPENDIX A: 2014 KNOWLEDGE SURVEY METHODOLOGY REVIEWERS

**Terry Ackerman,** PhD is a professor at the University of North Carolina at Greensboro (UNCG). His research specializations include unidimensional and multidimensional item response theory, differential item/test functioning, and computerized testing. Dr. Ackerman has published extensively in journals such as *Applied Psychological Measurement, Journal of Educational Measurement, Journal of the American Statistical Association, and Journal of Educational Statistics*. Some leadership roles that exemplify Dr. Ackerman's service to the fields of assessment and measurement include acting as President of the National Council on Measurement in Education, Chair of the U.S. Department of Defense Advisory Committee, member of the Psychometric Oversight Committee for the American Institute of Certified Public Accountants, and current chair of the GRE Technical Advisory Committee. At UNCG, Dr. Ackerman serves as the Associate Dean of Research and Assessment for the School of Education. He is also a Senior Fellow for the Office of Assessment, Evaluation, and Research Services (OAERS) and teaches Intermediate Statistical Methods in Education and Multidimensional Item Response Theory.

**Tzu-Yun (Katherine) Chin,** PhD is an assistant director of psychometric consulting at Buros Center for Testing at the University of Nebraska-Lincoln. Her works in Buros Center include developing grant activities, providing technical advice and outreach efforts to improve testing, assessment, and measurement practices through consultation and education, with special emphases in psychology and education. Her research interests include value-added models, classification accuracy of diagnostic methods, survey response styles, survey response latency, and analyzing panelist data in standard settings. Dr. Chin has published in journals such as *Journal of Applied Testing Technology and Psychological Reports*.

**Yongwei Yang,** PhD, . is a principal researcher, Methodology and Predictive Analytics, Gallup, Inc. His works in Gallup involves managing and conducting research. This includes designing and implementing research-based organizational interventions as well as evaluating the business impact of such interventions. It also includes leading the development of testing and survey tools that are business relevant and psychometrically sound. His research interests include valid and defensible use of testing and survey outcomes, testing and surveys in multi-country, multi-cultural, and multi-lingual settings, analytics and modeling for complex organizational issues (recruiting, hiring, performance management, well-being, retention, etc.), improvements to measurement through improving items and questionnaire designs, administration procedures, and scoring or information extraction methods, and applications of technology-enhanced assessments. Dr. Yang has published in journals such as *Social Science Computer Review, International Journal of Social Research Methodology, Journal of Cross-Cultural Psychology, Journal of Applied Testing Technology, International Journal of Testing,* and *Applied Measurement in Education*.

# APPENDIX B: SUBJECT MATTER EXPERT PANEL FOR THE 2014 KNOWLEDGE OF NEWLY LICENSED RNS SURVEY

## Area I

**Member:**    Rebekah Herndon, BSN, RN

**Board:**    Washington State Nursing Care Quality Assurance Commission

**Specialty:**    Critical Care/Medical-Surgical

Herndon has 4 years of nursing experience and is currently a staff nurse at Pullman Regional Hospital. She is working in two departments, the ICU and Medical-Surgical and frequently works side by side new graduate nurses in these units.

**Member:**    Flerida Imperial-Perez, MSN, RN

**Board:**    California Board of Registered Nursing

**Specialty:**    Pediatrics

Imperial-Perez has 36 years of nursing experience and is employed as a Clinical Manager in a Pediatrics Cardiothoracic ICU at the Children's Hospital Los Angeles. She serves as a mentor and content expert to new graduate RNs and supports them during the unit-based orientation process.

## Area II

**Member:**    Monica Arnold, BSN, RN

**Board:**    West Virginia Board of Examiners for Registered Professional Nurses

**Specialty:**    Trauma Nursing

Arnold has 26 years of nursing experience and is currently a staff nurse on a Level I trauma unit at the Charleston Area Medical Center. In this role, she precepts entry level graduate nurses during their orientation process.

**Member:**    Marny Carlson, MS, RN-BC

**Board:**    Minnesota Board of Nursing

**Specialty:**    Geriatrics

Carlson has 20 years of nursing experience and is a Nursing Education Specialist at Mayo Clinic Rochester. In this role, she teaches, mentors and supervises newly licensed registered nurses in a general medical/acute care setting. She also is responsible for building and teaching in the institution's Nurse Residency Program for graduate nurses.

## Area III

**Member:**        Elena Hanabarger, MS, BSN, RN-BC

**Board:**         Florida Board of Nursing

**Specialty:**     Medical-Surgical Nursing/ Academia/Nurse Residency Program

Hanabarger has 16 years of nursing experience and is currently an Intern Development Specialist at Lee Memorial Health System. She is responsible for assisting new graduate nurses in their transition from academia into professional practice.

**Member:**        Jessica Lennon, BSN, RNC-OB, C-EFM

**Board:**         Virginia Board of Nursing

**Specialty:**     OBGYN/Women's Health

Lennon has 11 years of nursing experience and is employed as a staff nurse at Bon Secours St. Mary's Hospital in the Labor and Delivery unit. She serves as a preceptor for new graduate nurses during their orientation and then acts as a mentor once the orientation is completed.

**Member:**        Katherine Myer, RN, BSN

**Board:**         Georgia Board of Nursing

**Specialty:**     Pediatrics

Myer is a newly licensed nurse having obtained her license in June 2013. She is currently employed by the Southeast Georgia Health System and working on a pediatric floor.

## Area IV

**Member:**        Lisa Webster, RN

**Board:**         Virgin Islands Board of Nurse Licensure

**Specialty:**     Critical Care/ICU

Webster has 14 years of nursing experience and currently is a staff nurse in a critical care unit at Schneider Regional Medical Center. She often is assigned as a preceptor for new graduate nurses and is a support system to new nurses as they assume their professional roles.

# APPENDIX C: 2014 KNOWLEDGE OF NEWLY LICENSED RNS SURVEY

**N C S B N**
*National Council of State Boards of Nursing*

National Council of State Boards of Nursing

# REGISTERED NURSE (RN)
# NURSING KNOWLEDGE SURVEY

This survey is being performed by the National Council of State Boards of Nursing (NCSBN) on behalf of your board of nursing/regulatory body. The survey is part of a comprehensive study of the practice of newly licensed registered nurses (RNs) in the NCSBN areas using the NCLEX® examination for primary licensure decisions. Please complete and return this form as soon as possible. This is your opportunity to contribute to the development of the NCLEX® examination that future candidates will take.

## INSTRUCTIONS

Please read each question carefully and respond by filling in the oval of the response that most closely represents your answer. Choose the answer that **best** applies to your practice and fill in the appropriate oval(s). When asked to write in information, print your answer legibly in the space provided.

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.

| Correct mark | Incorrect marks | • Use a pencil. |
| --- | --- | --- |
| ● | ✓ ✗ ⊙ | • Make heavy dark marks that fill the oval completely. |
| | | • If you want to change an answer and used a pencil, erase completely. |

1. **What type(s) of nursing license do you hold?**
   *(Select ALL that apply)*
   ○ Advanced Practice Registered Nurse (APRN)
   ○ Registered Nurse (RN)
   ○ Licensed Practical Nurse/Vocational Nurse (LPN/VN)

2. **I am primarily:** *(Mark only ONE)*
   ○ Newly Licensed RN
   ○ Nurse Educator
   ○ Nurse Supervisor/Director

3. **How long have you been in the position you selected in question 2? (For newly licensed RNs–how long since you completed course requirements in your nursing program?)**

   **YEARS**    **MONTHS**

   ⓪⓪  ①①  ②②  ③③  ④④  ⑤⑤  ⑥⑥  ⑦⑦  ⑧⑧  ⑨⑨

   ⓪⓪  ①①  ②②  ③③  ④④  ⑤⑤  ⑥⑥  ⑦⑦  ⑧⑧  ⑨⑨

**FOR OFFICE USE ONLY**

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## SECTION 1:  KNOWLEDGE STATEMENTS

This section contains a list of knowledge statements applicable to nursing practice in a variety of settings. For each knowledge statement, please mark the degree of importance, whether or not it applies to your practice setting. For each knowledge statement, one question is asked:

**Question - Importance:**

How important is the possession of this <u>knowledge</u> by a newly licensed RN for safe and effective professional practice, <u>regardless of specific practice setting</u>?

1 = Not Important
2 = Minimally Important
3 = Moderately Important
4 = Important
5 = Critically Important

### KNOWLEDGE OF:

| | 1 Not Important | 2 Minimally Important | 3 Moderately Important | 4 Important | 5 Critically Important |
|---|---|---|---|---|---|
| 1. abnormal test results | ① | ② | ③ | ④ | ⑤ |
| 2. activities of daily living (ADL) | ① | ② | ③ | ④ | ⑤ |
| 3. advance directives | ① | ② | ③ | ④ | ⑤ |
| 4. adverse reactions | ① | ② | ③ | ④ | ⑤ |
| 5. airway management | ① | ② | ③ | ④ | ⑤ |
| 6. allergic reactions interventions | ① | ② | ③ | ④ | ⑤ |
| 7. allergies | ① | ② | ③ | ④ | ⑤ |
| 8. allowable activities for interprofessional team members | ① | ② | ③ | ④ | ⑤ |
| 9. alternatives to restraints | ① | ② | ③ | ④ | ⑤ |
| 10. anatomy and physiology | ① | ② | ③ | ④ | ⑤ |
| 11. antepartum | ① | ② | ③ | ④ | ⑤ |
| 12. arterial blood gas | ① | ② | ③ | ④ | ⑤ |
| 13. arterial line monitoring | ① | ② | ③ | ④ | ⑤ |
| 14. aseptic technique | ① | ② | ③ | ④ | ⑤ |
| 15. aspiration precautions | ① | ② | ③ | ④ | ⑤ |
| 16. assessment tools | ① | ② | ③ | ④ | ⑤ |
| 17. assistive devices | ① | ② | ③ | ④ | ⑤ |
| 18. awareness of professional limitations | ① | ② | ③ | ④ | ⑤ |
| 19. barriers to client care | ① | ② | ③ | ④ | ⑤ |
| 20. barriers to learning | ① | ② | ③ | ④ | ⑤ |
| 21. basic cardiac rhythms | ① | ② | ③ | ④ | ⑤ |
| 22. behavioral health issues | ① | ② | ③ | ④ | ⑤ |
| 23. behavioral management techniques | ① | ② | ③ | ④ | ⑤ |
| 24. biohazardous material | ① | ② | ③ | ④ | ⑤ |
| 25. blood product administration | ① | ② | ③ | ④ | ⑤ |
| 26. blood specimen collection techniques | ① | ② | ③ | ④ | ⑤ |
| 27. body image | ① | ② | ③ | ④ | ⑤ |
| 28. body mass index (BMI) | ① | ② | ③ | ④ | ⑤ |
| 29. body mechanics | ① | ② | ③ | ④ | ⑤ |
| 30. calculation and conversions | ① | ② | ③ | ④ | ⑤ |
| 31. caregiver resources | ① | ② | ③ | ④ | ⑤ |
| 32. catheter maintenance care | ① | ② | ③ | ④ | ⑤ |
| 33. changes in client condition | ① | ② | ③ | ④ | ⑤ |
| 34. circulation devices | ① | ② | ③ | ④ | ⑤ |
| 35. circulation movement and sensation assessment | ① | ② | ③ | ④ | ⑤ |
| 36. client activity orders | ① | ② | ③ | ④ | ⑤ |
| 37. client admission, transfer or discharge | ① | ② | ③ | ④ | ⑤ |
| 38. client advocacy | ① | ② | ③ | ④ | ⑤ |
| 39. client assessment | ① | ② | ③ | ④ | ⑤ |
| 40. client care for adolescent | ① | ② | ③ | ④ | ⑤ |
| 41. client care for adults | ① | ② | ③ | ④ | ⑤ |
| 42. client care for infant | ① | ② | ③ | ④ | ⑤ |
| 43. client care for newborn | ① | ② | ③ | ④ | ⑤ |
| 44. client care for older adults | ① | ② | ③ | ④ | ⑤ |

2

## SECTION 1:  KNOWLEDGE STATEMENTS *(continued)*

**Question - Importance:**

How important is the possession of this <u>knowledge</u> by a newly licensed RN for safe and effective professional practice, <u>regardless of specific practice setting</u>?

**1 = Not Important**
**2 = Minimally Important**
**3 = Moderately Important**
**4 = Important**
**5 = Critically Important**

| KNOWLEDGE OF: | 1 Not Important | 2 Minimally Important | 3 Moderately Important | 4 Important | 5 Critically Important |
|---|:---:|:---:|:---:|:---:|:---:|
| 45. client care for preschool aged child | ① | ② | ③ | ④ | ⑤ |
| 46. client care for school aged child | ① | ② | ③ | ④ | ⑤ |
| 47. client care for toddler | ① | ② | ③ | ④ | ⑤ |
| 48. client centered care | ① | ② | ③ | ④ | ⑤ |
| 49. client comfort | ① | ② | ③ | ④ | ⑤ |
| 50. client confidentiality | ① | ② | ③ | ④ | ⑤ |
| 51. client consent | ① | ② | ③ | ④ | ⑤ |
| 52. client coping mechanisms | ① | ② | ③ | ④ | ⑤ |
| 53. client dignity | ① | ② | ③ | ④ | ⑤ |
| 54. client education | ① | ② | ③ | ④ | ⑤ |
| 55. client environment of care | ① | ② | ③ | ④ | ⑤ |
| 56. client handoff process | ① | ② | ③ | ④ | ⑤ |
| 57. client health history | ① | ② | ③ | ④ | ⑤ |
| 58. client identification | ① | ② | ③ | ④ | ⑤ |
| 59. client needs assessment | ① | ② | ③ | ④ | ⑤ |
| 60. client plan of care | ① | ② | ③ | ④ | ⑤ |
| 61. client positioning and mobilization techniques | ① | ② | ③ | ④ | ⑤ |
| 62. client privacy | ① | ② | ③ | ④ | ⑤ |
| 63. client response to plan of care | ① | ② | ③ | ④ | ⑤ |
| 64. client rights and responsibilities | ① | ② | ③ | ④ | ⑤ |
| 65. client risk assessment | ① | ② | ③ | ④ | ⑤ |
| 66. client safety | ① | ② | ③ | ④ | ⑤ |
| 67. client self determination | ① | ② | ③ | ④ | ⑤ |
| 68. client sleep and rest requirements | ① | ② | ③ | ④ | ⑤ |
| 69. client surveillance | ① | ② | ③ | ④ | ⑤ |
| 70. client's health knowledge | ① | ② | ③ | ④ | ⑤ |
| 71. communicable diseases | ① | ② | ③ | ④ | ⑤ |
| 72. communication barriers | ① | ② | ③ | ④ | ⑤ |
| 73. communication strategies | ① | ② | ③ | ④ | ⑤ |
| 74. community health considerations | ① | ② | ③ | ④ | ⑤ |
| 75. community resources | ① | ② | ③ | ④ | ⑤ |
| 76. complementary therapies | ① | ② | ③ | ④ | ⑤ |
| 77. complications of labor | ① | ② | ③ | ④ | ⑤ |
| 78. comprehensive health assessment | ① | ② | ③ | ④ | ⑤ |
| 79. comprehensive health history | ① | ② | ③ | ④ | ⑤ |
| 80. conflict management and resolution | ① | ② | ③ | ④ | ⑤ |
| 81. controlled substances | ① | ② | ③ | ④ | ⑤ |
| 82. coordination of client care | ① | ② | ③ | ④ | ⑤ |
| 83. coping skills | ① | ② | ③ | ④ | ⑤ |
| 84. coping strategies | ① | ② | ③ | ④ | ⑤ |
| 85. cost effective care | ① | ② | ③ | ④ | ⑤ |
| 86. cultural awareness | ① | ② | ③ | ④ | ⑤ |
| 87. cultural diversity | ① | ② | ③ | ④ | ⑤ |
| 88. cultural factors affecting care | ① | ② | ③ | ④ | ⑤ |
| 89. death and dying | ① | ② | ③ | ④ | ⑤ |
| 90. de-escalation techniques | ① | ② | ③ | ④ | ⑤ |

3

## SECTION 1:  KNOWLEDGE STATEMENTS *(continued)*

**Question - Importance:**

How important is the possession of this <u>knowledge</u> by a newly licensed RN for safe and effective professional practice, <u>regardless of specific practice setting</u>?

> 1 = **Not Important**
> 2 = **Minimally Important**
> 3 = **Moderately Important**
> 4 = **Important**
> 5 = **Critically Important**

| KNOWLEDGE OF: | 1 Not Important | 2 Minimally Important | 3 Moderately Important | 4 Important | 5 Critically Important |
|---|---|---|---|---|---|
| 91. developmental stages and milestones | ① | ② | ③ | ④ | ⑤ |
| 92. device assessment | ① | ② | ③ | ④ | ⑤ |
| 93. diagnostic tests and procedures | ① | ② | ③ | ④ | ⑤ |
| 94. discharge planning | ① | ② | ③ | ④ | ⑤ |
| 95. disease prevention and treatment techniques | ① | ② | ③ | ④ | ⑤ |
| 96. disease process | ① | ② | ③ | ④ | ⑤ |
| 97. documentation process | ① | ② | ③ | ④ | ⑤ |
| 98. drainage device care | ① | ② | ③ | ④ | ⑤ |
| 99. dressing changes | ① | ② | ③ | ④ | ⑤ |
| 100. dressing types | ① | ② | ③ | ④ | ⑤ |
| 101. drug and medication withdrawal care | ① | ② | ③ | ④ | ⑤ |
| 102. early client mobilization | ① | ② | ③ | ④ | ⑤ |
| 103. emergency care procedures | ① | ② | ③ | ④ | ⑤ |
| 104. emergency response plans | ① | ② | ③ | ④ | ⑤ |
| 105. emergency response roles and responsibilities | ① | ② | ③ | ④ | ⑤ |
| 106. enteral feeding tubes | ① | ② | ③ | ④ | ⑤ |
| 107. equipment safety | ① | ② | ③ | ④ | ⑤ |
| 108. ethical principles | ① | ② | ③ | ④ | ⑤ |
| 109. evidence-based practice | ① | ② | ③ | ④ | ⑤ |
| 110. family dynamics | ① | ② | ③ | ④ | ⑤ |
| 111. fistula care | ① | ② | ③ | ④ | ⑤ |
| 112. fluid and electrolytes | ① | ② | ③ | ④ | ⑤ |
| 113. focused assessment | ① | ② | ③ | ④ | ⑤ |
| 114. grieving process | ① | ② | ③ | ④ | ⑤ |
| 115. handoff communication | ① | ② | ③ | ④ | ⑤ |
| 116. hazardous material | ① | ② | ③ | ④ | ⑤ |
| 117. hazardous material handling | ① | ② | ③ | ④ | ⑤ |
| 118. health promotion behaviors | ① | ② | ③ | ④ | ⑤ |
| 119. hemodialysis care | ① | ② | ③ | ④ | ⑤ |
| 120. hemodynamics | ① | ② | ③ | ④ | ⑤ |
| 121. high risk behaviors | ① | ② | ③ | ④ | ⑤ |
| 122. incident and error reporting | ① | ② | ③ | ④ | ⑤ |
| 123. incontinence care | ① | ② | ③ | ④ | ⑤ |
| 124. infection control | ① | ② | ③ | ④ | ⑤ |
| 125. information resources | ① | ② | ③ | ④ | ⑤ |
| 126. infusion delivery devices | ① | ② | ③ | ④ | ⑤ |
| 127. infusion device complications | ① | ② | ③ | ④ | ⑤ |
| 128. intake and output | ① | ② | ③ | ④ | ⑤ |
| 129. invasive line care | ① | ② | ③ | ④ | ⑤ |
| 130. irrigation techniques | ① | ② | ③ | ④ | ⑤ |
| 131. isolation techniques | ① | ② | ③ | ④ | ⑤ |
| 132. labor | ① | ② | ③ | ④ | ⑤ |
| 133. life transitions | ① | ② | ③ | ④ | ⑤ |
| 134. Material Safety Data Sheet (MSDS) | ① | ② | ③ | ④ | ⑤ |
| 135. medical equipment | ① | ② | ③ | ④ | ⑤ |
| 136. medical terminology | ① | ② | ③ | ④ | ⑤ |

4

## SECTION 1:  KNOWLEDGE STATEMENTS *(continued)*

**Question - Importance:**

How important is the possession of this <u>knowledge</u> by a newly licensed RN for safe and effective professional practice, <u>regardless of specific practice setting</u>?

**1 = Not Important**
**2 = Minimally Important**
**3 = Moderately Important**
**4 = Important**
**5 = Critically Important**

| KNOWLEDGE OF: | 1 Not Important | 2 Minimally Important | 3 Moderately Important | 4 Important | 5 Critically Important |
|---|---|---|---|---|---|
| 137. medication abuse | ① | ② | ③ | ④ | ⑤ |
| 138. medication administration activities | ① | ② | ③ | ④ | ⑤ |
| 139. medication calculations | ① | ② | ③ | ④ | ⑤ |
| 140. medication error prevention | ① | ② | ③ | ④ | ⑤ |
| 141. medication interactions | ① | ② | ③ | ④ | ⑤ |
| 142. medication orders | ① | ② | ③ | ④ | ⑤ |
| 143. medication reconciliation | ① | ② | ③ | ④ | ⑤ |
| 144. medication safety | ① | ② | ③ | ④ | ⑤ |
| 145. medication side effects | ① | ② | ③ | ④ | ⑤ |
| 146. medication storage | ① | ② | ③ | ④ | ⑤ |
| 147. medications | ① | ② | ③ | ④ | ⑤ |
| 148. moderate sedation | ① | ② | ③ | ④ | ⑤ |
| 149. modifiable and non-modifiable risk factors | ① | ② | ③ | ④ | ⑤ |
| 150. new parent education | ① | ② | ③ | ④ | ⑤ |
| 151. newborn assessment | ① | ② | ③ | ④ | ⑤ |
| 152. nonpharmacological comfort measures | ① | ② | ③ | ④ | ⑤ |
| 153. nonprescribed drugs | ① | ② | ③ | ④ | ⑤ |
| 154. nonverbal cues | ① | ② | ③ | ④ | ⑤ |
| 155. nurse self awareness | ① | ② | ③ | ④ | ⑤ |
| 156. nursing process | ① | ② | ③ | ④ | ⑤ |
| 157. nutritional assessment | ① | ② | ③ | ④ | ⑤ |
| 158. obtaining orders | ① | ② | ③ | ④ | ⑤ |
| 159. occupational factors affecting care | ① | ② | ③ | ④ | ⑤ |
| 160. orthopedic devices | ① | ② | ③ | ④ | ⑤ |
| 161. ostomy care | ① | ② | ③ | ④ | ⑤ |
| 162. oxygen delivery systems | ① | ② | ③ | ④ | ⑤ |
| 163. pacing devices | ① | ② | ③ | ④ | ⑤ |
| 164. pain assessment | ① | ② | ③ | ④ | ⑤ |
| 165. pain management | ① | ② | ③ | ④ | ⑤ |
| 166. palliative care | ① | ② | ③ | ④ | ⑤ |
| 167. pathophysiology | ① | ② | ③ | ④ | ⑤ |
| 168. performance improvement/quality improvement process | ① | ② | ③ | ④ | ⑤ |
| 169. peripheral intravenous line insertion techniques | ① | ② | ③ | ④ | ⑤ |
| 170. peritoneal dialysis care | ① | ② | ③ | ④ | ⑤ |
| 171. personal protective equipment | ① | ② | ③ | ④ | ⑤ |
| 172. pharmacologic comfort measures | ① | ② | ③ | ④ | ⑤ |
| 173. phototherapy | ① | ② | ③ | ④ | ⑤ |
| 174. physical stressors | ① | ② | ③ | ④ | ⑤ |
| 175. plan of care | ① | ② | ③ | ④ | ⑤ |
| 176. population specific health risks | ① | ② | ③ | ④ | ⑤ |
| 177. post mortem care | ① | ② | ③ | ④ | ⑤ |
| 178. postoperative care | ① | ② | ③ | ④ | ⑤ |
| 179. post-partum care | ① | ② | ③ | ④ | ⑤ |
| 180. practice errors | ① | ② | ③ | ④ | ⑤ |
| 181. prenatal care | ① | ② | ③ | ④ | ⑤ |
| 182. preoperative care | ① | ② | ③ | ④ | ⑤ |
| 183. pressure relieving support surfaces | ① | ② | ③ | ④ | ⑤ |

**5**

## SECTION 1:  KNOWLEDGE STATEMENTS *(continued)*

**Question - Importance:**

How important is the possession of this <u>knowledge</u> by a newly licensed RN for safe and effective professional practice, <u>regardless of specific practice setting</u>?

> 1 = **Not Important**
> 2 = **Minimally Important**
> 3 = **Moderately Important**
> 4 = **Important**
> 5 = **Critically Important**

| KNOWLEDGE OF: | 1 Not Important | 2 Minimally Important | 3 Moderately Important | 4 Important | 5 Critically Important |
|---|---|---|---|---|---|
| 184. principles of delegation and assignment | ① | ② | ③ | ④ | ⑤ |
| 185. principles of leadership | ① | ② | ③ | ④ | ⑤ |
| 186. prioritization of care | ① | ② | ③ | ④ | ⑤ |
| 187. procedure and treatment complications | ① | ② | ③ | ④ | ⑤ |
| 188. professional communication | ① | ② | ③ | ④ | ⑤ |
| 189. professional competency | ① | ② | ③ | ④ | ⑤ |
| 190. professional resources | ① | ② | ③ | ④ | ⑤ |
| 191. promotion of circulation techniques | ① | ② | ③ | ④ | ⑤ |
| 192. psychological stressors | ① | ② | ③ | ④ | ⑤ |
| 193. psychological/psychosocial assessment | ① | ② | ③ | ④ | ⑤ |
| 194. psychosocial factors affecting care | ① | ② | ③ | ④ | ⑤ |
| 195. pulmonary hygiene techniques | ① | ② | ③ | ④ | ⑤ |
| 196. reduction of client risk | ① | ② | ③ | ④ | ⑤ |
| 197. reference materials | ① | ② | ③ | ④ | ⑤ |
| 198. regulatory guidelines and standards | ① | ② | ③ | ④ | ⑤ |
| 199. renal replacement therapy | ① | ② | ③ | ④ | ⑤ |
| 200. reporting process/chain of command | ① | ② | ③ | ④ | ⑤ |
| 201. reporting requirements for client conditions | ① | ② | ③ | ④ | ⑤ |
| 202. restraints | ① | ② | ③ | ④ | ⑤ |
| 203. scope of practice | ① | ② | ③ | ④ | ⑤ |
| 204. screening assessments | ① | ② | ③ | ④ | ⑤ |
| 205. screening tools | ① | ② | ③ | ④ | ⑤ |
| 206. security plans | ① | ② | ③ | ④ | ⑤ |
| 207. seizure protocols | ① | ② | ③ | ④ | ⑤ |
| 208. setting limits | ① | ② | ③ | ④ | ⑤ |
| 209. signs and symptoms of chemical dependencies | ① | ② | ③ | ④ | ⑤ |
| 210. site assessment | ① | ② | ③ | ④ | ⑤ |
| 211. site selection | ① | ② | ③ | ④ | ⑤ |
| 212. skin assessment | ① | ② | ③ | ④ | ⑤ |
| 213. skin care | ① | ② | ③ | ④ | ⑤ |
| 214. skin preparation | ① | ② | ③ | ④ | ⑤ |
| 215. specimen collection | ① | ② | ③ | ④ | ⑤ |
| 216. specimen handling | ① | ② | ③ | ④ | ⑤ |
| 217. spiritual factors affecting care | ① | ② | ③ | ④ | ⑤ |
| 218. staff safety | ① | ② | ③ | ④ | ⑤ |
| 219. stages of death and dying | ① | ② | ③ | ④ | ⑤ |
| 220. stages of pregnancy | ① | ② | ③ | ④ | ⑤ |
| 221. standard precautions | ① | ② | ③ | ④ | ⑤ |
| 222. standards of care | ① | ② | ③ | ④ | ⑤ |
| 223. sterile technique | ① | ② | ③ | ④ | ⑤ |
| 224. substance abuse | ① | ② | ③ | ④ | ⑤ |
| 225. suctioning techniques | ① | ② | ③ | ④ | ⑤ |
| 226. suicide precautions | ① | ② | ③ | ④ | ⑤ |
| 227. supervision of assistive personnel | ① | ② | ③ | ④ | ⑤ |
| 228. symptoms of abuse and neglect | ① | ② | ③ | ④ | ⑤ |
| 229. teaching and learning strategies | ① | ② | ③ | ④ | ⑤ |
| 230. therapeutic communication | ① | ② | ③ | ④ | ⑤ |

**6**

## SECTION 1:  KNOWLEDGE STATEMENTS *(continued)*

| | IMPORTANCE | | | | |
|---|---|---|---|---|---|
| **Question - Importance:** How important is the possession of this <u>knowledge</u> by a newly licensed RN for safe and effective professional practice, <u>regardless of specific practice setting</u>?<br><br>**1 = Not Important**<br>**2 = Minimally Important**<br>**3 = Moderately Important**<br>**4 = Important**<br>**5 = Critically Important** | 1 Not Important | 2 Minimally Important | 3 Moderately Important | 4 Important | 5 Critically Important |
| **KNOWLEDGE OF:** | | | | | |
| 231. therapeutic effects | ① | ② | ③ | ④ | ⑤ |
| 232. therapeutic environment | ① | ② | ③ | ④ | ⑤ |
| 233. therapeutic interventions | ① | ② | ③ | ④ | ⑤ |
| 234. thermoregulation techniques | ① | ② | ③ | ④ | ⑤ |
| 235. time management | ① | ② | ③ | ④ | ⑤ |
| 236. tissue perfusion | ① | ② | ③ | ④ | ⑤ |
| 237. Total Parenteral Nutrition (TPN) administration | ① | ② | ③ | ④ | ⑤ |
| 238. tracheostomy care | ① | ② | ③ | ④ | ⑤ |
| 239. treatments and procedures | ① | ② | ③ | ④ | ⑤ |
| 240. tube feedings | ① | ② | ③ | ④ | ⑤ |
| 241. tube insertion techniques | ① | ② | ③ | ④ | ⑤ |
| 242. tube removal techniques | ① | ② | ③ | ④ | ⑤ |
| 243. unsafe practice | ① | ② | ③ | ④ | ⑤ |
| 244. urinary catheter care | ① | ② | ③ | ④ | ⑤ |
| 245. urinary catheter insertion technique | ① | ② | ③ | ④ | ⑤ |
| 246. vaccinations | ① | ② | ③ | ④ | ⑤ |
| 247. venous access devices | ① | ② | ③ | ④ | ⑤ |
| 248. venous thromboembolism prophylaxis | ① | ② | ③ | ④ | ⑤ |
| 249. ventilator management techniques | ① | ② | ③ | ④ | ⑤ |
| 250. vital signs | ① | ② | ③ | ④ | ⑤ |
| 251. vulnerable populations | ① | ② | ③ | ④ | ⑤ |
| 252. wound assessment | ① | ② | ③ | ④ | ⑤ |
| 253. wound care | ① | ② | ③ | ④ | ⑤ |

**254.** **How well did the survey cover the important knowledge areas a newly licensed RN should possess, regardless of the practice setting?**

○ Very well          ○ Well          ○ Adequately          ○ Poorly

**Please list any important knowledge areas you believe that a newly licensed RN should possess that are missing from the survey.**

_____

_____

## SECTION 2:  WORK ENVIRONMENT

**INSTRUCTIONS FOR *NEWLY LICENSED RNs*:**  Choose the following clinical setting or practice area that most accurately describes where you work.

**INSTRUCTIONS FOR *NURSE EDUCATORS*:**  Choose the following clinical setting or practice area that most accurately describes where you supervise your students.

**INSTRUCTIONS FOR *NURSE SUPERVISORS/DIRECTORS*:**  Choose the following clinical setting that most accurately describes the general population you supervise and/or the unit on which you work.

**1. Which of the following <u>best</u> describes your area of practice?** *(Select <u>ALL</u> 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 the end-of-life

○ Clients with behavioral/ emotional conditions
○ Other, please specify:

_____

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## SECTION 2: WORK ENVIRONMENT *(continued)*

**INSTRUCTIONS FOR *NEWLY LICENSED RNs*:** Choose the following clinical setting or practice area that most accurately describes where you work.

**INSTRUCTIONS FOR *NURSE EDUCATORS*:** Choose the following clinical setting or practice area that most accurately describes where you supervise your students.

**INSTRUCTIONS FOR *NURSE SUPERVISORS/DIRECTORS*:** Choose the following clinical setting that most accurately describes the general population you supervise and/or the unit on which you work.

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

- ◯ Newborn (less than 1 month)
- ◯ Infant/toddler (1 month-2 years)
- ◯ Preschool (ages 3-5)
- ◯ School Age (ages 6-12)
- ◯ Adolescent (ages 13-17)
- ◯ Adult (ages 18-64)
- ◯ Adult (ages 65-85)
- ◯ Adult (over age 85)

3. **Which of the following choices best describes your employment setting/specialty area? If you work mainly in one setting, fill in the appropriate oval for that one setting. If you work in more than one setting, fill in the appropriate oval for all the settings where you spend 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
- ◯ Psychiatric or any of its sub-specialties (e.g., detox)
- ◯ Assisted living
- ◯ Operating room, including outpatient surgery and surgicenters
- ◯ Nursing home, skilled or intermediate care
- ◯ Other long term care (e.g., residential care, developmental disability)
- ◯ Rehabilitation
- ◯ Subacute unit
- ◯ Transitional care unit
- ◯ Physician/Advanced Practice RN/Nurse Practitioner (NP)/ Dentist's office
- ◯ Occupational health
- ◯ Outpatient clinic
- ◯ Home health, including visiting nurses associations
- ◯ Public health
- ◯ Student/school health
- ◯ Hospice care
- ◯ Prison/Correctional Facility/Jail
- ◯ Short Stay/Observational
- ◯ Step-down/Progressive Care
- ◯ Other, please specify: _____

4. **Which of the following best describes the type of facility/organization where your employment setting/specialty area is located?** *(Select only ONE)*

- ◯ Hospital
- ◯ Long-term care facility
- ◯ Community-based or ambulatory care facility/organization (including public health department, visiting nurses association, home health, physician/Advanced Practice RN/Nurse Practitioner (NP)/Dentist's office, clinic, school, prison, etc.)
- ◯ Other, please specify: _____

## SECTION 3: DEMOGRAPHIC INFORMATION

1. **What is your gender?**
- ◯ Male
- ◯ Female

2. **What is your age in years?** _____

3. **Which of the following is most descriptive of your racial/ethnic background.** *(Select ONE answer)*
- ◯ African American
- ◯ Asian Indian
- ◯ Asian Other
- ◯ Hispanic
- ◯ Native American
- ◯ Pacific Islander
- ◯ White - not of Hispanic origin
- ◯ Other

4. **What is your primary language?**
- ◯ English
- ◯ English and another language
- ◯ Another language

5. **What is the highest degree completed that led to your current position?**
- ◯ RN - Diploma in U.S.
- ◯ RN - Associate degree in U.S.
- ◯ RN - Baccalaureate degree in U.S.
- ◯ RN - Generic master's degree in U.S.
- ◯ RN - Master's (Nurse Practitioner)
- ◯ RN - Master's (Clinical Nurse Specialist)
- ◯ RN - Master's (Nurse Midwife)
- ◯ RN - Master's (CRNA)
- ◯ RN - Generic Doctorate in U.S. (e.g., ND or PhD)
- ◯ RN - Nursing Doctorate in U.S. (e.g., DNP)
- ◯ Any nursing program NOT located in the U.S.
- ◯ In progress to complete generic master's
- ◯ Other program, please specify: _____

## SECTION 4: 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 an email address and number where you can be reached during the day or early evening.

Name: _____   Telephone: ( ____ ) ____ - _____

E-mail Address: _____

**You may write any comments or suggestions that you have in the space below.**

After you complete this form, please return it in the enclosed postage-paid envelope.
*Thank you for participating in this important work!*

# APPENDIX D: SUBJECT MATTER EXPERT (SME) KNOWLEDGE STATEMENT RATINGS RANK ORDERED BY AVERAGE IMPORTANCE

Preface: How important is this knowledge by a newly licensed RN for safe and effective professional practice regardless of specific practice setting?

| SME Knowledge Statement Ratings Rank Ordered by Average Importance* | | | | |
|---|---|---|---|---|
| Survey Position # | Knowledge Statements | SME Ratings | | |
| | | N | Avg. | Std. Err. |
| 173 | Phototherapy | 8 | 2.25 | 0.31 |
| 119 | Hemodialysis Care | 8 | 2.50 | 0.38 |
| 170 | Peritoneal Dialysis Care | 8 | 2.50 | 0.38 |
| 150 | New Parent Education | 8 | 2.63 | 0.42 |
| 28 | Body Mass Index (BMI) | 8 | 2.75 | 0.25 |
| 199 | Renal Replacement Therapy | 8 | 2.75 | 0.41 |
| 31 | Caregiver Resources | 8 | 2.88 | 0.23 |
| 111 | Fistula Care | 8 | 2.88 | 0.30 |
| 132 | Labor | 8 | 2.88 | 0.35 |
| 160 | Orthopedic Devices | 8 | 2.88 | 0.40 |
| 177 | Post Mortem Care | 8 | 2.88 | 0.30 |
| 11 | Antepartum | 8 | 3.00 | 0.27 |
| 13 | Arterial Line Monitoring | 8 | 3.00 | 0.38 |
| 27 | Body Image | 8 | 3.00 | 0.27 |
| 77 | Complications of Labor | 8 | 3.00 | 0.38 |
| 134 | Material Safety Data Sheet (MSDS) | 8 | 3.00 | 0.38 |
| 151 | Newborn Assessment | 8 | 3.00 | 0.38 |
| 163 | Pacing Devices | 8 | 3.00 | 0.42 |
| 176 | Population Specific Health Risks | 8 | 3.00 | 0.33 |
| 181 | Prenatal Care | 8 | 3.00 | 0.38 |
| 40 | Client Care for Adolescent | 8 | 3.13 | 0.30 |
| 74 | Community Health Considerations | 8 | 3.13 | 0.40 |
| 133 | Life Transitions | 8 | 3.13 | 0.23 |
| 148 | Moderate Sedation | 8 | 3.13 | 0.52 |
| 149 | Modifiable And Non-Modifiable Risk Factors | 8 | 3.13 | 0.23 |
| 220 | Stages Of Pregnancy | 8 | 3.13 | 0.35 |
| 249 | Ventilator Management Techniques | 8 | 3.13 | 0.61 |
| 12 | Arterial Blood Gas | 8 | 3.25 | 0.31 |
| 22 | Behavioral Health Issues | 8 | 3.25 | 0.16 |
| 92 | Device Assessment | 8 | 3.25 | 0.49 |
| 159 | Occupational Factors Affecting Care | 8 | 3.25 | 0.31 |
| 174 | Physical Stressors | 8 | 3.25 | 0.25 |
| 179 | Post-Partum Care | 8 | 3.25 | 0.49 |
| 23 | Behavioral Management Techniques | 8 | 3.38 | 0.26 |
| 75 | Community Resources | 8 | 3.38 | 0.38 |
| 91 | Developmental Stages and Milestones | 8 | 3.38 | 0.38 |

| SME Knowledge Statement Ratings Rank Ordered by Average Importance* | | | | |
|---|---|---|---|---|
| Survey Position # | | SME Ratings | | |
| | Knowledge Statements | N | Avg. | Std. Err. |
| 98 | Drainage Device Care | 8 | 3.38 | 0.38 |
| 110 | Family Dynamics | 8 | 3.38 | 0.26 |
| 130 | Irrigation Techniques | 8 | 3.38 | 0.38 |
| 157 | Nutritional Assessment | 8 | 3.38 | 0.38 |
| 161 | Ostomy Care | 8 | 3.38 | 0.26 |
| 183 | Pressure Relieving Support Surfaces | 8 | 3.38 | 0.26 |
| 192 | Psychological Stressors | 8 | 3.38 | 0.26 |
| 206 | Security Plans | 8 | 3.38 | 0.38 |
| 217 | Spiritual Factors Affecting Care | 8 | 3.38 | 0.26 |
| 238 | Tracheostomy Care | 8 | 3.38 | 0.42 |
| 2 | Activities Of Daily Living (ADL) | 8 | 3.50 | 0.27 |
| 17 | Assistive Devices | 8 | 3.50 | 0.19 |
| 20 | Barriers to Learning | 8 | 3.50 | 0.27 |
| 21 | Basic Cardiac Rhythms | 8 | 3.50 | 0.27 |
| 37 | Client Admission, Transfer or Discharge | 8 | 3.50 | 0.38 |
| 42 | Client Care for Infant | 8 | 3.50 | 0.27 |
| 43 | Client Care for Newborn | 8 | 3.50 | 0.27 |
| 45 | Client Care for Preschool Aged Child | 8 | 3.50 | 0.27 |
| 46 | Client Care for School Aged Child | 8 | 3.50 | 0.27 |
| 47 | Client Care for Toddler | 8 | 3.50 | 0.27 |
| 61 | Client Positioning and Mobilization Techniques | 8 | 3.50 | 0.19 |
| 68 | Client Sleep and Rest Requirements | 8 | 3.50 | 0.27 |
| 70 | Client'S Health Knowledge | 8 | 3.50 | 0.27 |
| 90 | De-Escalation Techniques | 8 | 3.50 | 0.33 |
| 100 | Dressing Types | 8 | 3.50 | 0.42 |
| 106 | Enteral Feeding Tubes | 8 | 3.50 | 0.38 |
| 114 | Grieving Process | 8 | 3.50 | 0.27 |
| 125 | Information Resources | 8 | 3.50 | 0.42 |
| 127 | Infusion Device Complications | 8 | 3.50 | 0.50 |
| 135 | Medical Equipment | 8 | 3.50 | 0.38 |
| 166 | Palliative Care | 8 | 3.50 | 0.27 |
| 185 | Principles of Leadership | 8 | 3.50 | 0.38 |
| 194 | Psychosocial Factors Affecting Care | 8 | 3.50 | 0.33 |
| 219 | Stages of Death And Dying | 8 | 3.50 | 0.27 |
| 224 | Substance Abuse | 8 | 3.50 | 0.33 |
| 234 | Thermoregulation Techniques | 8 | 3.50 | 0.33 |
| 246 | Vaccinations | 8 | 3.50 | 0.33 |
| 251 | Vulnerable Populations | 8 | 3.50 | 0.33 |
| 19 | Barriers to Client Care | 8 | 3.63 | 0.26 |
| 34 | Circulation Devices | 8 | 3.63 | 0.32 |
| 52 | Client Coping Mechanisms | 8 | 3.63 | 0.32 |

| SME Knowledge Statement Ratings Rank Ordered by Average Importance* | | | | |
|---|---|---|---|---|
| Survey Position # | Knowledge Statements | SME Ratings | | |
| | | N | Avg. | Std. Err. |
| 99 | Dressing Changes | 8 | 3.63 | 0.32 |
| 105 | Emergency Response Roles and Responsibilities | 8 | 3.63 | 0.46 |
| 118 | Health Promotion Behaviors | 8 | 3.63 | 0.18 |
| 121 | High Risk Behaviors | 8 | 3.63 | 0.32 |
| 126 | Infusion Delivery Devices | 8 | 3.63 | 0.42 |
| 153 | Nonprescribed Drugs | 8 | 3.63 | 0.46 |
| 168 | Performance Improvement/Quality Improvement Process | 8 | 3.63 | 0.18 |
| 182 | Preoperative Care | 8 | 3.63 | 0.18 |
| 191 | Promotion of Circulation Techniques | 8 | 3.63 | 0.32 |
| 195 | Pulmonary Hygiene Techniques | 8 | 3.63 | 0.26 |
| 202 | Restraints | 8 | 3.63 | 0.42 |
| 204 | Screening Assessments | 8 | 3.63 | 0.32 |
| 205 | Screening Tools | 8 | 3.63 | 0.32 |
| 237 | Total Parenteral Nutrition (TPN) Administration | 8 | 3.63 | 0.38 |
| 240 | Tube Feedings | 8 | 3.63 | 0.38 |
| 241 | Tube Insertion Techniques | 8 | 3.63 | 0.42 |
| 3 | Advance Directives | 8 | 3.75 | 0.31 |
| 9 | Alternatives to Restraints | 8 | 3.75 | 0.25 |
| 36 | Client Activity Orders | 8 | 3.75 | 0.31 |
| 55 | Client Environment of Care | 8 | 3.75 | 0.16 |
| 67 | Client Self Determination | 8 | 3.75 | 0.31 |
| 69 | Client Surveillance | 8 | 3.75 | 0.31 |
| 72 | Communication Barriers | 8 | 3.75 | 0.16 |
| 76 | Complementary Therapies | 8 | 3.75 | 0.25 |
| 84 | Coping Strategies | 8 | 3.75 | 0.31 |
| 88 | Cultural Factors Affecting Care | 8 | 3.75 | 0.31 |
| 102 | Early Client Mobilization | 8 | 3.75 | 0.31 |
| 104 | Emergency Response Plans | 8 | 3.75 | 0.49 |
| 123 | Incontinence Care | 8 | 3.75 | 0.25 |
| 137 | Medication Abuse | 8 | 3.75 | 0.31 |
| 190 | Professional Resources | 8 | 3.75 | 0.31 |
| 193 | Psychological/Psychosocial Assessment | 8 | 3.75 | 0.25 |
| 209 | Signs And Symptoms of Chemical Dependencies | 8 | 3.75 | 0.37 |
| 226 | Suicide Precautions | 8 | 3.75 | 0.41 |
| 229 | Teaching and Learning Strategies | 8 | 3.75 | 0.37 |
| 233 | Therapeutic Interventions | 8 | 3.75 | 0.31 |
| 239 | Treatments and Procedures | 8 | 3.75 | 0.45 |
| 242 | Tube Removal Techniques | 8 | 3.75 | 0.37 |
| 8 | Allowable Activities for Interprofessional Team Members | 8 | 3.88 | 0.23 |
| 24 | Biohazardous Material | 8 | 3.88 | 0.23 |
| 26 | Blood Specimen Collection Techniques | 8 | 3.88 | 0.23 |

| SME Knowledge Statement Ratings Rank Ordered by Average Importance* | | | | |
|---|---|---|---|---|
| Survey Position # | Knowledge Statements | SME Ratings | | |
| | | N | Avg. | Std. Err. |
| 29 | Body Mechanics | 8 | 3.88 | 0.13 |
| 57 | Client Health History | 8 | 3.88 | 0.30 |
| 59 | Client Needs Assessment | 8 | 3.88 | 0.30 |
| 71 | Communicable Diseases | 8 | 3.88 | 0.35 |
| 87 | Cultural Diversity | 8 | 3.88 | 0.23 |
| 93 | Diagnostic Tests and Procedures | 8 | 3.88 | 0.35 |
| 94 | Discharge Planning | 8 | 3.88 | 0.30 |
| 116 | Hazardous Material | 8 | 3.88 | 0.35 |
| 117 | Hazardous Material Handling | 8 | 3.88 | 0.35 |
| 146 | Medication Storage | 8 | 3.88 | 0.35 |
| 152 | Nonpharmacological Comfort Measures | 8 | 3.88 | 0.35 |
| 154 | Nonverbal Cues | 8 | 3.88 | 0.23 |
| 169 | Peripheral Intravenous Line Insertion Techniques | 8 | 3.88 | 0.30 |
| 197 | Reference Materials | 8 | 3.88 | 0.40 |
| 198 | Regulatory Guidelines and Standards | 8 | 3.88 | 0.30 |
| 208 | Setting Limits | 8 | 3.88 | 0.30 |
| 210 | Site Assessment | 8 | 3.88 | 0.35 |
| 214 | Skin Preparation | 8 | 3.88 | 0.35 |
| 215 | Specimen Collection | 8 | 3.88 | 0.30 |
| 225 | Suctioning Techniques | 8 | 3.88 | 0.30 |
| 227 | Supervision Of Assistive Personnel | 8 | 3.88 | 0.30 |
| 228 | Symptoms Of Abuse and Neglect | 8 | 3.88 | 0.30 |
| 232 | Therapeutic Environment | 8 | 3.88 | 0.23 |
| 236 | Tissue Perfusion | 8 | 3.88 | 0.30 |
| 245 | Urinary Catheter Insertion Technique | 8 | 3.88 | 0.44 |
| 248 | Venous Thromboembolism Prophylaxis | 8 | 3.88 | 0.30 |
| 30 | Calculation And Conversions | 8 | 4.00 | 0.42 |
| 32 | Catheter Maintenance Care | 8 | 4.00 | 0.27 |
| 73 | Communication Strategies | 8 | 4.00 | 0.19 |
| 79 | Comprehensive Health History | 8 | 4.00 | 0.19 |
| 80 | Conflict Management And Resolution | 8 | 4.00 | 0.27 |
| 82 | Coordination of Client Care | 8 | 4.00 | 0.33 |
| 83 | Coping Skills | 8 | 4.00 | 0.19 |
| 86 | Cultural Awareness | 8 | 4.00 | 0.19 |
| 97 | Documentation Process | 8 | 4.00 | 0.38 |
| 101 | Drug And Medication Withdrawal Care | 8 | 4.00 | 0.33 |
| 122 | Incident And Error Reporting | 8 | 4.00 | 0.27 |
| 184 | Principles of Delegation And Assignment | 8 | 4.00 | 0.27 |
| 207 | Seizure Protocols | 8 | 4.00 | 0.38 |
| 211 | Site Selection | 8 | 4.00 | 0.33 |
| 231 | Therapeutic Effects | 8 | 4.00 | 0.33 |

| SME Knowledge Statement Ratings Rank Ordered by Average Importance* | | | | |
|---|---|---|---|---|
| Survey Position # | Knowledge Statements | SME Ratings | | |
| | | N | Avg. | Std. Err. |
| 244 | Urinary Catheter Care | 8 | 4.00 | 0.33 |
| 247 | Venous Access Devices | 8 | 4.00 | 0.33 |
| 38 | Client Advocacy | 8 | 4.13 | 0.23 |
| 63 | Client Response to Plan Of Care | 8 | 4.13 | 0.13 |
| 65 | Client Risk Assessment | 8 | 4.13 | 0.30 |
| 85 | Cost Effective Care | 8 | 4.13 | 0.23 |
| 89 | Death And Dying | 8 | 4.13 | 0.13 |
| 95 | Disease Prevention and Treatment Techniques | 8 | 4.13 | 0.30 |
| 107 | Equipment Safety | 8 | 4.13 | 0.30 |
| 128 | Intake and Output | 8 | 4.13 | 0.23 |
| 172 | Pharmacologic Comfort Measures | 8 | 4.13 | 0.30 |
| 175 | Plan of Care | 8 | 4.13 | 0.23 |
| 178 | Postoperative Care | 8 | 4.13 | 0.23 |
| 187 | Procedure and Treatment Complications | 8 | 4.13 | 0.23 |
| 196 | Reduction of Client Risk | 8 | 4.13 | 0.23 |
| 200 | Reporting Process/Chain of Command | 8 | 4.13 | 0.23 |
| 201 | Reporting Requirements for Client Conditions | 8 | 4.13 | 0.30 |
| 213 | Skin Care | 8 | 4.13 | 0.23 |
| 216 | Specimen Handling | 8 | 4.13 | 0.30 |
| 44 | Client Care for Older Adults | 8 | 4.25 | 0.25 |
| 56 | Client Handoff Process | 8 | 4.25 | 0.25 |
| 60 | Client Plan of Care | 8 | 4.25 | 0.16 |
| 96 | Disease Process | 8 | 4.25 | 0.37 |
| 108 | Ethical Principles | 8 | 4.25 | 0.25 |
| 115 | Handoff Communication | 8 | 4.25 | 0.31 |
| 120 | Hemodynamics | 8 | 4.25 | 0.37 |
| 129 | Invasive Line Care | 8 | 4.25 | 0.37 |
| 131 | Isolation Techniques | 8 | 4.25 | 0.37 |
| 145 | Medication Side Effects | 8 | 4.25 | 0.25 |
| 162 | Oxygen Delivery Systems | 8 | 4.25 | 0.16 |
| 212 | Skin Assessment | 8 | 4.25 | 0.16 |
| 218 | Staff Safety | 8 | 4.25 | 0.16 |
| 243 | Unsafe Practice | 8 | 4.25 | 0.25 |
| 252 | Wound Assessment | 8 | 4.25 | 0.25 |
| 253 | Wound Care | 8 | 4.25 | 0.16 |
| 7 | Allergies | 8 | 4.38 | 0.26 |
| 16 | Assessment Tools | 8 | 4.38 | 0.18 |
| 41 | Client Care for Adults | 8 | 4.38 | 0.26 |
| 48 | Client Centered Care | 8 | 4.38 | 0.26 |
| 49 | Client Comfort | 8 | 4.38 | 0.18 |
| 62 | Client Privacy | 8 | 4.38 | 0.38 |

| SME Knowledge Statement Ratings Rank Ordered by Average Importance* | | | | |
|---|---|---|---|---|
| Survey Position # | | SME Ratings | | |
| | Knowledge Statements | N | Avg. | Std. Err. |
| 64 | Client Rights and Responsibilities | 8 | 4.38 | 0.26 |
| 78 | Comprehensive Health Assessment | 8 | 4.38 | 0.18 |
| 81 | Controlled Substances | 8 | 4.38 | 0.18 |
| 109 | Evidence-Based Practice | 8 | 4.38 | 0.26 |
| 112 | Fluid and Electrolytes | 8 | 4.38 | 0.26 |
| 113 | Focused Assessment | 8 | 4.38 | 0.26 |
| 136 | Medical Terminology | 8 | 4.38 | 0.18 |
| 158 | Obtaining Orders | 8 | 4.38 | 0.18 |
| 180 | Practice Errors | 8 | 4.38 | 0.26 |
| 186 | Prioritization of Care | 8 | 4.38 | 0.18 |
| 188 | Professional Communication | 8 | 4.38 | 0.18 |
| 189 | Professional Competency | 8 | 4.38 | 0.18 |
| 222 | Standards of Care | 8 | 4.38 | 0.26 |
| 230 | Therapeutic Communication | 8 | 4.38 | 0.26 |
| 4 | Adverse Reactions | 8 | 4.50 | 0.19 |
| 15 | Aspiration Precautions | 8 | 4.50 | 0.19 |
| 25 | Blood Product Administration | 8 | 4.50 | 0.27 |
| 39 | Client Assessment | 8 | 4.50 | 0.27 |
| 53 | Client Dignity | 8 | 4.50 | 0.19 |
| 124 | Infection Control | 8 | 4.50 | 0.19 |
| 138 | Medication Administration Activities | 8 | 4.50 | 0.19 |
| 139 | Medication Calculations | 8 | 4.50 | 0.38 |
| 141 | Medication Interactions | 8 | 4.50 | 0.19 |
| 142 | Medication Orders | 8 | 4.50 | 0.19 |
| 143 | Medication Reconciliation | 8 | 4.50 | 0.19 |
| 147 | Medications | 8 | 4.50 | 0.19 |
| 155 | Nurse Self Awareness | 8 | 4.50 | 0.19 |
| 156 | Nursing Process | 8 | 4.50 | 0.19 |
| 167 | Pathophysiology | 8 | 4.50 | 0.38 |
| 171 | Personal Protective Equipment | 8 | 4.50 | 0.27 |
| 203 | Scope of Practice | 8 | 4.50 | 0.27 |
| 223 | Sterile Technique | 8 | 4.50 | 0.27 |
| 235 | Time Management | 8 | 4.50 | 0.27 |
| 10 | Anatomy and Physiology | 8 | 4.63 | 0.18 |
| 14 | Aseptic Technique | 8 | 4.63 | 0.18 |
| 35 | Circulation Movement And Sensation Assessment | 8 | 4.63 | 0.18 |
| 54 | Client Education | 8 | 4.63 | 0.18 |
| 66 | Client Safety | 8 | 4.63 | 0.18 |
| 103 | Emergency Care Procedures | 8 | 4.63 | 0.38 |
| 144 | Medication Safety | 8 | 4.63 | 0.18 |
| 164 | Pain Assessment | 8 | 4.63 | 0.18 |
| 165 | Pain Management | 8 | 4.63 | 0.18 |

| SME Knowledge Statement Ratings Rank Ordered by Average Importance* | | | | |
|---|---|---|---|---|
| Survey Position # | Knowledge Statements | SME Ratings | | |
| | | N | Avg. | Std. Err. |
| 221 | Standard Precautions | 8 | 4.63 | 0.26 |
| 1 | Abnormal Test Results | 8 | 4.75 | 0.16 |
| 5 | Airway Management | 8 | 4.75 | 0.16 |
| 6 | Allergic Reactions Interventions | 8 | 4.75 | 0.16 |
| 33 | Changes in Client Condition | 8 | 4.75 | 0.16 |
| 51 | Client Consent | 8 | 4.75 | 0.16 |
| 58 | Client Identification | 8 | 4.75 | 0.16 |
| 18 | Awareness of Professional Limitations | 8 | 4.88 | 0.13 |
| 50 | Client Confidentiality | 8 | 4.88 | 0.13 |
| 140 | Medication Error Prevention | 8 | 4.88 | 0.13 |
| 250 | Vital Signs | 8 | 4.88 | 0.13 |
| *Activities are rank ordered from least to most important. | | | | |

## APPENDIX E: NEWLY LICENSED REGISTERED NURSE (RN) AND SUBJECT MATTER EXPERT (SME) KNOWLEDGE STATEMENT RATINGS RANK ORDERED BY NEWLY LICENSED RN AVERAGE IMPORTANCE

Preface: How important is this knowledge by a newly licensed RN for safe and effective professional practice regardless of specific practice setting?

| Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | Newly Licensed RNs | | | SME Ratings | | | Avg. Difference |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 28 | Body Mass Index (BMI) | 341 | 2.85 | 0.06 | 8 | 2.75 | 0.25 | 0.10 |
| 27 | Body Image | 339 | 2.96 | 0.05 | 8 | 3.00 | 0.27 | -0.04 |
| 173 | Phototherapy | 342 | 3.00 | 0.06 | 8 | 2.25 | 0.31 | 0.75 |
| 11 | Antepartum | 335 | 3.13 | 0.07 | 8 | 3.00 | 0.27 | 0.13 |
| 91 | Developmental Stages and Milestones | 342 | 3.23 | 0.06 | 8 | 3.38 | 0.38 | -0.15 |
| 133 | Life Transitions | 341 | 3.30 | 0.05 | 8 | 3.13 | 0.23 | 0.17 |
| 160 | Orthopedic Devices | 344 | 3.34 | 0.06 | 8 | 2.88 | 0.40 | 0.46 |
| 76 | Complementary Therapies | 340 | 3.34 | 0.06 | 8 | 3.75 | 0.25 | -0.41 |
| 177 | Post Mortem Care | 342 | 3.36 | 0.06 | 8 | 2.88 | 0.30 | 0.48 |
| 134 | Material Safety Data Sheet (MSDS) | 342 | 3.38 | 0.06 | 8 | 3.00 | 0.38 | 0.38 |
| 217 | Spiritual Factors Affecting Care | 344 | 3.39 | 0.05 | 8 | 3.38 | 0.26 | 0.01 |
| 220 | Stages of Pregnancy | 342 | 3.41 | 0.06 | 8 | 3.13 | 0.35 | 0.28 |
| 92 | Device Assessment | 342 | 3.41 | 0.05 | 8 | 3.25 | 0.49 | 0.16 |
| 132 | Labor | 340 | 3.42 | 0.07 | 8 | 2.88 | 0.35 | 0.54 |
| 17 | Assistive Devices | 340 | 3.45 | 0.05 | 8 | 3.50 | 0.19 | -0.05 |
| 150 | New Parent Education | 343 | 3.45 | 0.07 | 8 | 2.63 | 0.42 | 0.82 |
| 31 | Caregiver Resources | 340 | 3.45 | 0.05 | 8 | 2.88 | 0.23 | 0.57 |
| 110 | Family Dynamics | 340 | 3.47 | 0.05 | 8 | 3.38 | 0.26 | 0.09 |
| 75 | Community Resources | 339 | 3.47 | 0.05 | 8 | 3.38 | 0.38 | 0.09 |
| 74 | Community Health Considerations | 338 | 3.49 | 0.05 | 8 | 3.13 | 0.40 | 0.36 |
| 176 | Population Specific Health Risks | 344 | 3.49 | 0.05 | 8 | 3.00 | 0.33 | 0.49 |
| 181 | Prenatal Care | 344 | 3.49 | 0.06 | 8 | 3.00 | 0.38 | 0.49 |
| 170 | Peritoneal Dialysis Care | 343 | 3.50 | 0.06 | 8 | 2.50 | 0.38 | 1.00 |
| 45 | Client Care for Preschool Aged Child | 341 | 3.50 | 0.07 | 8 | 3.50 | 0.27 | 0.00 |
| 159 | Occupational Factors Affecting Care | 344 | 3.50 | 0.05 | 8 | 3.25 | 0.31 | 0.25 |
| 46 | Client Care for School Aged Child | 342 | 3.51 | 0.06 | 8 | 3.50 | 0.27 | 0.01 |
| 47 | Client Care for Toddler | 340 | 3.52 | 0.06 | 8 | 3.50 | 0.27 | 0.02 |
| 174 | Physical Stressors | 342 | 3.52 | 0.05 | 8 | 3.25 | 0.25 | 0.27 |
| 9 | Alternatives to Restraints | 338 | 3.52 | 0.05 | 8 | 3.75 | 0.25 | -0.23 |
| 206 | Security Plans | 341 | 3.53 | 0.06 | 8 | 3.38 | 0.38 | 0.15 |
| 111 | Fistula Care | 342 | 3.54 | 0.06 | 8 | 2.88 | 0.30 | 0.66 |
| 36 | Client Activity Orders | 340 | 3.54 | 0.05 | 8 | 3.75 | 0.31 | -0.21 |
| 85 | Cost Effective Care | 340 | 3.55 | 0.05 | 8 | 4.13 | 0.23 | -0.58 |
| 8 | Allowable Activities for Interprofessional Team Members | 338 | 3.55 | 0.05 | 8 | 3.88 | 0.23 | -0.33 |
| 23 | Behavioral Management Techniques | 340 | 3.56 | 0.05 | 8 | 3.38 | 0.26 | 0.18 |

| Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | Newly Licensed RNs | | | SME Ratings | | | Avg. Difference |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 114 | Grieving Process | 341 | 3.58 | 0.05 | 8 | 3.50 | 0.27 | 0.08 |
| 219 | Stages of Death and Dying | 344 | 3.58 | 0.05 | 8 | 3.50 | 0.27 | 0.08 |
| 197 | Reference Materials | 344 | 3.59 | 0.05 | 8 | 3.88 | 0.40 | -0.29 |
| 199 | Renal Replacement Therapy | 342 | 3.59 | 0.06 | 8 | 2.75 | 0.41 | 0.84 |
| 179 | Post-Partum Care | 344 | 3.59 | 0.07 | 8 | 3.25 | 0.49 | 0.34 |
| 22 | Behavioral Health Issues | 339 | 3.60 | 0.05 | 8 | 3.25 | 0.16 | 0.35 |
| 125 | Information Resources | 342 | 3.60 | 0.05 | 8 | 3.50 | 0.42 | 0.10 |
| 2 | Activities Of Daily Living (ADL) | 341 | 3.62 | 0.05 | 8 | 3.50 | 0.27 | 0.12 |
| 19 | Barriers to Client Care | 338 | 3.62 | 0.05 | 8 | 3.63 | 0.26 | -0.01 |
| 119 | Hemodialysis Care | 339 | 3.63 | 0.06 | 8 | 2.50 | 0.38 | 1.13 |
| 149 | Modifiable and Non-Modifiable Risk Factors | 343 | 3.64 | 0.05 | 8 | 3.13 | 0.23 | 0.51 |
| 202 | Restraints | 343 | 3.64 | 0.06 | 8 | 3.63 | 0.42 | 0.01 |
| 42 | Client Care for Infant | 340 | 3.64 | 0.07 | 8 | 3.50 | 0.27 | 0.14 |
| 20 | Barriers to Learning | 338 | 3.65 | 0.05 | 8 | 3.50 | 0.27 | 0.15 |
| 69 | Client Surveillance | 339 | 3.65 | 0.05 | 8 | 3.75 | 0.31 | -0.10 |
| 251 | Vulnerable Populations | 340 | 3.65 | 0.05 | 8 | 3.50 | 0.33 | 0.15 |
| 68 | Client Sleep and Rest Requirements | 340 | 3.66 | 0.05 | 8 | 3.50 | 0.27 | 0.16 |
| 84 | Coping Strategies | 339 | 3.66 | 0.05 | 8 | 3.75 | 0.31 | -0.09 |
| 43 | Client Care for Newborn | 340 | 3.67 | 0.07 | 8 | 3.50 | 0.27 | 0.17 |
| 208 | Setting Limits | 340 | 3.67 | 0.05 | 8 | 3.88 | 0.30 | -0.21 |
| 83 | Coping Skills | 341 | 3.68 | 0.04 | 8 | 4.00 | 0.19 | -0.32 |
| 13 | Arterial Line Monitoring | 340 | 3.68 | 0.07 | 8 | 3.00 | 0.38 | 0.68 |
| 77 | Complications of Labor | 341 | 3.68 | 0.07 | 8 | 3.00 | 0.38 | 0.68 |
| 192 | Psychological Stressors | 343 | 3.69 | 0.04 | 8 | 3.38 | 0.26 | 0.31 |
| 161 | Ostomy Care | 343 | 3.69 | 0.05 | 8 | 3.38 | 0.26 | 0.31 |
| 87 | Cultural Diversity | 341 | 3.70 | 0.05 | 8 | 3.88 | 0.23 | -0.18 |
| 80 | Conflict Management And Resolution | 340 | 3.71 | 0.05 | 8 | 4.00 | 0.27 | -0.29 |
| 185 | Principles of Leadership | 344 | 3.71 | 0.05 | 8 | 3.50 | 0.38 | 0.21 |
| 153 | Nonprescribed Drugs | 342 | 3.71 | 0.05 | 8 | 3.63 | 0.46 | 0.08 |
| 130 | Irrigation Techniques | 340 | 3.72 | 0.05 | 8 | 3.38 | 0.38 | 0.34 |
| 24 | Biohazardous Material | 338 | 3.73 | 0.06 | 8 | 3.88 | 0.23 | -0.15 |
| 67 | Client Self Determination | 342 | 3.73 | 0.05 | 8 | 3.75 | 0.31 | -0.02 |
| 168 | Performance Improvement/Quality Improvement Process | 343 | 3.74 | 0.05 | 8 | 3.63 | 0.18 | 0.11 |
| 86 | Cultural Awareness | 340 | 3.74 | 0.05 | 8 | 4.00 | 0.19 | -0.26 |
| 151 | Newborn Assessment | 343 | 3.75 | 0.07 | 8 | 3.00 | 0.38 | 0.75 |
| 232 | Therapeutic Environment | 344 | 3.75 | 0.05 | 8 | 3.88 | 0.23 | -0.13 |
| 157 | Nutritional Assessment | 342 | 3.75 | 0.05 | 8 | 3.38 | 0.38 | 0.37 |
| 40 | Client Care for Adolescent | 341 | 3.76 | 0.06 | 8 | 3.13 | 0.30 | 0.63 |
| 224 | Substance Abuse | 344 | 3.76 | 0.05 | 8 | 3.50 | 0.33 | 0.26 |
| 123 | Incontinence Care | 341 | 3.76 | 0.05 | 8 | 3.75 | 0.25 | 0.01 |

| Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | Newly Licensed RNs | | | SME Ratings | | | Avg. Difference |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 148 | Moderate Sedation | 344 | 3.76 | 0.05 | 8 | 3.13 | 0.52 | 0.63 |
| 100 | Dressing Types | 341 | 3.77 | 0.05 | 8 | 3.50 | 0.42 | 0.27 |
| 194 | Psychosocial Factors Affecting Care | 343 | 3.77 | 0.05 | 8 | 3.50 | 0.33 | 0.27 |
| 70 | Client'S Health Knowledge | 340 | 3.77 | 0.05 | 8 | 3.50 | 0.27 | 0.27 |
| 37 | Client Admission, Transfer or Discharge | 340 | 3.77 | 0.05 | 8 | 3.50 | 0.38 | 0.27 |
| 3 | Advance Directives | 339 | 3.78 | 0.06 | 8 | 3.75 | 0.31 | 0.03 |
| 116 | Hazardous Material | 339 | 3.78 | 0.05 | 8 | 3.88 | 0.35 | -0.10 |
| 205 | Screening Tools | 342 | 3.78 | 0.05 | 8 | 3.63 | 0.32 | 0.15 |
| 29 | Body Mechanics | 340 | 3.79 | 0.05 | 8 | 3.88 | 0.13 | -0.09 |
| 94 | Discharge Planning | 342 | 3.80 | 0.05 | 8 | 3.88 | 0.30 | -0.08 |
| 154 | Nonverbal Cues | 344 | 3.80 | 0.05 | 8 | 3.88 | 0.23 | -0.08 |
| 98 | Drainage Device Care | 340 | 3.80 | 0.05 | 8 | 3.38 | 0.38 | 0.42 |
| 88 | Cultural Factors Affecting Care | 341 | 3.80 | 0.05 | 8 | 3.75 | 0.31 | 0.05 |
| 118 | Health Promotion Behaviors | 340 | 3.81 | 0.05 | 8 | 3.63 | 0.18 | 0.18 |
| 234 | Thermoregulation Techniques | 343 | 3.81 | 0.05 | 8 | 3.50 | 0.33 | 0.31 |
| 121 | High Risk Behaviors | 340 | 3.81 | 0.05 | 8 | 3.63 | 0.32 | 0.18 |
| 34 | Circulation Devices | 341 | 3.81 | 0.05 | 8 | 3.63 | 0.32 | 0.18 |
| 152 | Nonpharmacological Comfort Measures | 344 | 3.82 | 0.05 | 8 | 3.88 | 0.35 | -0.06 |
| 209 | Signs And Symptoms of Chemical Dependencies | 340 | 3.83 | 0.05 | 8 | 3.75 | 0.37 | 0.08 |
| 117 | Hazardous Material Handling | 341 | 3.83 | 0.05 | 8 | 3.88 | 0.35 | -0.05 |
| 90 | De-Escalation Techniques | 342 | 3.84 | 0.05 | 8 | 3.50 | 0.33 | 0.34 |
| 55 | Client Environment of Care | 341 | 3.84 | 0.05 | 8 | 3.75 | 0.16 | 0.09 |
| 135 | Medical Equipment | 342 | 3.85 | 0.05 | 8 | 3.50 | 0.38 | 0.35 |
| 52 | Client Coping Mechanisms | 339 | 3.85 | 0.04 | 8 | 3.63 | 0.32 | 0.22 |
| 182 | Preoperative Care | 342 | 3.85 | 0.05 | 8 | 3.63 | 0.18 | 0.22 |
| 198 | Regulatory Guidelines and Standards | 343 | 3.85 | 0.05 | 8 | 3.88 | 0.30 | -0.03 |
| 190 | Professional Resources | 344 | 3.86 | 0.04 | 8 | 3.75 | 0.31 | 0.11 |
| 106 | Enteral Feeding Tubes | 341 | 3.87 | 0.05 | 8 | 3.50 | 0.38 | 0.37 |
| 211 | Site Selection | 342 | 3.87 | 0.05 | 8 | 4.00 | 0.33 | -0.13 |
| 163 | Pacing Devices | 344 | 3.88 | 0.05 | 8 | 3.00 | 0.42 | 0.88 |
| 166 | Palliative Care | 344 | 3.88 | 0.05 | 8 | 3.50 | 0.27 | 0.38 |
| 242 | Tube Removal Techniques | 344 | 3.88 | 0.06 | 8 | 3.75 | 0.37 | 0.13 |
| 73 | Communication Strategies | 340 | 3.89 | 0.05 | 8 | 4.00 | 0.19 | -0.11 |
| 229 | Teaching and Learning Strategies | 344 | 3.89 | 0.05 | 8 | 3.75 | 0.37 | 0.14 |
| 183 | Pressure Relieving Support Surfaces | 344 | 3.89 | 0.05 | 8 | 3.38 | 0.26 | 0.51 |
| 193 | Psychological/Psychosocial Assessment | 344 | 3.89 | 0.04 | 8 | 3.75 | 0.25 | 0.14 |
| 233 | Therapeutic Interventions | 344 | 3.90 | 0.04 | 8 | 3.75 | 0.31 | 0.15 |
| 249 | Ventilator Management Techniques | 344 | 3.90 | 0.06 | 8 | 3.13 | 0.61 | 0.77 |
| 72 | Communication Barriers | 341 | 3.90 | 0.05 | 8 | 3.75 | 0.16 | 0.15 |

| | Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | Newly Licensed RNs | | | SME Ratings | | | Avg. Difference |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 241 | Tube Insertion Techniques | 344 | 3.91 | 0.06 | 8 | 3.63 | 0.42 | 0.28 |
| 231 | Therapeutic Effects | 344 | 3.92 | 0.04 | 8 | 4.00 | 0.33 | -0.08 |
| 240 | Tube Feedings | 344 | 3.92 | 0.05 | 8 | 3.63 | 0.38 | 0.29 |
| 204 | Screening Assessments | 344 | 3.92 | 0.04 | 8 | 3.63 | 0.32 | 0.29 |
| 227 | Supervision of Assistive Personnel | 344 | 3.92 | 0.05 | 8 | 3.88 | 0.30 | 0.04 |
| 246 | Vaccinations | 344 | 3.93 | 0.05 | 8 | 3.50 | 0.33 | 0.43 |
| 126 | Infusion Delivery Devices | 339 | 3.94 | 0.05 | 8 | 3.63 | 0.42 | 0.31 |
| 200 | Reporting Process/Chain of Command | 342 | 3.94 | 0.05 | 8 | 4.13 | 0.23 | -0.19 |
| 237 | Total Parenteral Nutrition (TPN) Administration | 343 | 3.94 | 0.06 | 8 | 3.63 | 0.38 | 0.31 |
| 146 | Medication Storage | 342 | 3.94 | 0.05 | 8 | 3.88 | 0.35 | 0.06 |
| 101 | Drug And Medication Withdrawal Care | 339 | 3.96 | 0.05 | 8 | 4.00 | 0.33 | -0.04 |
| 26 | Blood Specimen Collection Techniques | 340 | 3.96 | 0.05 | 8 | 3.88 | 0.23 | 0.08 |
| 214 | Skin Preparation | 344 | 3.96 | 0.05 | 8 | 3.88 | 0.35 | 0.08 |
| 61 | Client Positioning and Mobilization Techniques | 342 | 3.96 | 0.05 | 8 | 3.50 | 0.19 | 0.46 |
| 12 | Arterial Blood Gas | 339 | 3.97 | 0.05 | 8 | 3.25 | 0.31 | 0.72 |
| 102 | Early Client Mobilization | 342 | 3.98 | 0.05 | 8 | 3.75 | 0.31 | 0.23 |
| 127 | Infusion Device Complications | 342 | 3.98 | 0.05 | 8 | 3.50 | 0.50 | 0.48 |
| 82 | Coordination of Client Care | 339 | 3.99 | 0.04 | 8 | 4.00 | 0.33 | -0.01 |
| 137 | Medication Abuse | 344 | 3.99 | 0.05 | 8 | 3.75 | 0.31 | 0.24 |
| 99 | Dressing Changes | 341 | 3.99 | 0.05 | 8 | 3.63 | 0.32 | 0.36 |
| 191 | Promotion of Circulation Techniques | 344 | 4.01 | 0.04 | 8 | 3.63 | 0.32 | 0.38 |
| 81 | Controlled Substances | 340 | 4.01 | 0.05 | 8 | 4.38 | 0.18 | -0.37 |
| 89 | Death and Dying | 341 | 4.02 | 0.05 | 8 | 4.13 | 0.13 | -0.11 |
| 122 | Incident and Error Reporting | 341 | 4.02 | 0.05 | 8 | 4.00 | 0.27 | 0.02 |
| 238 | Tracheostomy Care | 343 | 4.02 | 0.06 | 8 | 3.38 | 0.42 | 0.64 |
| 216 | Specimen Handling | 342 | 4.02 | 0.05 | 8 | 4.13 | 0.30 | -0.11 |
| 184 | Principles of Delegation and Assignment | 344 | 4.03 | 0.05 | 8 | 4.00 | 0.27 | 0.03 |
| 155 | Nurse Self Awareness | 344 | 4.03 | 0.05 | 8 | 4.50 | 0.19 | -0.47 |
| 107 | Equipment Safety | 340 | 4.04 | 0.05 | 8 | 4.13 | 0.30 | -0.09 |
| 226 | Suicide Precautions | 344 | 4.05 | 0.06 | 8 | 3.75 | 0.41 | 0.30 |
| 228 | Symptoms of Abuse and Neglect | 342 | 4.05 | 0.05 | 8 | 3.88 | 0.30 | 0.17 |
| 175 | Plan of Care | 344 | 4.06 | 0.05 | 8 | 4.13 | 0.23 | -0.07 |
| 207 | Seizure Protocols | 342 | 4.06 | 0.05 | 8 | 4.00 | 0.38 | 0.06 |
| 172 | Pharmacologic Comfort Measures | 341 | 4.06 | 0.04 | 8 | 4.13 | 0.30 | -0.07 |
| 108 | Ethical Principles | 341 | 4.07 | 0.04 | 8 | 4.25 | 0.25 | -0.18 |
| 195 | Pulmonary Hygiene Techniques | 343 | 4.09 | 0.05 | 8 | 3.63 | 0.26 | 0.46 |
| 180 | Practice Errors | 343 | 4.10 | 0.05 | 8 | 4.38 | 0.26 | -0.28 |

| Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | Newly Licensed RNs | | | SME Ratings | | | Avg. Difference |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 225 | Suctioning Techniques | 343 | 4.10 | 0.05 | 8 | 3.88 | 0.30 | 0.22 |
| 210 | Site Assessment | 343 | 4.10 | 0.05 | 8 | 3.88 | 0.35 | 0.22 |
| 215 | Specimen Collection | 344 | 4.11 | 0.04 | 8 | 3.88 | 0.30 | 0.23 |
| 21 | Basic Cardiac Rhythms | 340 | 4.11 | 0.05 | 8 | 3.50 | 0.27 | 0.61 |
| 49 | Client Comfort | 340 | 4.11 | 0.04 | 8 | 4.38 | 0.18 | -0.27 |
| 201 | Reporting Requirements for Client Conditions | 340 | 4.11 | 0.04 | 8 | 4.13 | 0.30 | -0.02 |
| 196 | Reduction of Client Risk | 343 | 4.13 | 0.04 | 8 | 4.13 | 0.23 | 0.00 |
| 169 | Peripheral Intravenous Line Insertion Techniques | 344 | 4.13 | 0.05 | 8 | 3.88 | 0.30 | 0.25 |
| 120 | Hemodynamics | 340 | 4.13 | 0.05 | 8 | 4.25 | 0.37 | -0.12 |
| 63 | Client Response to Plan of Care | 341 | 4.13 | 0.04 | 8 | 4.13 | 0.13 | 0.00 |
| 178 | Postoperative Care | 341 | 4.13 | 0.05 | 8 | 4.13 | 0.23 | 0.00 |
| 230 | Therapeutic Communication | 344 | 4.14 | 0.04 | 8 | 4.38 | 0.26 | -0.24 |
| 247 | Venous Access Devices | 344 | 4.14 | 0.04 | 8 | 4.00 | 0.33 | 0.14 |
| 218 | Staff Safety | 344 | 4.14 | 0.04 | 8 | 4.25 | 0.16 | -0.11 |
| 109 | Evidence-Based Practice | 342 | 4.15 | 0.04 | 8 | 4.38 | 0.26 | -0.23 |
| 131 | Isolation Techniques | 342 | 4.15 | 0.05 | 8 | 4.25 | 0.37 | -0.10 |
| 56 | Client Handoff Process | 340 | 4.15 | 0.05 | 8 | 4.25 | 0.25 | -0.10 |
| 213 | Skin Care | 343 | 4.16 | 0.04 | 8 | 4.13 | 0.23 | 0.03 |
| 167 | Pathophysiology | 342 | 4.16 | 0.04 | 8 | 4.50 | 0.38 | -0.34 |
| 48 | Client Centered Care | 341 | 4.16 | 0.04 | 8 | 4.38 | 0.26 | -0.22 |
| 10 | Anatomy And Physiology | 337 | 4.17 | 0.04 | 8 | 4.63 | 0.18 | -0.46 |
| 105 | Emergency Response Roles And Responsibilities | 342 | 4.17 | 0.05 | 8 | 3.63 | 0.46 | 0.54 |
| 128 | Intake And Output | 341 | 4.17 | 0.04 | 8 | 4.13 | 0.23 | 0.04 |
| 60 | Client Plan of Care | 341 | 4.17 | 0.04 | 8 | 4.25 | 0.16 | -0.08 |
| 158 | Obtaining Orders | 343 | 4.17 | 0.04 | 8 | 4.38 | 0.18 | -0.21 |
| 95 | Disease Prevention and Treatment Techniques | 342 | 4.18 | 0.05 | 8 | 4.13 | 0.30 | 0.05 |
| 30 | Calculation and Conversions | 341 | 4.18 | 0.05 | 8 | 4.00 | 0.42 | 0.18 |
| 32 | Catheter Maintenance Care | 341 | 4.18 | 0.04 | 8 | 4.00 | 0.27 | 0.18 |
| 115 | Handoff Communication | 342 | 4.19 | 0.04 | 8 | 4.25 | 0.31 | -0.06 |
| 41 | Client Care For Adults | 341 | 4.19 | 0.04 | 8 | 4.38 | 0.26 | -0.19 |
| 156 | Nursing Process | 343 | 4.20 | 0.05 | 8 | 4.50 | 0.19 | -0.30 |
| 93 | Diagnostic Tests And Procedures | 342 | 4.20 | 0.04 | 8 | 3.88 | 0.35 | 0.32 |
| 35 | Circulation Movement and Sensation Assessment | 341 | 4.20 | 0.05 | 8 | 4.63 | 0.18 | -0.43 |
| 104 | Emergency Response Plans | 341 | 4.20 | 0.05 | 8 | 3.75 | 0.49 | 0.45 |
| 188 | Professional Communication | 344 | 4.21 | 0.04 | 8 | 4.38 | 0.18 | -0.17 |
| 65 | Client Risk Assessment | 341 | 4.21 | 0.04 | 8 | 4.13 | 0.30 | 0.08 |
| 79 | Comprehensive Health History | 335 | 4.22 | 0.04 | 8 | 4.00 | 0.19 | 0.22 |
| 96 | Disease Process | 342 | 4.22 | 0.04 | 8 | 4.25 | 0.37 | -0.03 |

| Survey Position # | Knowledge Statement | Newly Licensed RNs | | | SME Ratings | | | Avg. Difference |
|---|---|---|---|---|---|---|---|---|
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 64 | Client Rights and Responsibilities | 341 | 4.23 | 0.04 | 8 | 4.38 | 0.26 | -0.15 |
| 129 | Invasive Line Care | 340 | 4.23 | 0.05 | 8 | 4.25 | 0.37 | -0.02 |
| 71 | Communicable Diseases | 339 | 4.23 | 0.04 | 8 | 3.88 | 0.35 | 0.35 |
| 44 | Client Care for Older Adults | 341 | 4.24 | 0.04 | 8 | 4.25 | 0.25 | -0.01 |
| 18 | Awareness of Professional Limitations | 340 | 4.24 | 0.04 | 8 | 4.88 | 0.13 | -0.64 |
| 97 | Documentation Process | 342 | 4.24 | 0.05 | 8 | 4.00 | 0.38 | 0.24 |
| 239 | Treatments and Procedures | 344 | 4.26 | 0.04 | 8 | 3.75 | 0.45 | 0.51 |
| 38 | Client Advocacy | 341 | 4.26 | 0.04 | 8 | 4.13 | 0.23 | 0.13 |
| 136 | Medical Terminology | 342 | 4.26 | 0.04 | 8 | 4.38 | 0.18 | -0.12 |
| 59 | Client Needs Assessment | 341 | 4.26 | 0.04 | 8 | 3.88 | 0.30 | 0.38 |
| 171 | Personal Protective Equipment | 344 | 4.26 | 0.04 | 8 | 4.50 | 0.27 | -0.24 |
| 62 | Client Privacy | 342 | 4.27 | 0.04 | 8 | 4.38 | 0.38 | -0.11 |
| 53 | Client Dignity | 340 | 4.28 | 0.04 | 8 | 4.50 | 0.19 | -0.22 |
| 253 | Wound Care | 342 | 4.28 | 0.04 | 8 | 4.25 | 0.16 | 0.03 |
| 244 | Urinary Catheter Care | 343 | 4.29 | 0.04 | 8 | 4.00 | 0.33 | 0.29 |
| 212 | Skin Assessment | 343 | 4.29 | 0.04 | 8 | 4.25 | 0.16 | 0.04 |
| 16 | Assessment Tools | 339 | 4.30 | 0.04 | 8 | 4.38 | 0.18 | -0.08 |
| 252 | Wound Assessment | 343 | 4.31 | 0.04 | 8 | 4.25 | 0.25 | 0.06 |
| 143 | Medication Reconciliation | 344 | 4.31 | 0.04 | 8 | 4.50 | 0.19 | -0.19 |
| 54 | Client Education | 341 | 4.31 | 0.04 | 8 | 4.63 | 0.18 | -0.32 |
| 7 | Allergies | 339 | 4.32 | 0.04 | 8 | 4.38 | 0.26 | -0.06 |
| 57 | Client Health History | 338 | 4.33 | 0.04 | 8 | 3.88 | 0.30 | 0.45 |
| 189 | Professional Competency | 344 | 4.33 | 0.04 | 8 | 4.38 | 0.18 | -0.05 |
| 162 | Oxygen Delivery Systems | 343 | 4.34 | 0.04 | 8 | 4.25 | 0.16 | 0.09 |
| 187 | Procedure And Treatment Complications | 344 | 4.35 | 0.04 | 8 | 4.13 | 0.23 | 0.22 |
| 245 | Urinary Catheter Insertion Technique | 344 | 4.35 | 0.04 | 8 | 3.88 | 0.44 | 0.47 |
| 203 | Scope of Practice | 344 | 4.35 | 0.04 | 8 | 4.50 | 0.27 | -0.15 |
| 222 | Standards Of Care | 344 | 4.36 | 0.04 | 8 | 4.38 | 0.26 | -0.02 |
| 248 | Venous Thromboembolism Prophylaxis | 343 | 4.37 | 0.04 | 8 | 3.88 | 0.30 | 0.49 |
| 103 | Emergency Care Procedures | 341 | 4.38 | 0.05 | 8 | 4.63 | 0.38 | -0.25 |
| 164 | Pain Assessment | 344 | 4.39 | 0.04 | 8 | 4.63 | 0.18 | -0.24 |
| 165 | Pain Management | 344 | 4.40 | 0.04 | 8 | 4.63 | 0.18 | -0.23 |
| 78 | Comprehensive Health Assessment | 338 | 4.41 | 0.04 | 8 | 4.38 | 0.18 | 0.03 |
| 236 | Tissue Perfusion | 343 | 4.41 | 0.04 | 8 | 3.88 | 0.30 | 0.53 |
| 221 | Standard Precautions | 344 | 4.42 | 0.04 | 8 | 4.63 | 0.26 | -0.21 |
| 138 | Medication Administration Activities | 343 | 4.42 | 0.04 | 8 | 4.50 | 0.19 | -0.08 |
| 113 | Focused Assessment | 341 | 4.43 | 0.04 | 8 | 4.38 | 0.26 | 0.05 |
| 145 | Medication Side Effects | 343 | 4.44 | 0.04 | 8 | 4.25 | 0.25 | 0.19 |
| 25 | Blood Product Administration | 341 | 4.46 | 0.05 | 8 | 4.50 | 0.27 | -0.04 |
| 243 | Unsafe Practice | 344 | 4.46 | 0.04 | 8 | 4.25 | 0.25 | 0.21 |

Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance

| Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | Newly Licensed RNs | | | SME Ratings | | | Avg. Difference |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 139 | Medication Calculations | 344 | 4.48 | 0.04 | 8 | 4.50 | 0.38 | -0.02 |
| 142 | Medication Orders | 344 | 4.49 | 0.04 | 8 | 4.50 | 0.19 | -0.01 |
| 235 | Time Management | 344 | 4.50 | 0.04 | 8 | 4.50 | 0.27 | 0.00 |
| 124 | Infection Control | 342 | 4.50 | 0.04 | 8 | 4.50 | 0.19 | 0.00 |
| 15 | Aspiration Precautions | 341 | 4.51 | 0.04 | 8 | 4.50 | 0.19 | 0.01 |
| 141 | Medication Interactions | 344 | 4.53 | 0.04 | 8 | 4.50 | 0.19 | 0.03 |
| 147 | Medications | 343 | 4.53 | 0.03 | 8 | 4.50 | 0.19 | 0.03 |
| 6 | Allergic Reactions Interventions | 340 | 4.54 | 0.04 | 8 | 4.75 | 0.16 | -0.21 |
| 50 | Client Confidentiality | 341 | 4.55 | 0.04 | 8 | 4.88 | 0.13 | -0.33 |
| 1 | Abnormal Test Results | 341 | 4.55 | 0.04 | 8 | 4.75 | 0.16 | -0.20 |
| 51 | Client Consent | 342 | 4.56 | 0.04 | 8 | 4.75 | 0.16 | -0.19 |
| 186 | Prioritization of Care | 343 | 4.56 | 0.03 | 8 | 4.38 | 0.18 | 0.18 |
| 14 | Aseptic Technique | 340 | 4.57 | 0.04 | 8 | 4.63 | 0.18 | -0.06 |
| 4 | Adverse Reactions | 341 | 4.58 | 0.04 | 8 | 4.50 | 0.19 | 0.08 |
| 223 | Sterile Technique | 343 | 4.59 | 0.03 | 8 | 4.50 | 0.27 | 0.09 |
| 112 | Fluid And Electrolytes | 340 | 4.59 | 0.03 | 8 | 4.38 | 0.26 | 0.21 |
| 58 | Client Identification | 339 | 4.66 | 0.03 | 8 | 4.75 | 0.16 | -0.09 |
| 144 | Medication Safety | 344 | 4.67 | 0.03 | 8 | 4.63 | 0.18 | 0.04 |
| 39 | Client Assessment | 337 | 4.67 | 0.03 | 8 | 4.50 | 0.27 | 0.17 |
| 33 | Changes in Client Condition | 340 | 4.67 | 0.03 | 8 | 4.75 | 0.16 | -0.08 |
| 66 | Client Safety | 339 | 4.70 | 0.03 | 8 | 4.63 | 0.18 | 0.07 |
| 250 | Vital Signs | 343 | 4.72 | 0.03 | 8 | 4.88 | 0.13 | -0.16 |
| 140 | Medication Error Prevention | 343 | 4.74 | 0.03 | 8 | 4.88 | 0.13 | -0.14 |
| 5 | Airway Management | 341 | 4.79 | 0.03 | 8 | 4.75 | 0.16 | 0.04 |

## APPENDIX F: REGISTERED NURSE (RN) EDUCATORS AND SUBJECT MATTER EXPERT (SME) KNOWLEDGE STATEMENT RATINGS RANK ORDERED BY RN EDUCATOR AVERAGE IMPORTANCE

Preface: How important is this knowledge by a newly licensed RN for safe and effective professional practice regardless of specific practice setting?

| RN Educators and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | RN Educators | | | SME Ratings | | | Avg. Difference |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 173 | Phototherapy | 800 | 2.87 | 0.04 | 8 | 2.25 | 0.31 | 0.62 |
| 170 | Peritoneal Dialysis Care | 800 | 2.93 | 0.04 | 8 | 2.50 | 0.38 | 0.43 |
| 199 | Renal Replacement Therapy | 797 | 2.97 | 0.04 | 8 | 2.75 | 0.41 | 0.22 |
| 119 | Hemodialysis Care | 799 | 3.01 | 0.04 | 8 | 2.50 | 0.38 | 0.51 |
| 177 | Post Mortem Care | 804 | 3.07 | 0.04 | 8 | 2.88 | 0.30 | 0.19 |
| 160 | Orthopedic Devices | 805 | 3.08 | 0.03 | 8 | 2.88 | 0.40 | 0.20 |
| 28 | Body Mass Index (BMI) | 798 | 3.09 | 0.03 | 8 | 2.75 | 0.25 | 0.34 |
| 13 | Arterial Line Monitoring | 796 | 3.11 | 0.04 | 8 | 3.00 | 0.38 | 0.11 |
| 111 | Fistula Care | 799 | 3.13 | 0.04 | 8 | 2.88 | 0.30 | 0.25 |
| 249 | Ventilator Management Techniques | 800 | 3.15 | 0.04 | 8 | 3.13 | 0.61 | 0.02 |
| 76 | Complementary Therapies | 794 | 3.18 | 0.03 | 8 | 3.75 | 0.25 | -0.57 |
| 163 | Pacing Devices | 804 | 3.19 | 0.04 | 8 | 3.00 | 0.42 | 0.19 |
| 92 | Device Assessment | 798 | 3.22 | 0.03 | 8 | 3.25 | 0.49 | -0.03 |
| 134 | Material Safety Data Sheet (MSDS) | 802 | 3.22 | 0.04 | 8 | 3.00 | 0.38 | 0.22 |
| 132 | Labor | 800 | 3.22 | 0.04 | 8 | 2.88 | 0.35 | 0.34 |
| 27 | Body Image | 801 | 3.23 | 0.03 | 8 | 3.00 | 0.27 | 0.23 |
| 220 | Stages of Pregnancy | 799 | 3.23 | 0.04 | 8 | 3.13 | 0.35 | 0.10 |
| 181 | Prenatal Care | 802 | 3.28 | 0.04 | 8 | 3.00 | 0.38 | 0.28 |
| 11 | Antepartum | 793 | 3.29 | 0.04 | 8 | 3.00 | 0.27 | 0.29 |
| 159 | Occupational Factors Affecting Care | 803 | 3.29 | 0.03 | 8 | 3.25 | 0.31 | 0.04 |
| 161 | Ostomy Care | 804 | 3.34 | 0.03 | 8 | 3.38 | 0.26 | -0.04 |
| 17 | Assistive Devices | 799 | 3.35 | 0.03 | 8 | 3.50 | 0.19 | -0.15 |
| 133 | Life Transitions | 802 | 3.36 | 0.03 | 8 | 3.13 | 0.23 | 0.23 |
| 150 | New Parent Education | 805 | 3.37 | 0.04 | 8 | 2.63 | 0.42 | 0.74 |
| 31 | Caregiver Resources | 796 | 3.37 | 0.03 | 8 | 2.88 | 0.23 | 0.49 |
| 179 | Post-Partum Care | 796 | 3.39 | 0.04 | 8 | 3.25 | 0.49 | 0.14 |
| 135 | Medical Equipment | 802 | 3.41 | 0.03 | 8 | 3.50 | 0.38 | -0.09 |
| 26 | Blood Specimen Collection Techniques | 797 | 3.46 | 0.04 | 8 | 3.88 | 0.23 | -0.42 |
| 130 | Irrigation Techniques | 799 | 3.46 | 0.03 | 8 | 3.38 | 0.38 | 0.08 |
| 45 | Client Care for Preschool Aged Child | 796 | 3.47 | 0.04 | 8 | 3.50 | 0.27 | -0.03 |
| 47 | Client Care for Toddler | 795 | 3.47 | 0.04 | 8 | 3.50 | 0.27 | -0.03 |
| 77 | Complications of Labor | 794 | 3.47 | 0.04 | 8 | 3.00 | 0.38 | 0.47 |
| 75 | Community Resources | 798 | 3.47 | 0.03 | 8 | 3.38 | 0.38 | 0.09 |
| 151 | Newborn Assessment | 801 | 3.51 | 0.04 | 8 | 3.00 | 0.38 | 0.51 |
| 237 | Total Parenteral Nutrition (TPN) Administration | 800 | 3.51 | 0.04 | 8 | 3.63 | 0.38 | -0.12 |

| Survey Position # | Knowledge Statement | RN Educators | | | SME Ratings | | | Avg. Difference |
|---|---|---|---|---|---|---|---|---|
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| | | | | | | | | |

**RN Educators and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance**

| Survey Position # | Knowledge Statement | N | Avg. | Std. Err. | N | Avg. | Std. Err. | Avg. Difference |
|---|---|---|---|---|---|---|---|---|
| 34 | Circulation Devices | 796 | 3.51 | 0.03 | 8 | 3.63 | 0.32 | -0.12 |
| 46 | Client Care For School Aged Child | 796 | 3.51 | 0.04 | 8 | 3.50 | 0.27 | 0.01 |
| 176 | Population Specific Health Risks | 803 | 3.51 | 0.03 | 8 | 3.00 | 0.33 | 0.51 |
| 74 | Community Health Considerations | 795 | 3.52 | 0.03 | 8 | 3.13 | 0.40 | 0.39 |
| 91 | Developmental Stages and Milestones | 802 | 3.53 | 0.03 | 8 | 3.38 | 0.38 | 0.15 |
| 197 | Reference Materials | 799 | 3.53 | 0.03 | 8 | 3.88 | 0.40 | -0.35 |
| 148 | Moderate Sedation | 804 | 3.54 | 0.03 | 8 | 3.13 | 0.52 | 0.41 |
| 100 | Dressing Types | 798 | 3.54 | 0.03 | 8 | 3.50 | 0.42 | 0.04 |
| 242 | Tube Removal Techniques | 801 | 3.55 | 0.04 | 8 | 3.75 | 0.37 | -0.20 |
| 174 | Physical Stressors | 798 | 3.57 | 0.03 | 8 | 3.25 | 0.25 | 0.32 |
| 125 | Information Resources | 801 | 3.57 | 0.03 | 8 | 3.50 | 0.42 | 0.07 |
| 98 | Drainage Device Care | 802 | 3.57 | 0.03 | 8 | 3.38 | 0.38 | 0.19 |
| 241 | Tube Insertion Techniques | 800 | 3.57 | 0.04 | 8 | 3.63 | 0.42 | -0.06 |
| 168 | Performance Improvement/Quality Improvement Process | 802 | 3.59 | 0.03 | 8 | 3.63 | 0.18 | -0.04 |
| 43 | Client Care For Newborn | 795 | 3.59 | 0.04 | 8 | 3.50 | 0.27 | 0.09 |
| 123 | Incontinence Care | 804 | 3.60 | 0.03 | 8 | 3.75 | 0.25 | -0.15 |
| 219 | Stages of Death and Dying | 799 | 3.60 | 0.03 | 8 | 3.50 | 0.27 | 0.10 |
| 206 | Security Plans | 800 | 3.61 | 0.03 | 8 | 3.38 | 0.38 | 0.23 |
| 169 | Peripheral Intravenous Line Insertion Techniques | 802 | 3.62 | 0.04 | 8 | 3.88 | 0.30 | -0.26 |
| 238 | Tracheostomy Care | 799 | 3.63 | 0.04 | 8 | 3.38 | 0.42 | 0.25 |
| 42 | Client Care for Infant | 798 | 3.63 | 0.04 | 8 | 3.50 | 0.27 | 0.13 |
| 240 | Tube Feedings | 799 | 3.63 | 0.03 | 8 | 3.63 | 0.38 | 0.00 |
| 149 | Modifiable and Non-Modifiable Risk Factors | 804 | 3.65 | 0.03 | 8 | 3.13 | 0.23 | 0.52 |
| 205 | Screening Tools | 798 | 3.65 | 0.03 | 8 | 3.63 | 0.32 | 0.02 |
| 110 | Family Dynamics | 803 | 3.66 | 0.03 | 8 | 3.38 | 0.26 | 0.28 |
| 106 | Enteral Feeding Tubes | 803 | 3.66 | 0.03 | 8 | 3.50 | 0.38 | 0.16 |
| 183 | Pressure Relieving Support Surfaces | 803 | 3.67 | 0.03 | 8 | 3.38 | 0.26 | 0.29 |
| 126 | Infusion Delivery Devices | 802 | 3.68 | 0.03 | 8 | 3.63 | 0.42 | 0.05 |
| 85 | Cost Effective Care | 797 | 3.68 | 0.03 | 8 | 4.13 | 0.23 | -0.45 |
| 36 | Client Activity Orders | 797 | 3.69 | 0.03 | 8 | 3.75 | 0.31 | -0.06 |
| 246 | Vaccinations | 798 | 3.70 | 0.03 | 8 | 3.50 | 0.33 | 0.20 |
| 19 | Barriers to Client Care | 797 | 3.70 | 0.03 | 8 | 3.63 | 0.26 | 0.07 |
| 234 | Thermoregulation Techniques | 801 | 3.70 | 0.03 | 8 | 3.50 | 0.33 | 0.20 |
| 116 | Hazardous Material | 800 | 3.70 | 0.03 | 8 | 3.88 | 0.35 | -0.18 |
| 217 | Spiritual Factors Affecting Care | 798 | 3.71 | 0.03 | 8 | 3.38 | 0.26 | 0.33 |
| 20 | Barriers to Learning | 792 | 3.72 | 0.03 | 8 | 3.50 | 0.27 | 0.22 |
| 208 | Setting Limits | 796 | 3.73 | 0.03 | 8 | 3.88 | 0.30 | -0.15 |
| 209 | Signs and Symptoms of Chemical Dependencies | 800 | 3.74 | 0.03 | 8 | 3.75 | 0.37 | -0.01 |

| Survey Position # | Knowledge Statement | RN Educators | | | SME Ratings | | | Avg. Difference |
|---|---|---|---|---|---|---|---|---|
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 21 | Basic Cardiac Rhythms | 797 | 3.75 | 0.03 | 8 | 3.50 | 0.27 | 0.25 |
| 117 | Hazardous Material Handling | 803 | 3.76 | 0.03 | 8 | 3.88 | 0.35 | -0.12 |
| 114 | Grieving Process | 798 | 3.76 | 0.03 | 8 | 3.50 | 0.27 | 0.26 |
| 211 | Site Selection | 792 | 3.76 | 0.03 | 8 | 4.00 | 0.33 | -0.24 |
| 23 | Behavioral Management Techniques | 797 | 3.77 | 0.03 | 8 | 3.38 | 0.26 | 0.39 |
| 8 | Allowable Activities for Interprofessional Team Members | 794 | 3.77 | 0.03 | 8 | 3.88 | 0.23 | -0.11 |
| 224 | Substance Abuse | 799 | 3.77 | 0.03 | 8 | 3.50 | 0.33 | 0.27 |
| 166 | Palliative Care | 804 | 3.77 | 0.03 | 8 | 3.50 | 0.27 | 0.27 |
| 191 | Promotion of Circulation Techniques | 800 | 3.78 | 0.03 | 8 | 3.63 | 0.32 | 0.15 |
| 24 | Biohazardous Material | 797 | 3.78 | 0.03 | 8 | 3.88 | 0.23 | -0.10 |
| 185 | Principles of Leadership | 800 | 3.78 | 0.03 | 8 | 3.50 | 0.38 | 0.28 |
| 190 | Professional Resources | 800 | 3.78 | 0.03 | 8 | 3.75 | 0.31 | 0.03 |
| 127 | Infusion Device Complications | 804 | 3.79 | 0.03 | 8 | 3.50 | 0.50 | 0.29 |
| 195 | Pulmonary Hygiene Techniques | 799 | 3.79 | 0.03 | 8 | 3.63 | 0.26 | 0.16 |
| 153 | Nonprescribed Drugs | 805 | 3.79 | 0.03 | 8 | 3.63 | 0.46 | 0.16 |
| 22 | Behavioral Health Issues | 800 | 3.80 | 0.03 | 8 | 3.25 | 0.16 | 0.55 |
| 215 | Specimen Collection | 798 | 3.80 | 0.03 | 8 | 3.88 | 0.30 | -0.08 |
| 99 | Dressing Changes | 802 | 3.80 | 0.03 | 8 | 3.63 | 0.32 | 0.17 |
| 157 | Nutritional Assessment | 805 | 3.80 | 0.03 | 8 | 3.38 | 0.38 | 0.42 |
| 192 | Psychological Stressors | 800 | 3.81 | 0.03 | 8 | 3.38 | 0.26 | 0.43 |
| 214 | Skin Preparation | 797 | 3.81 | 0.03 | 8 | 3.88 | 0.35 | -0.07 |
| 68 | Client Sleep and Rest Requirements | 795 | 3.81 | 0.03 | 8 | 3.50 | 0.27 | 0.31 |
| 70 | Client'S Health Knowledge | 796 | 3.81 | 0.03 | 8 | 3.50 | 0.27 | 0.31 |
| 216 | Specimen Handling | 796 | 3.81 | 0.03 | 8 | 4.13 | 0.30 | -0.32 |
| 12 | Arterial Blood Gas | 796 | 3.82 | 0.03 | 8 | 3.25 | 0.31 | 0.57 |
| 3 | Advance Directives | 795 | 3.83 | 0.03 | 8 | 3.75 | 0.31 | 0.08 |
| 247 | Venous Access Devices | 800 | 3.83 | 0.03 | 8 | 4.00 | 0.33 | -0.17 |
| 251 | Vulnerable Populations | 797 | 3.83 | 0.03 | 8 | 3.50 | 0.33 | 0.33 |
| 182 | Preoperative Care | 801 | 3.83 | 0.03 | 8 | 3.63 | 0.18 | 0.20 |
| 204 | Screening Assessments | 798 | 3.84 | 0.03 | 8 | 3.63 | 0.32 | 0.21 |
| 37 | Client Admission, Transfer or Discharge | 798 | 3.84 | 0.03 | 8 | 3.50 | 0.38 | 0.34 |
| 120 | Hemodynamics | 800 | 3.84 | 0.03 | 8 | 4.25 | 0.37 | -0.41 |
| 225 | Suctioning Techniques | 800 | 3.84 | 0.03 | 8 | 3.88 | 0.30 | -0.04 |
| 198 | Regulatory Guidelines and Standards | 797 | 3.85 | 0.03 | 8 | 3.88 | 0.30 | -0.03 |
| 40 | Client Care for Adolescent | 796 | 3.85 | 0.03 | 8 | 3.13 | 0.30 | 0.72 |
| 105 | Emergency Response Roles and Responsibilities | 799 | 3.86 | 0.03 | 8 | 3.63 | 0.46 | 0.23 |
| 9 | Alternatives to Restraints | 795 | 3.86 | 0.03 | 8 | 3.75 | 0.25 | 0.11 |
| 84 | Coping Strategies | 798 | 3.86 | 0.03 | 8 | 3.75 | 0.31 | 0.11 |
| 202 | Restraints | 794 | 3.87 | 0.03 | 8 | 3.63 | 0.42 | 0.24 |
| 121 | High Risk Behaviors | 800 | 3.87 | 0.03 | 8 | 3.63 | 0.32 | 0.24 |

| RN Educators and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance | | | | | | | |
|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | RN Educators | | | SME Ratings | | Avg. Difference |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 129 | Invasive Line Care | 802 | 3.87 | 0.04 | 8 | 4.25 | 0.37 | -0.38 |
| 83 | Coping Skills | 795 | 3.87 | 0.03 | 8 | 4.00 | 0.19 | -0.13 |
| 194 | Psychosocial Factors Affecting Care | 800 | 3.88 | 0.03 | 8 | 3.50 | 0.33 | 0.38 |
| 80 | Conflict Management and Resolution | 793 | 3.89 | 0.03 | 8 | 4.00 | 0.27 | -0.11 |
| 232 | Therapeutic Environment | 801 | 3.89 | 0.03 | 8 | 3.88 | 0.23 | 0.01 |
| 101 | Drug And Medication Withdrawal Care | 802 | 3.90 | 0.03 | 8 | 4.00 | 0.33 | -0.10 |
| 102 | Early Client Mobilization | 801 | 3.90 | 0.03 | 8 | 3.75 | 0.31 | 0.15 |
| 90 | De-Escalation Techniques | 800 | 3.92 | 0.03 | 8 | 3.50 | 0.33 | 0.42 |
| 69 | Client Surveillance | 798 | 3.92 | 0.03 | 8 | 3.75 | 0.31 | 0.17 |
| 104 | Emergency Response Plans | 802 | 3.92 | 0.03 | 8 | 3.75 | 0.49 | 0.17 |
| 229 | Teaching And Learning Strategies | 800 | 3.93 | 0.03 | 8 | 3.75 | 0.37 | 0.18 |
| 154 | Nonverbal Cues | 805 | 3.94 | 0.03 | 8 | 3.88 | 0.23 | 0.06 |
| 67 | Client Self Determination | 793 | 3.94 | 0.03 | 8 | 3.75 | 0.31 | 0.19 |
| 118 | Health Promotion Behaviors | 796 | 3.94 | 0.03 | 8 | 3.63 | 0.18 | 0.31 |
| 2 | Activities Of Daily Living (ADL) | 795 | 3.95 | 0.03 | 8 | 3.50 | 0.27 | 0.45 |
| 210 | Site Assessment | 798 | 3.96 | 0.03 | 8 | 3.88 | 0.35 | 0.08 |
| 207 | Seizure Protocols | 799 | 3.96 | 0.03 | 8 | 4.00 | 0.38 | -0.04 |
| 52 | Client Coping Mechanisms | 797 | 3.97 | 0.03 | 8 | 3.63 | 0.32 | 0.34 |
| 137 | Medication Abuse | 803 | 3.98 | 0.03 | 8 | 3.75 | 0.31 | 0.23 |
| 87 | Cultural Diversity | 798 | 3.98 | 0.03 | 8 | 3.88 | 0.23 | 0.10 |
| 55 | Client Environment of Care | 791 | 3.98 | 0.03 | 8 | 3.75 | 0.16 | 0.23 |
| 239 | Treatments and Procedures | 797 | 3.98 | 0.03 | 8 | 3.75 | 0.45 | 0.23 |
| 152 | Nonpharmacological Comfort Measures | 804 | 3.99 | 0.03 | 8 | 3.88 | 0.35 | 0.11 |
| 146 | Medication Storage | 803 | 3.99 | 0.03 | 8 | 3.88 | 0.35 | 0.11 |
| 93 | Diagnostic Tests and Procedures | 802 | 3.99 | 0.03 | 8 | 3.88 | 0.35 | 0.11 |
| 200 | Reporting Process/Chain of Command | 801 | 4.00 | 0.03 | 8 | 4.13 | 0.23 | -0.13 |
| 82 | Coordination of Client Care | 797 | 4.00 | 0.03 | 8 | 4.00 | 0.33 | 0.00 |
| 72 | Communication Barriers | 796 | 4.00 | 0.03 | 8 | 3.75 | 0.16 | 0.25 |
| 61 | Client Positioning and Mobilization Techniques | 797 | 4.01 | 0.03 | 8 | 3.50 | 0.19 | 0.51 |
| 94 | Discharge Planning | 804 | 4.01 | 0.03 | 8 | 3.88 | 0.30 | 0.13 |
| 178 | Postoperative Care | 804 | 4.02 | 0.03 | 8 | 4.13 | 0.23 | -0.11 |
| 89 | Death And Dying | 797 | 4.03 | 0.03 | 8 | 4.13 | 0.13 | -0.10 |
| 107 | Equipment Safety | 803 | 4.03 | 0.03 | 8 | 4.13 | 0.30 | -0.10 |
| 71 | Communicable Diseases | 796 | 4.03 | 0.03 | 8 | 3.88 | 0.35 | 0.15 |
| 253 | Wound Care | 801 | 4.04 | 0.03 | 8 | 4.25 | 0.16 | -0.21 |
| 248 | Venous Thromboembolism Prophylaxis | 801 | 4.05 | 0.03 | 8 | 3.88 | 0.30 | 0.17 |
| 227 | Supervision Of Assistive Personnel | 800 | 4.05 | 0.03 | 8 | 3.88 | 0.30 | 0.17 |
| 231 | Therapeutic Effects | 801 | 4.05 | 0.03 | 8 | 4.00 | 0.33 | 0.05 |

| RN Educators and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance | | | | | | | |
|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | RN Educators | | | SME Ratings | | Avg. Difference |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 233 | Therapeutic Interventions | 798 | 4.06 | 0.03 | 8 | 3.75 | 0.31 | 0.31 |
| 73 | Communication Strategies | 796 | 4.06 | 0.03 | 8 | 4.00 | 0.19 | 0.06 |
| 88 | Cultural Factors Affecting Care | 796 | 4.07 | 0.03 | 8 | 3.75 | 0.31 | 0.32 |
| 86 | Cultural Awareness | 799 | 4.07 | 0.03 | 8 | 4.00 | 0.19 | 0.07 |
| 193 | Psychological/Psychosocial Assessment | 801 | 4.08 | 0.03 | 8 | 3.75 | 0.25 | 0.33 |
| 81 | Controlled Substances | 795 | 4.08 | 0.03 | 8 | 4.38 | 0.18 | -0.30 |
| 122 | Incident and Error Reporting | 799 | 4.09 | 0.03 | 8 | 4.00 | 0.27 | 0.09 |
| 95 | Disease Prevention and Treatment Techniques | 804 | 4.09 | 0.03 | 8 | 4.13 | 0.30 | -0.04 |
| 213 | Skin Care | 799 | 4.10 | 0.03 | 8 | 4.13 | 0.23 | -0.03 |
| 155 | Nurse Self Awareness | 806 | 4.10 | 0.03 | 8 | 4.50 | 0.19 | -0.40 |
| 244 | Urinary Catheter Care | 800 | 4.10 | 0.03 | 8 | 4.00 | 0.33 | 0.10 |
| 226 | Suicide Precautions | 798 | 4.10 | 0.03 | 8 | 3.75 | 0.41 | 0.35 |
| 32 | Catheter Maintenance Care | 798 | 4.11 | 0.03 | 8 | 4.00 | 0.27 | 0.11 |
| 184 | Principles of Delegation and Assignment | 801 | 4.11 | 0.03 | 8 | 4.00 | 0.27 | 0.11 |
| 29 | Body Mechanics | 799 | 4.11 | 0.03 | 8 | 3.88 | 0.13 | 0.23 |
| 158 | Obtaining Orders | 804 | 4.13 | 0.03 | 8 | 4.38 | 0.18 | -0.25 |
| 10 | Anatomy and Physiology | 794 | 4.14 | 0.03 | 8 | 4.63 | 0.18 | -0.49 |
| 162 | Oxygen Delivery Systems | 804 | 4.15 | 0.03 | 8 | 4.25 | 0.16 | -0.10 |
| 35 | Circulation Movement and Sensation Assessment | 795 | 4.15 | 0.03 | 8 | 4.63 | 0.18 | -0.48 |
| 196 | Reduction of Client Risk | 800 | 4.16 | 0.03 | 8 | 4.13 | 0.23 | 0.03 |
| 25 | Blood Product Administration | 799 | 4.16 | 0.03 | 8 | 4.50 | 0.27 | -0.34 |
| 131 | Isolation Techniques | 802 | 4.16 | 0.03 | 8 | 4.25 | 0.37 | -0.09 |
| 228 | Symptoms of Abuse and Neglect | 799 | 4.16 | 0.03 | 8 | 3.88 | 0.30 | 0.28 |
| 175 | Plan of Care | 802 | 4.16 | 0.03 | 8 | 4.13 | 0.23 | 0.03 |
| 252 | Wound Assessment | 801 | 4.16 | 0.03 | 8 | 4.25 | 0.25 | -0.09 |
| 245 | Urinary Catheter Insertion Technique | 797 | 4.18 | 0.03 | 8 | 3.88 | 0.44 | 0.30 |
| 96 | Disease Process | 802 | 4.18 | 0.03 | 8 | 4.25 | 0.37 | -0.07 |
| 44 | Client Care for Older Adults | 796 | 4.18 | 0.03 | 8 | 4.25 | 0.25 | -0.07 |
| 236 | Tissue Perfusion | 800 | 4.19 | 0.03 | 8 | 3.88 | 0.30 | 0.31 |
| 201 | Reporting Requirements for Client Conditions | 796 | 4.21 | 0.03 | 8 | 4.13 | 0.30 | 0.08 |
| 218 | Staff Safety | 797 | 4.21 | 0.03 | 8 | 4.25 | 0.16 | -0.04 |
| 136 | Medical Terminology | 804 | 4.22 | 0.03 | 8 | 4.38 | 0.18 | -0.16 |
| 187 | Procedure and Treatment Complications | 799 | 4.22 | 0.03 | 8 | 4.13 | 0.23 | 0.09 |
| 128 | Intake and Output | 802 | 4.22 | 0.03 | 8 | 4.13 | 0.23 | 0.09 |
| 172 | Pharmacologic Comfort Measures | 798 | 4.23 | 0.03 | 8 | 4.13 | 0.30 | 0.10 |
| 79 | Comprehensive Health History | 791 | 4.24 | 0.03 | 8 | 4.00 | 0.19 | 0.24 |
| 103 | Emergency Care Procedures | 801 | 4.24 | 0.03 | 8 | 4.63 | 0.38 | -0.39 |
| 41 | Client Care for Adults | 797 | 4.25 | 0.02 | 8 | 4.38 | 0.26 | -0.13 |

| RN Educators and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance | | | | | | | |
|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | RN Educators | | | SME Ratings | | Avg. Difference |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 180 | Practice Errors | 801 | 4.26 | 0.03 | 8 | 4.38 | 0.26 | -0.12 |
| 63 | Client Response to Plan of Care | 797 | 4.26 | 0.02 | 8 | 4.13 | 0.13 | 0.13 |
| 167 | Pathophysiology | 801 | 4.26 | 0.03 | 8 | 4.50 | 0.38 | -0.24 |
| 38 | Client Advocacy | 798 | 4.27 | 0.03 | 8 | 4.13 | 0.23 | 0.14 |
| 16 | Assessment Tools | 797 | 4.27 | 0.03 | 8 | 4.38 | 0.18 | -0.11 |
| 235 | Time Management | 801 | 4.29 | 0.03 | 8 | 4.50 | 0.27 | -0.21 |
| 212 | Skin Assessment | 797 | 4.30 | 0.03 | 8 | 4.25 | 0.16 | 0.05 |
| 48 | Client Centered Care | 795 | 4.30 | 0.03 | 8 | 4.38 | 0.26 | -0.08 |
| 60 | Client Plan of Care | 794 | 4.30 | 0.02 | 8 | 4.25 | 0.16 | 0.05 |
| 57 | Client Health History | 797 | 4.31 | 0.02 | 8 | 3.88 | 0.30 | 0.43 |
| 97 | Documentation Process | 802 | 4.34 | 0.03 | 8 | 4.00 | 0.38 | 0.34 |
| 7 | Allergies | 792 | 4.35 | 0.03 | 8 | 4.38 | 0.26 | -0.03 |
| 59 | Client Needs Assessment | 797 | 4.35 | 0.02 | 8 | 3.88 | 0.30 | 0.47 |
| 143 | Medication Reconciliation | 806 | 4.36 | 0.03 | 8 | 4.50 | 0.19 | -0.14 |
| 56 | Client Handoff Process | 796 | 4.37 | 0.03 | 8 | 4.25 | 0.25 | 0.12 |
| 112 | Fluid And Electrolytes | 801 | 4.37 | 0.03 | 8 | 4.38 | 0.26 | -0.01 |
| 115 | Handoff Communication | 799 | 4.38 | 0.03 | 8 | 4.25 | 0.31 | 0.13 |
| 49 | Client Comfort | 797 | 4.38 | 0.02 | 8 | 4.38 | 0.18 | 0.00 |
| 64 | Client Rights and Responsibilities | 797 | 4.38 | 0.02 | 8 | 4.38 | 0.26 | 0.00 |
| 188 | Professional Communication | 800 | 4.39 | 0.02 | 8 | 4.38 | 0.18 | 0.01 |
| 54 | Client Education | 795 | 4.39 | 0.02 | 8 | 4.63 | 0.18 | -0.24 |
| 53 | Client Dignity | 798 | 4.39 | 0.02 | 8 | 4.50 | 0.19 | -0.11 |
| 108 | Ethical Principles | 802 | 4.39 | 0.03 | 8 | 4.25 | 0.25 | 0.14 |
| 189 | Professional Competency | 801 | 4.39 | 0.03 | 8 | 4.38 | 0.18 | 0.01 |
| 156 | Nursing Process | 804 | 4.39 | 0.03 | 8 | 4.50 | 0.19 | -0.11 |
| 78 | Comprehensive Health Assessment | 794 | 4.40 | 0.03 | 8 | 4.38 | 0.18 | 0.02 |
| 109 | Evidence-Based Practice | 802 | 4.40 | 0.03 | 8 | 4.38 | 0.26 | 0.02 |
| 171 | Personal Protective Equipment | 799 | 4.40 | 0.03 | 8 | 4.50 | 0.27 | -0.10 |
| 65 | Client Risk Assessment | 797 | 4.41 | 0.02 | 8 | 4.13 | 0.30 | 0.28 |
| 62 | Client Privacy | 795 | 4.42 | 0.02 | 8 | 4.38 | 0.38 | 0.04 |
| 230 | Therapeutic Communication | 801 | 4.43 | 0.02 | 8 | 4.38 | 0.26 | 0.05 |
| 222 | Standards of Care | 800 | 4.45 | 0.02 | 8 | 4.38 | 0.26 | 0.07 |
| 113 | Focused Assessment | 803 | 4.46 | 0.02 | 8 | 4.38 | 0.26 | 0.08 |
| 30 | Calculation and Conversions | 798 | 4.47 | 0.03 | 8 | 4.00 | 0.42 | 0.47 |
| 15 | Aspiration Precautions | 798 | 4.51 | 0.03 | 8 | 4.50 | 0.19 | 0.01 |
| 124 | Infection Control | 802 | 4.51 | 0.03 | 8 | 4.50 | 0.19 | 0.01 |
| 223 | Sterile Technique | 797 | 4.52 | 0.03 | 8 | 4.50 | 0.27 | 0.02 |
| 145 | Medication Side Effects | 802 | 4.53 | 0.02 | 8 | 4.25 | 0.25 | 0.28 |
| 18 | Awareness of Professional Limitations | 795 | 4.53 | 0.02 | 8 | 4.88 | 0.13 | -0.35 |
| 141 | Medication Interactions | 806 | 4.54 | 0.02 | 8 | 4.50 | 0.19 | 0.04 |
| 147 | Medications | 800 | 4.55 | 0.02 | 8 | 4.50 | 0.19 | 0.05 |

| | | RN Educators | | | SME Ratings | | | |
|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | N | Avg. | Std. Err. | N | Avg. | Std. Err. | Avg. Difference |
| 221 | Standard Precautions | 797 | 4.55 | 0.02 | 8 | 4.63 | 0.26 | -0.08 |
| 165 | Pain Management | 798 | 4.59 | 0.02 | 8 | 4.63 | 0.18 | -0.04 |
| 1 | Abnormal Test Results | 797 | 4.60 | 0.02 | 8 | 4.75 | 0.16 | -0.15 |
| 243 | Unsafe Practice | 799 | 4.60 | 0.02 | 8 | 4.25 | 0.25 | 0.35 |
| 203 | Scope of Practice | 800 | 4.61 | 0.02 | 8 | 4.50 | 0.27 | 0.11 |
| 51 | Client Consent | 797 | 4.62 | 0.02 | 8 | 4.75 | 0.16 | -0.13 |
| 142 | Medication Orders | 805 | 4.62 | 0.02 | 8 | 4.50 | 0.19 | 0.12 |
| 186 | Prioritization of Care | 799 | 4.62 | 0.02 | 8 | 4.38 | 0.18 | 0.24 |
| 164 | Pain Assessment | 804 | 4.63 | 0.02 | 8 | 4.63 | 0.18 | 0.00 |
| 6 | Allergic Reactions Interventions | 793 | 4.68 | 0.02 | 8 | 4.75 | 0.16 | -0.07 |
| 138 | Medication Administration Activities | 804 | 4.68 | 0.02 | 8 | 4.50 | 0.19 | 0.18 |
| 33 | Changes in Client Condition | 798 | 4.69 | 0.02 | 8 | 4.75 | 0.16 | -0.06 |
| 4 | Adverse Reactions | 795 | 4.69 | 0.02 | 8 | 4.50 | 0.19 | 0.19 |
| 250 | Vital Signs | 800 | 4.71 | 0.02 | 8 | 4.88 | 0.13 | -0.17 |
| 39 | Client Assessment | 796 | 4.72 | 0.02 | 8 | 4.50 | 0.27 | 0.22 |
| 50 | Client Confidentiality | 797 | 4.73 | 0.02 | 8 | 4.88 | 0.13 | -0.15 |
| 14 | Aseptic Technique | 796 | 4.73 | 0.02 | 8 | 4.63 | 0.18 | 0.10 |
| 139 | Medication Calculations | 804 | 4.74 | 0.02 | 8 | 4.50 | 0.38 | 0.24 |
| 5 | Airway Management | 800 | 4.77 | 0.02 | 8 | 4.75 | 0.16 | 0.02 |
| 58 | Client Identification | 798 | 4.78 | 0.02 | 8 | 4.75 | 0.16 | 0.03 |
| 66 | Client Safety | 797 | 4.79 | 0.02 | 8 | 4.63 | 0.18 | 0.16 |
| 144 | Medication Safety | 805 | 4.81 | 0.02 | 8 | 4.63 | 0.18 | 0.18 |
| 140 | Medication Error Prevention | 805 | 4.85 | 0.01 | 8 | 4.88 | 0.13 | -0.03 |

*RN Educators and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance*

## APPENDIX G: REGISTERED NURSE (RN) SUPERVISORS AND SUBJECT MATTER EXPERT (SME) KNOWLEDGE STATEMENT RATINGS RANK ORDERED BY RN SUPERVISOR AVERAGE IMPORTANCE

Preface: How important is this knowledge by a newly licensed RN for safe and effective professional practice regardless of specific practice setting?

| RN Supervisors and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance | | | | | | | |
|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | RN Supervisors | | | SME Ratings | | Avg. Difference |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 173 | Phototherapy | 221 | 2.54 | 0.08 | 8 | 2.25 | 0.31 | 0.29 |
| 170 | Peritoneal Dialysis Care | 221 | 2.80 | 0.08 | 8 | 2.50 | 0.38 | 0.30 |
| 28 | Body Mass Index (BMI) | 219 | 2.81 | 0.07 | 8 | 2.75 | 0.25 | 0.06 |
| 199 | Renal Replacement Therapy | 223 | 2.85 | 0.07 | 8 | 2.75 | 0.41 | 0.10 |
| 27 | Body Image | 219 | 2.90 | 0.07 | 8 | 3.00 | 0.27 | -0.10 |
| 11 | Antepartum | 217 | 2.92 | 0.08 | 8 | 3.00 | 0.27 | -0.08 |
| 181 | Prenatal Care | 222 | 2.92 | 0.08 | 8 | 3.00 | 0.38 | -0.08 |
| 150 | New Parent Education | 222 | 2.95 | 0.08 | 8 | 2.63 | 0.42 | 0.32 |
| 132 | Labor | 221 | 2.96 | 0.08 | 8 | 2.88 | 0.35 | 0.08 |
| 91 | Developmental Stages And Milestones | 223 | 3.00 | 0.07 | 8 | 3.38 | 0.38 | -0.38 |
| 119 | Hemodialysis Care | 223 | 3.02 | 0.08 | 8 | 2.50 | 0.38 | 0.52 |
| 220 | Stages of Pregnancy | 222 | 3.02 | 0.08 | 8 | 3.13 | 0.35 | -0.11 |
| 179 | Post-Partum Care | 222 | 3.04 | 0.08 | 8 | 3.25 | 0.49 | -0.21 |
| 13 | Arterial Line Monitoring | 218 | 3.04 | 0.09 | 8 | 3.00 | 0.38 | 0.04 |
| 151 | Newborn Assessment | 222 | 3.08 | 0.09 | 8 | 3.00 | 0.38 | 0.08 |
| 133 | Life Transitions | 222 | 3.09 | 0.07 | 8 | 3.13 | 0.23 | -0.04 |
| 249 | Ventilator Management Techniques | 221 | 3.12 | 0.08 | 8 | 3.13 | 0.61 | -0.01 |
| 76 | Complementary Therapies | 218 | 3.14 | 0.07 | 8 | 3.75 | 0.25 | -0.61 |
| 92 | Device Assessment | 223 | 3.15 | 0.06 | 8 | 3.25 | 0.49 | -0.10 |
| 45 | Client Care for Preschool Aged Child | 219 | 3.16 | 0.08 | 8 | 3.50 | 0.27 | -0.34 |
| 177 | Post Mortem Care | 221 | 3.16 | 0.07 | 8 | 2.88 | 0.30 | 0.28 |
| 46 | Client Care for School Aged Child | 220 | 3.18 | 0.08 | 8 | 3.50 | 0.27 | -0.32 |
| 47 | Client Care for Toddler | 219 | 3.19 | 0.08 | 8 | 3.50 | 0.27 | -0.31 |
| 176 | Population Specific Health Risks | 218 | 3.19 | 0.07 | 8 | 3.00 | 0.33 | 0.19 |
| 160 | Orthopedic Devices | 222 | 3.20 | 0.06 | 8 | 2.88 | 0.40 | 0.32 |
| 234 | Thermoregulation Techniques | 223 | 3.22 | 0.07 | 8 | 3.50 | 0.33 | -0.28 |
| 77 | Complications of Labor | 219 | 3.22 | 0.09 | 8 | 3.00 | 0.38 | 0.22 |
| 111 | Fistula Care | 223 | 3.26 | 0.06 | 8 | 2.88 | 0.30 | 0.38 |
| 174 | Physical Stressors | 220 | 3.26 | 0.06 | 8 | 3.25 | 0.25 | 0.01 |
| 43 | Client Care for Newborn | 219 | 3.26 | 0.08 | 8 | 3.50 | 0.27 | -0.24 |
| 182 | Preoperative Care | 221 | 3.29 | 0.08 | 8 | 3.63 | 0.18 | -0.34 |
| 31 | Caregiver Resources | 220 | 3.30 | 0.07 | 8 | 2.88 | 0.23 | 0.42 |
| 159 | Occupational Factors Affecting Care | 221 | 3.30 | 0.06 | 8 | 3.25 | 0.31 | 0.05 |
| 42 | Client Care for Infant | 219 | 3.30 | 0.08 | 8 | 3.50 | 0.27 | -0.20 |
| 163 | Pacing Devices | 222 | 3.30 | 0.07 | 8 | 3.00 | 0.42 | 0.30 |

| RN Supervisors and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance | | | | | | | |
|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | RN Supervisors | | | SME Ratings | | | Avg. Difference |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 237 | Total Parenteral Nutrition (TPN) Administration | 222 | 3.30 | 0.07 | 8 | 3.63 | 0.38 | -0.33 |
| 149 | Modifiable and Non-Modifiable Risk Factors | 222 | 3.32 | 0.06 | 8 | 3.13 | 0.23 | 0.19 |
| 134 | Material Safety Data Sheet (MSDS) | 222 | 3.32 | 0.07 | 8 | 3.00 | 0.38 | 0.32 |
| 12 | Arterial Blood Gas | 220 | 3.33 | 0.08 | 8 | 3.25 | 0.31 | 0.08 |
| 75 | Community Resources | 217 | 3.35 | 0.06 | 8 | 3.38 | 0.38 | -0.03 |
| 197 | Reference Materials | 220 | 3.36 | 0.06 | 8 | 3.88 | 0.40 | -0.52 |
| 125 | Information Resources | 222 | 3.36 | 0.06 | 8 | 3.50 | 0.42 | -0.14 |
| 206 | Security Plans | 222 | 3.39 | 0.07 | 8 | 3.38 | 0.38 | 0.01 |
| 217 | Spiritual Factors Affecting Care | 222 | 3.41 | 0.06 | 8 | 3.38 | 0.26 | 0.03 |
| 40 | Client Care For Adolescent | 218 | 3.41 | 0.08 | 8 | 3.13 | 0.30 | 0.28 |
| 161 | Ostomy Care | 222 | 3.41 | 0.06 | 8 | 3.38 | 0.26 | 0.03 |
| 74 | Community Health Considerations | 219 | 3.42 | 0.06 | 8 | 3.13 | 0.40 | 0.29 |
| 110 | Family Dynamics | 223 | 3.42 | 0.06 | 8 | 3.38 | 0.26 | 0.04 |
| 36 | Client Activity Orders | 219 | 3.42 | 0.06 | 8 | 3.75 | 0.31 | -0.33 |
| 118 | Health Promotion Behaviors | 222 | 3.44 | 0.06 | 8 | 3.63 | 0.18 | -0.19 |
| 224 | Substance Abuse | 222 | 3.44 | 0.06 | 8 | 3.50 | 0.33 | -0.06 |
| 192 | Psychological Stressors | 223 | 3.44 | 0.06 | 8 | 3.38 | 0.26 | 0.06 |
| 34 | Circulation Devices | 215 | 3.45 | 0.07 | 8 | 3.63 | 0.32 | -0.18 |
| 232 | Therapeutic Environment | 223 | 3.46 | 0.06 | 8 | 3.88 | 0.23 | -0.42 |
| 241 | Tube Insertion Techniques | 223 | 3.47 | 0.07 | 8 | 3.63 | 0.42 | -0.16 |
| 148 | Moderate Sedation | 221 | 3.48 | 0.07 | 8 | 3.13 | 0.52 | 0.35 |
| 209 | Signs And Symptoms Of Chemical Dependencies | 223 | 3.48 | 0.07 | 8 | 3.75 | 0.37 | -0.27 |
| 242 | Tube Removal Techniques | 223 | 3.48 | 0.07 | 8 | 3.75 | 0.37 | -0.27 |
| 251 | Vulnerable Populations | 223 | 3.48 | 0.07 | 8 | 3.50 | 0.33 | -0.02 |
| 238 | Tracheostomy Care | 221 | 3.48 | 0.07 | 8 | 3.38 | 0.42 | 0.10 |
| 195 | Pulmonary Hygiene Techniques | 223 | 3.49 | 0.06 | 8 | 3.63 | 0.26 | -0.14 |
| 191 | Promotion of Circulation Techniques | 222 | 3.50 | 0.06 | 8 | 3.63 | 0.32 | -0.13 |
| 208 | Setting Limits | 223 | 3.51 | 0.06 | 8 | 3.88 | 0.30 | -0.37 |
| 102 | Early Client Mobilization | 221 | 3.51 | 0.06 | 8 | 3.75 | 0.31 | -0.24 |
| 135 | Medical Equipment | 222 | 3.52 | 0.06 | 8 | 3.50 | 0.38 | 0.02 |
| 130 | Irrigation Techniques | 221 | 3.52 | 0.06 | 8 | 3.38 | 0.38 | 0.14 |
| 98 | Drainage Device Care | 221 | 3.52 | 0.06 | 8 | 3.38 | 0.38 | 0.14 |
| 17 | Assistive Devices | 219 | 3.53 | 0.06 | 8 | 3.50 | 0.19 | 0.03 |
| 8 | Allowable Activities for Interprofessional Team Members | 218 | 3.53 | 0.06 | 8 | 3.88 | 0.23 | -0.35 |
| 246 | Vaccinations | 223 | 3.54 | 0.07 | 8 | 3.50 | 0.33 | 0.04 |
| 231 | Therapeutic Effects | 223 | 3.55 | 0.05 | 8 | 4.00 | 0.33 | -0.45 |
| 240 | Tube Feedings | 223 | 3.55 | 0.06 | 8 | 3.63 | 0.38 | -0.08 |
| 153 | Nonprescribed Drugs | 219 | 3.55 | 0.07 | 8 | 3.63 | 0.46 | -0.08 |

| | RN Supervisors and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | RN Supervisors | | | SME Ratings | | | Avg. Difference |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 26 | Blood Specimen Collection Techniques | 218 | 3.56 | 0.07 | 8 | 3.88 | 0.23 | -0.32 |
| 194 | Psychosocial Factors Affecting Care | 223 | 3.56 | 0.06 | 8 | 3.50 | 0.33 | 0.06 |
| 233 | Therapeutic Interventions | 222 | 3.57 | 0.06 | 8 | 3.75 | 0.31 | -0.18 |
| 106 | Enteral Feeding Tubes | 223 | 3.58 | 0.06 | 8 | 3.50 | 0.38 | 0.08 |
| 20 | Barriers to Learning | 218 | 3.59 | 0.06 | 8 | 3.50 | 0.27 | 0.09 |
| 219 | Stages of Death and Dying | 222 | 3.59 | 0.06 | 8 | 3.50 | 0.27 | 0.09 |
| 101 | Drug and Medication Withdrawal Care | 222 | 3.59 | 0.07 | 8 | 4.00 | 0.33 | -0.41 |
| 114 | Grieving Process | 222 | 3.60 | 0.06 | 8 | 3.50 | 0.27 | 0.10 |
| 211 | Site Selection | 220 | 3.61 | 0.06 | 8 | 4.00 | 0.33 | -0.39 |
| 117 | Hazardous Material Handling | 221 | 3.61 | 0.06 | 8 | 3.88 | 0.35 | -0.27 |
| 116 | Hazardous Material | 221 | 3.62 | 0.06 | 8 | 3.88 | 0.35 | -0.26 |
| 178 | Postoperative Care | 222 | 3.62 | 0.07 | 8 | 4.13 | 0.23 | -0.51 |
| 69 | Client Surveillance | 217 | 3.62 | 0.06 | 8 | 3.75 | 0.31 | -0.13 |
| 19 | Barriers to Client Care | 219 | 3.62 | 0.06 | 8 | 3.63 | 0.26 | -0.01 |
| 229 | Teaching and Learning Strategies | 222 | 3.62 | 0.06 | 8 | 3.75 | 0.37 | -0.13 |
| 123 | Incontinence Care | 223 | 3.62 | 0.06 | 8 | 3.75 | 0.25 | -0.13 |
| 21 | Basic Cardiac Rhythms | 219 | 3.63 | 0.07 | 8 | 3.50 | 0.27 | 0.13 |
| 68 | Client Sleep and Rest Requirements | 219 | 3.63 | 0.06 | 8 | 3.50 | 0.27 | 0.13 |
| 100 | Dressing Types | 222 | 3.63 | 0.06 | 8 | 3.50 | 0.42 | 0.13 |
| 205 | Screening Tools | 223 | 3.63 | 0.06 | 8 | 3.63 | 0.32 | 0.00 |
| 157 | Nutritional Assessment | 222 | 3.63 | 0.06 | 8 | 3.38 | 0.38 | 0.25 |
| 126 | Infusion Delivery Devices | 219 | 3.64 | 0.07 | 8 | 3.63 | 0.42 | 0.01 |
| 154 | Nonverbal Cues | 222 | 3.64 | 0.06 | 8 | 3.88 | 0.23 | -0.24 |
| 196 | Reduction of Client Risk | 223 | 3.65 | 0.06 | 8 | 4.13 | 0.23 | -0.48 |
| 202 | Restraints | 223 | 3.65 | 0.07 | 8 | 3.63 | 0.42 | 0.02 |
| 25 | Blood Product Administration | 219 | 3.66 | 0.09 | 8 | 4.50 | 0.27 | -0.84 |
| 87 | Cultural Diversity | 219 | 3.66 | 0.06 | 8 | 3.88 | 0.23 | -0.22 |
| 190 | Professional Resources | 222 | 3.66 | 0.06 | 8 | 3.75 | 0.31 | -0.09 |
| 22 | Behavioral Health Issues | 218 | 3.66 | 0.06 | 8 | 3.25 | 0.16 | 0.41 |
| 210 | Site Assessment | 222 | 3.67 | 0.06 | 8 | 3.88 | 0.35 | -0.21 |
| 70 | Client's Health Knowledge | 217 | 3.67 | 0.06 | 8 | 3.50 | 0.27 | 0.17 |
| 120 | Hemodynamics | 223 | 3.68 | 0.07 | 8 | 4.25 | 0.37 | -0.57 |
| 129 | Invasive Line Care | 223 | 3.68 | 0.07 | 8 | 4.25 | 0.37 | -0.57 |
| 193 | Psychological/Psychosocial Assessment | 223 | 3.68 | 0.06 | 8 | 3.75 | 0.25 | -0.07 |
| 85 | Cost Effective Care | 219 | 3.69 | 0.06 | 8 | 4.13 | 0.23 | -0.44 |
| 24 | Biohazardous Material | 216 | 3.69 | 0.07 | 8 | 3.88 | 0.23 | -0.19 |
| 121 | High Risk Behaviors | 222 | 3.70 | 0.06 | 8 | 3.63 | 0.32 | 0.07 |
| 23 | Behavioral Management Techniques | 218 | 3.70 | 0.06 | 8 | 3.38 | 0.26 | 0.32 |
| 169 | Peripheral Intravenous Line Insertion Techniques | 222 | 3.70 | 0.08 | 8 | 3.88 | 0.30 | -0.18 |

| Survey Position # | Knowledge Statement | RN Supervisors | | | SME Ratings | | | Avg. Difference |
|---|---|---|---|---|---|---|---|---|
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| | **RN Supervisors and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance** | | | | | | | |
| 86 | Cultural Awareness | 219 | 3.71 | 0.06 | 8 | 4.00 | 0.19 | -0.29 |
| 88 | Cultural Factors Affecting Care | 218 | 3.72 | 0.06 | 8 | 3.75 | 0.31 | -0.03 |
| 127 | Infusion Device Complications | 222 | 3.73 | 0.07 | 8 | 3.50 | 0.50 | 0.23 |
| 183 | Pressure Relieving Support Surfaces | 221 | 3.73 | 0.07 | 8 | 3.38 | 0.26 | 0.35 |
| 214 | Skin Preparation | 222 | 3.75 | 0.06 | 8 | 3.88 | 0.35 | -0.13 |
| 84 | Coping Strategies | 219 | 3.75 | 0.06 | 8 | 3.75 | 0.31 | 0.00 |
| 67 | Client Self Determination | 217 | 3.76 | 0.06 | 8 | 3.75 | 0.31 | 0.01 |
| 207 | Seizure Protocols | 223 | 3.76 | 0.06 | 8 | 4.00 | 0.38 | -0.24 |
| 83 | Coping Skills | 218 | 3.77 | 0.06 | 8 | 4.00 | 0.19 | -0.23 |
| 230 | Therapeutic Communication | 223 | 3.77 | 0.06 | 8 | 4.38 | 0.26 | -0.61 |
| 216 | Specimen Handling | 222 | 3.77 | 0.05 | 8 | 4.13 | 0.30 | -0.36 |
| 185 | Principles of Leadership | 223 | 3.77 | 0.06 | 8 | 3.50 | 0.38 | 0.27 |
| 204 | Screening Assessments | 223 | 3.78 | 0.06 | 8 | 3.63 | 0.32 | 0.15 |
| 247 | Venous Access Devices | 222 | 3.79 | 0.06 | 8 | 4.00 | 0.33 | -0.21 |
| 225 | Suctioning Techniques | 223 | 3.79 | 0.06 | 8 | 3.88 | 0.30 | -0.09 |
| 236 | Tissue Perfusion | 223 | 3.80 | 0.06 | 8 | 3.88 | 0.30 | -0.08 |
| 155 | Nurse Self Awareness | 221 | 3.80 | 0.06 | 8 | 4.50 | 0.19 | -0.70 |
| 215 | Specimen Collection | 223 | 3.81 | 0.05 | 8 | 3.88 | 0.30 | -0.07 |
| 168 | Performance Improvement/Quality Improvement Process | 221 | 3.81 | 0.06 | 8 | 3.63 | 0.18 | 0.18 |
| 72 | Communication Barriers | 217 | 3.81 | 0.05 | 8 | 3.75 | 0.16 | 0.06 |
| 55 | Client Environment Of Care | 220 | 3.82 | 0.05 | 8 | 3.75 | 0.16 | 0.07 |
| 107 | Equipment Safety | 223 | 3.83 | 0.06 | 8 | 4.13 | 0.30 | -0.30 |
| 73 | Communication Strategies | 218 | 3.83 | 0.05 | 8 | 4.00 | 0.19 | -0.17 |
| 166 | Palliative Care | 220 | 3.84 | 0.06 | 8 | 3.50 | 0.27 | 0.34 |
| 239 | Treatments And Procedures | 223 | 3.84 | 0.06 | 8 | 3.75 | 0.45 | 0.09 |
| 99 | Dressing Changes | 222 | 3.84 | 0.05 | 8 | 3.63 | 0.32 | 0.21 |
| 94 | Discharge Planning | 223 | 3.85 | 0.06 | 8 | 3.88 | 0.30 | -0.03 |
| 184 | Principles of Delegation And Assignment | 223 | 3.85 | 0.06 | 8 | 4.00 | 0.27 | -0.15 |
| 152 | Nonpharmacological Comfort Measures | 222 | 3.86 | 0.06 | 8 | 3.88 | 0.35 | -0.02 |
| 93 | Diagnostic Tests and Procedures | 223 | 3.86 | 0.05 | 8 | 3.88 | 0.35 | -0.02 |
| 226 | Suicide Precautions | 221 | 3.86 | 0.06 | 8 | 3.75 | 0.41 | 0.11 |
| 172 | Pharmacologic Comfort Measures | 221 | 3.87 | 0.06 | 8 | 4.13 | 0.30 | -0.26 |
| 35 | Circulation Movement And Sensation Assessment | 216 | 3.88 | 0.06 | 8 | 4.63 | 0.18 | -0.76 |
| 9 | Alternatives To Restraints | 217 | 3.88 | 0.06 | 8 | 3.75 | 0.25 | 0.13 |
| 61 | Client Positioning And Mobilization Techniques | 219 | 3.88 | 0.06 | 8 | 3.50 | 0.19 | 0.38 |
| 52 | Client Coping Mechanisms | 220 | 3.90 | 0.05 | 8 | 3.63 | 0.32 | 0.27 |
| 95 | Disease Prevention and Treatment Techniques | 223 | 3.90 | 0.05 | 8 | 4.13 | 0.30 | -0.23 |

| RN Supervisors and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | RN Supervisors | | | SME Ratings | | | Avg. Difference |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 248 | Venous Thromboembolism Prophylaxis | 223 | 3.90 | 0.06 | 8 | 3.88 | 0.30 | 0.02 |
| 2 | Activities Of Daily Living (ADL) | 219 | 3.90 | 0.05 | 8 | 3.50 | 0.27 | 0.40 |
| 137 | Medication Abuse | 222 | 3.90 | 0.06 | 8 | 3.75 | 0.31 | 0.15 |
| 180 | Practice Errors | 221 | 3.90 | 0.06 | 8 | 4.38 | 0.26 | -0.48 |
| 80 | Conflict Management and Resolution | 219 | 3.91 | 0.06 | 8 | 4.00 | 0.27 | -0.09 |
| 227 | Supervision of Assistive Personnel | 223 | 3.91 | 0.05 | 8 | 3.88 | 0.30 | 0.03 |
| 162 | Oxygen Delivery Systems | 221 | 3.92 | 0.06 | 8 | 4.25 | 0.16 | -0.33 |
| 198 | Regulatory Guidelines and Standards | 221 | 3.92 | 0.06 | 8 | 3.88 | 0.30 | 0.04 |
| 71 | Communicable Diseases | 219 | 3.93 | 0.06 | 8 | 3.88 | 0.35 | 0.05 |
| 82 | Coordination of Client Care | 219 | 3.93 | 0.05 | 8 | 4.00 | 0.33 | -0.07 |
| 37 | Client Admission, Transfer or Discharge | 218 | 3.93 | 0.06 | 8 | 3.50 | 0.38 | 0.43 |
| 90 | De-Escalation Techniques | 218 | 3.93 | 0.06 | 8 | 3.50 | 0.33 | 0.43 |
| 104 | Emergency Response Plans | 223 | 3.93 | 0.06 | 8 | 3.75 | 0.49 | 0.18 |
| 128 | Intake and Output | 222 | 3.94 | 0.06 | 8 | 4.13 | 0.23 | -0.19 |
| 30 | Calculation and Conversions | 219 | 3.96 | 0.07 | 8 | 4.00 | 0.42 | -0.04 |
| 105 | Emergency Response Roles and Responsibilities | 223 | 3.97 | 0.06 | 8 | 3.63 | 0.46 | 0.34 |
| 3 | Advance Directives | 218 | 3.98 | 0.06 | 8 | 3.75 | 0.31 | 0.23 |
| 146 | Medication Storage | 222 | 3.98 | 0.06 | 8 | 3.88 | 0.35 | 0.10 |
| 131 | Isolation Techniques | 221 | 3.99 | 0.06 | 8 | 4.25 | 0.37 | -0.26 |
| 228 | Symptoms of Abuse and Neglect | 222 | 4.00 | 0.06 | 8 | 3.88 | 0.30 | 0.12 |
| 200 | Reporting Process/Chain of Command | 222 | 4.00 | 0.05 | 8 | 4.13 | 0.23 | -0.13 |
| 244 | Urinary Catheter Care | 222 | 4.00 | 0.06 | 8 | 4.00 | 0.33 | 0.00 |
| 63 | Client Response to Plan of Care | 218 | 4.00 | 0.05 | 8 | 4.13 | 0.13 | -0.13 |
| 41 | Client Care for Adults | 218 | 4.01 | 0.06 | 8 | 4.38 | 0.26 | -0.37 |
| 213 | Skin Care | 223 | 4.02 | 0.05 | 8 | 4.13 | 0.23 | -0.11 |
| 187 | Procedure and Treatment Complications | 222 | 4.02 | 0.05 | 8 | 4.13 | 0.23 | -0.11 |
| 89 | Death and Dying | 218 | 4.02 | 0.06 | 8 | 4.13 | 0.13 | -0.11 |
| 48 | Client Centered Care | 219 | 4.03 | 0.06 | 8 | 4.38 | 0.26 | -0.35 |
| 113 | Focused Assessment | 223 | 4.04 | 0.06 | 8 | 4.38 | 0.26 | -0.34 |
| 122 | Incident and Error Reporting | 223 | 4.04 | 0.06 | 8 | 4.00 | 0.27 | 0.04 |
| 253 | Wound Care | 223 | 4.05 | 0.06 | 8 | 4.25 | 0.16 | -0.20 |
| 201 | Reporting Requirements for Client Conditions | 222 | 4.05 | 0.06 | 8 | 4.13 | 0.30 | -0.08 |
| 218 | Staff Safety | 221 | 4.05 | 0.06 | 8 | 4.25 | 0.16 | -0.20 |
| 38 | Client Advocacy | 220 | 4.05 | 0.05 | 8 | 4.13 | 0.23 | -0.08 |
| 167 | Pathophysiology | 220 | 4.07 | 0.06 | 8 | 4.50 | 0.38 | -0.43 |
| 245 | Urinary Catheter Insertion Technique | 222 | 4.08 | 0.06 | 8 | 3.88 | 0.44 | 0.20 |
| 44 | Client Care for Older Adults | 218 | 4.08 | 0.05 | 8 | 4.25 | 0.25 | -0.17 |
| 109 | Evidence-Based Practice | 222 | 4.09 | 0.05 | 8 | 4.38 | 0.26 | -0.29 |

| Survey Position # | Knowledge Statement | RN Supervisors | | | SME Ratings | | | Avg. Difference |
|---|---|---|---|---|---|---|---|---|
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 81 | Controlled Substances | 219 | 4.10 | 0.06 | 8 | 4.38 | 0.18 | -0.28 |
| 175 | Plan of Care | 221 | 4.10 | 0.05 | 8 | 4.13 | 0.23 | -0.03 |
| 29 | Body Mechanics | 219 | 4.11 | 0.06 | 8 | 3.88 | 0.13 | 0.23 |
| 96 | Disease Process | 223 | 4.11 | 0.05 | 8 | 4.25 | 0.37 | -0.14 |
| 212 | Skin Assessment | 223 | 4.12 | 0.05 | 8 | 4.25 | 0.16 | -0.13 |
| 54 | Client Education | 218 | 4.13 | 0.05 | 8 | 4.63 | 0.18 | -0.50 |
| 252 | Wound Assessment | 223 | 4.13 | 0.05 | 8 | 4.25 | 0.25 | -0.12 |
| 112 | Fluid and Electrolytes | 222 | 4.14 | 0.05 | 8 | 4.38 | 0.26 | -0.24 |
| 32 | Catheter Maintenance Care | 218 | 4.15 | 0.05 | 8 | 4.00 | 0.27 | 0.15 |
| 57 | Client Health History | 218 | 4.15 | 0.05 | 8 | 3.88 | 0.30 | 0.27 |
| 79 | Comprehensive Health History | 218 | 4.15 | 0.05 | 8 | 4.00 | 0.19 | 0.15 |
| 108 | Ethical Principles | 222 | 4.16 | 0.05 | 8 | 4.25 | 0.25 | -0.09 |
| 7 | Allergies | 216 | 4.17 | 0.06 | 8 | 4.38 | 0.26 | -0.21 |
| 158 | Obtaining Orders | 222 | 4.18 | 0.05 | 8 | 4.38 | 0.18 | -0.20 |
| 103 | Emergency Care Procedures | 223 | 4.19 | 0.06 | 8 | 4.63 | 0.38 | -0.44 |
| 10 | Anatomy and Physiology | 218 | 4.20 | 0.05 | 8 | 4.63 | 0.18 | -0.43 |
| 65 | Client Risk Assessment | 218 | 4.21 | 0.05 | 8 | 4.13 | 0.30 | 0.08 |
| 56 | Client Handoff Process | 218 | 4.22 | 0.06 | 8 | 4.25 | 0.25 | -0.03 |
| 171 | Personal Protective Equipment | 221 | 4.23 | 0.06 | 8 | 4.50 | 0.27 | -0.27 |
| 60 | Client Plan of Care | 217 | 4.23 | 0.05 | 8 | 4.25 | 0.16 | -0.02 |
| 223 | Sterile Technique | 221 | 4.24 | 0.06 | 8 | 4.50 | 0.27 | -0.26 |
| 64 | Client Rights and Responsibilities | 219 | 4.24 | 0.05 | 8 | 4.38 | 0.26 | -0.14 |
| 156 | Nursing Process | 222 | 4.24 | 0.05 | 8 | 4.50 | 0.19 | -0.26 |
| 188 | Professional Communication | 222 | 4.24 | 0.05 | 8 | 4.38 | 0.18 | -0.14 |
| 59 | Client Needs Assessment | 217 | 4.24 | 0.05 | 8 | 3.88 | 0.30 | 0.36 |
| 49 | Client Comfort | 218 | 4.26 | 0.05 | 8 | 4.38 | 0.18 | -0.12 |
| 141 | Medication Interactions | 222 | 4.28 | 0.05 | 8 | 4.50 | 0.19 | -0.22 |
| 115 | Handoff Communication | 222 | 4.29 | 0.06 | 8 | 4.25 | 0.31 | 0.04 |
| 136 | Medical Terminology | 221 | 4.29 | 0.05 | 8 | 4.38 | 0.18 | -0.09 |
| 222 | Standards of Care | 223 | 4.30 | 0.05 | 8 | 4.38 | 0.26 | -0.08 |
| 139 | Medication Calculations | 222 | 4.30 | 0.06 | 8 | 4.50 | 0.38 | -0.20 |
| 189 | Professional Competency | 223 | 4.30 | 0.05 | 8 | 4.38 | 0.18 | -0.08 |
| 78 | Comprehensive Health Assessment | 218 | 4.31 | 0.05 | 8 | 4.38 | 0.18 | -0.07 |
| 62 | Client Privacy | 218 | 4.34 | 0.05 | 8 | 4.38 | 0.38 | -0.04 |
| 53 | Client Dignity | 220 | 4.35 | 0.05 | 8 | 4.50 | 0.19 | -0.15 |
| 97 | Documentation Process | 222 | 4.35 | 0.05 | 8 | 4.00 | 0.38 | 0.35 |
| 145 | Medication Side Effects | 222 | 4.35 | 0.05 | 8 | 4.25 | 0.25 | 0.10 |
| 235 | Time Management | 223 | 4.35 | 0.05 | 8 | 4.50 | 0.27 | -0.15 |
| 243 | Unsafe Practice | 223 | 4.35 | 0.05 | 8 | 4.25 | 0.25 | 0.10 |
| 1 | Abnormal Test Results | 219 | 4.36 | 0.05 | 8 | 4.75 | 0.16 | -0.39 |
| 221 | Standard Precautions | 223 | 4.36 | 0.05 | 8 | 4.63 | 0.26 | -0.27 |

| RN Supervisors and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | RN Supervisors | | | SME Ratings | | | Avg. Difference |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | |
| 15 | Aspiration Precautions | 219 | 4.41 | 0.05 | 8 | 4.50 | 0.19 | -0.09 |
| 124 | Infection Control | 223 | 4.42 | 0.05 | 8 | 4.50 | 0.19 | -0.08 |
| 138 | Medication Administration Activities | 222 | 4.43 | 0.05 | 8 | 4.50 | 0.19 | -0.07 |
| 147 | Medications | 222 | 4.44 | 0.04 | 8 | 4.50 | 0.19 | -0.06 |
| 16 | Assessment Tools | 217 | 4.44 | 0.05 | 8 | 4.38 | 0.18 | 0.06 |
| 143 | Medication Reconciliation | 221 | 4.45 | 0.05 | 8 | 4.50 | 0.19 | -0.05 |
| 186 | Prioritization of Care | 223 | 4.47 | 0.04 | 8 | 4.38 | 0.18 | 0.09 |
| 58 | Client Identification | 219 | 4.47 | 0.05 | 8 | 4.75 | 0.16 | -0.28 |
| 39 | Client Assessment | 216 | 4.49 | 0.04 | 8 | 4.50 | 0.27 | -0.01 |
| 51 | Client Consent | 219 | 4.49 | 0.05 | 8 | 4.75 | 0.16 | -0.26 |
| 142 | Medication Orders | 222 | 4.50 | 0.04 | 8 | 4.50 | 0.19 | 0.00 |
| 66 | Client Safety | 218 | 4.50 | 0.05 | 8 | 4.63 | 0.18 | -0.13 |
| 164 | Pain Assessment | 222 | 4.50 | 0.04 | 8 | 4.63 | 0.18 | -0.13 |
| 165 | Pain Management | 221 | 4.51 | 0.04 | 8 | 4.63 | 0.18 | -0.12 |
| 4 | Adverse Reactions | 217 | 4.51 | 0.04 | 8 | 4.50 | 0.19 | 0.01 |
| 6 | Allergic Reactions Interventions | 219 | 4.52 | 0.05 | 8 | 4.75 | 0.16 | -0.23 |
| 203 | Scope Of Practice | 222 | 4.56 | 0.04 | 8 | 4.50 | 0.27 | 0.06 |
| 144 | Medication Safety | 222 | 4.57 | 0.04 | 8 | 4.63 | 0.18 | -0.06 |
| 250 | Vital Signs | 220 | 4.58 | 0.04 | 8 | 4.88 | 0.13 | -0.30 |
| 33 | Changes in Client Condition | 219 | 4.58 | 0.04 | 8 | 4.75 | 0.16 | -0.17 |
| 18 | Awareness of Professional Limitations | 218 | 4.58 | 0.04 | 8 | 4.88 | 0.13 | -0.30 |
| 14 | Aseptic Technique | 217 | 4.59 | 0.05 | 8 | 4.63 | 0.18 | -0.04 |
| 140 | Medication Error Prevention | 221 | 4.59 | 0.04 | 8 | 4.88 | 0.13 | -0.29 |
| 5 | Airway Management | 217 | 4.61 | 0.05 | 8 | 4.75 | 0.16 | -0.14 |
| 50 | Client Confidentiality | 220 | 4.68 | 0.04 | 8 | 4.88 | 0.13 | -0.22 |

# APPENDIX H: KNOWLEDGE STATEMENTS SUBGROUP ANALYSIS: PRIMARY JOB TITLE

| Knowledge Statements Subgroup Analysis: Primary Job Title | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | | New vs. Educator | New vs. Supervisor | Educator vs. Supervisor |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | Difference | Difference | Difference |
| 1 | Abnormal Test Results | 341 | 4.55 | 0.04 | 797 | 4.60 | 0.02 | 219 | 4.36 | 0.05 | -0.04 | 0.19 | 0.24 |
| 2 | Activities of Daily Living (ADL) | 341 | 3.62 | 0.05 | 795 | 3.95 | 0.03 | 219 | 3.90 | 0.05 | -0.33 | -0.28 | 0.05 |
| 3 | Advance Directives | 339 | 3.78 | 0.06 | 795 | 3.83 | 0.03 | 218 | 3.98 | 0.06 | -0.05 | -0.20 | -0.15 |
| 4 | Adverse Reactions | 341 | 4.58 | 0.04 | 795 | 4.69 | 0.02 | 217 | 4.51 | 0.04 | -0.11 | 0.07 | 0.18 |
| 5 | Airway Management | 341 | 4.79 | 0.03 | 800 | 4.77 | 0.02 | 217 | 4.61 | 0.05 | 0.02 | 0.18 | 0.16 |
| 6 | Allergic Reactions Interventions | 340 | 4.54 | 0.04 | 793 | 4.68 | 0.02 | 219 | 4.52 | 0.05 | -0.14 | 0.03 | 0.16 |
| 7 | Allergies | 339 | 4.32 | 0.04 | 792 | 4.35 | 0.03 | 216 | 4.17 | 0.06 | -0.02 | 0.15 | 0.18 |
| 8 | Allowable Activities for Interprofessional Team Members | 338 | 3.55 | 0.05 | 794 | 3.77 | 0.03 | 218 | 3.53 | 0.06 | -0.21 | 0.02 | 0.23 |
| 9 | Alternatives to Restraints | 338 | 3.52 | 0.05 | 795 | 3.86 | 0.03 | 217 | 3.88 | 0.06 | -0.34 | -0.36 | -0.02 |
| 10 | Anatomy and Physiology | 337 | 4.17 | 0.04 | 794 | 4.14 | 0.03 | 218 | 4.20 | 0.05 | 0.02 | -0.03 | -0.05 |
| 11 | Antepartum | 335 | 3.13 | 0.07 | 793 | 3.29 | 0.04 | 217 | 2.92 | 0.08 | -0.16 | 0.21 | 0.37 |
| 12 | Arterial Blood Gas | 339 | 3.97 | 0.05 | 796 | 3.82 | 0.03 | 220 | 3.33 | 0.08 | 0.15 | 0.64 | 0.48 |
| 13 | Arterial Line Monitoring | 340 | 3.68 | 0.07 | 796 | 3.11 | 0.04 | 218 | 3.04 | 0.09 | 0.58 | 0.64 | 0.07 |
| 14 | Aseptic Technique | 340 | 4.57 | 0.04 | 796 | 4.73 | 0.02 | 217 | 4.59 | 0.05 | -0.16 | -0.02 | 0.14 |
| 15 | Aspiration Precautions | 341 | 4.51 | 0.04 | 798 | 4.51 | 0.03 | 219 | 4.41 | 0.05 | 0.00 | 0.10 | 0.10 |
| 16 | Assessment Tools | 339 | 4.30 | 0.04 | 797 | 4.27 | 0.03 | 217 | 4.44 | 0.05 | 0.03 | -0.14 | -0.17 |
| 17 | Assistive Devices | 340 | 3.45 | 0.05 | 799 | 3.35 | 0.03 | 219 | 3.53 | 0.06 | 0.10 | -0.08 | -0.18 |
| 18 | Awareness of Professional Limitations | 340 | 4.24 | 0.04 | 795 | 4.53 | 0.02 | 218 | 4.58 | 0.04 | -0.30 | -0.34 | -0.05 |
| 19 | Barriers to Client Care | 338 | 3.62 | 0.05 | 797 | 3.70 | 0.03 | 219 | 3.62 | 0.06 | -0.08 | 0.00 | 0.08 |
| 20 | Barriers to Learning | 338 | 3.65 | 0.05 | 792 | 3.72 | 0.03 | 218 | 3.59 | 0.06 | -0.07 | 0.06 | 0.13 |
| 21 | Basic Cardiac Rhythms | 340 | 4.11 | 0.05 | 797 | 3.75 | 0.03 | 219 | 3.63 | 0.07 | 0.36 | 0.49 | 0.13 |
| 22 | Behavioral Health Issues | 339 | 3.60 | 0.05 | 800 | 3.80 | 0.03 | 218 | 3.66 | 0.06 | -0.20 | -0.06 | 0.14 |
| 23 | Behavioral Management Techniques | 340 | 3.56 | 0.05 | 797 | 3.77 | 0.03 | 218 | 3.70 | 0.06 | -0.21 | -0.15 | 0.06 |
| 24 | Biohazardous Material | 338 | 3.73 | 0.06 | 797 | 3.78 | 0.03 | 216 | 3.69 | 0.07 | -0.05 | 0.03 | 0.08 |
| 25 | Blood Product Administration | 341 | 4.46 | 0.05 | 799 | 4.16 | 0.03 | 219 | 3.66 | 0.09 | 0.30 | 0.80 | 0.50 |

| Knowledge Statements Subgroup Analysis: Primary Job Title | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | | New vs. Educator | New vs. Supervisor | Educator vs. Supervisor |
| Survey Position # | Knowledge Statement | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | Difference | Difference | Difference |
| 26 | Blood Specimen Collection Techniques | 340 | 3.96 | 0.05 | 797 | 3.46 | 0.04 | 218 | 3.56 | 0.07 | 0.50 | 0.40 | -0.10 |
| 27 | Body Image | 339 | 2.96 | 0.05 | 801 | 3.23 | 0.03 | 219 | 2.90 | 0.07 | -0.27 | 0.06 | 0.33 |
| 28 | Body Mass Index (BMI) | 341 | 2.85 | 0.06 | 798 | 3.09 | 0.03 | 219 | 2.81 | 0.07 | -0.23 | 0.05 | 0.28 |
| 29 | Body Mechanics | 340 | 3.79 | 0.05 | 799 | 4.11 | 0.03 | 219 | 4.11 | 0.06 | -0.32 | -0.31 | 0.01 |
| 30 | Calculation and Conversions | 341 | 4.18 | 0.05 | 798 | 4.47 | 0.03 | 219 | 3.96 | 0.07 | -0.28 | 0.23 | 0.51 |
| 31 | Caregiver Resources | 340 | 3.45 | 0.05 | 796 | 3.37 | 0.03 | 220 | 3.30 | 0.07 | 0.08 | 0.15 | 0.07 |
| 32 | Catheter Maintenance Care | 341 | 4.18 | 0.04 | 798 | 4.11 | 0.03 | 218 | 4.15 | 0.05 | 0.08 | 0.03 | -0.04 |
| 33 | Changes in Client Condition | 340 | 4.67 | 0.03 | 798 | 4.69 | 0.02 | 219 | 4.58 | 0.04 | -0.02 | 0.09 | 0.11 |
| 34 | Circulation Devices | 341 | 3.81 | 0.05 | 796 | 3.51 | 0.03 | 215 | 3.45 | 0.07 | 0.30 | 0.37 | 0.06 |
| 35 | Circulation Movement and Sensation Assessment | 341 | 4.20 | 0.05 | 795 | 4.15 | 0.03 | 216 | 3.88 | 0.06 | 0.05 | 0.33 | 0.28 |
| 36 | Client Activity Orders | 340 | 3.54 | 0.05 | 797 | 3.69 | 0.03 | 219 | 3.42 | 0.06 | -0.15 | 0.12 | 0.27 |
| 37 | Client Admission, Transfer or Discharge | 340 | 3.77 | 0.05 | 798 | 3.84 | 0.03 | 218 | 3.93 | 0.06 | -0.07 | -0.16 | -0.09 |
| 38 | Client Advocacy | 341 | 4.26 | 0.04 | 798 | 4.27 | 0.03 | 220 | 4.05 | 0.05 | 0.00 | 0.21 | 0.21 |
| 39 | Client Assessment | 337 | 4.67 | 0.03 | 796 | 4.72 | 0.02 | 216 | 4.49 | 0.04 | -0.05 | 0.18 | 0.23 |
| 40 | Client Care for Adolescent | 341 | 3.76 | 0.06 | 796 | 3.85 | 0.03 | 218 | 3.41 | 0.08 | -0.09 | 0.34 | 0.44 |
| 41 | Client Care for Adults | 341 | 4.19 | 0.04 | 797 | 4.25 | 0.02 | 218 | 4.01 | 0.06 | -0.06 | 0.18 | 0.23 |
| 42 | Client Care for Infant | 340 | 3.64 | 0.07 | 798 | 3.63 | 0.04 | 219 | 3.30 | 0.08 | 0.01 | 0.34 | 0.33 |
| 43 | Client Care for Newborn | 340 | 3.67 | 0.07 | 795 | 3.59 | 0.04 | 219 | 3.26 | 0.08 | 0.07 | 0.41 | 0.33 |
| 44 | Client Care for Older Adults | 341 | 4.24 | 0.04 | 796 | 4.18 | 0.03 | 218 | 4.08 | 0.05 | 0.05 | 0.15 | 0.10 |
| 45 | Client Care for Preschool Aged Child | 341 | 3.50 | 0.07 | 796 | 3.47 | 0.04 | 219 | 3.16 | 0.08 | 0.03 | 0.34 | 0.31 |
| 46 | Client Care for School Aged Child | 342 | 3.51 | 0.06 | 796 | 3.51 | 0.04 | 220 | 3.18 | 0.08 | 0.00 | 0.33 | 0.33 |
| 47 | Client Care for Toddler | 340 | 3.52 | 0.06 | 795 | 3.47 | 0.04 | 219 | 3.19 | 0.08 | 0.04 | 0.33 | 0.29 |
| 48 | Client Centered Care | 341 | 4.16 | 0.04 | 795 | 4.30 | 0.03 | 219 | 4.03 | 0.06 | -0.13 | 0.14 | 0.27 |
| 49 | Client Comfort | 340 | 4.11 | 0.04 | 797 | 4.38 | 0.02 | 218 | 4.26 | 0.05 | -0.27 | -0.15 | 0.12 |
| 50 | Client Confidentiality | 341 | 4.55 | 0.04 | 797 | 4.73 | 0.02 | 219 | 4.66 | 0.04 | -0.18 | -0.12 | 0.06 |

| Knowledge Statements Subgroup Analysis: Primary Job Title | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Survey Position # | Knowledge Statement | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | | New vs. Educator | New vs. Supervisor | Educator vs. Supervisor |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | Difference | Difference | Difference |
| 51 | Client Consent | 342 | 4.56 | 0.04 | 797 | 4.62 | 0.02 | 219 | 4.49 | 0.05 | -0.06 | 0.07 | 0.13 |
| 52 | Client Coping Mechanisms | 339 | 3.85 | 0.04 | 797 | 3.97 | 0.03 | 220 | 3.90 | 0.05 | -0.12 | -0.05 | 0.07 |
| 53 | Client Dignity | 340 | 4.28 | 0.04 | 798 | 4.39 | 0.02 | 220 | 4.35 | 0.05 | -0.11 | -0.06 | 0.04 |
| 54 | Client Education | 341 | 4.31 | 0.04 | 795 | 4.39 | 0.02 | 218 | 4.13 | 0.05 | -0.08 | 0.18 | 0.26 |
| 55 | Client Environment Of Care | 341 | 3.84 | 0.05 | 791 | 3.98 | 0.03 | 220 | 3.82 | 0.05 | -0.14 | 0.02 | 0.16 |
| 56 | Client Handoff Process | 340 | 4.15 | 0.05 | 796 | 4.37 | 0.03 | 218 | 4.22 | 0.06 | -0.22 | -0.06 | 0.16 |
| 57 | Client Health History | 338 | 4.33 | 0.04 | 797 | 4.31 | 0.02 | 218 | 4.15 | 0.05 | 0.02 | 0.18 | 0.16 |
| 58 | Client Identification | 339 | 4.66 | 0.03 | 798 | 4.78 | 0.02 | 219 | 4.47 | 0.05 | -0.12 | 0.19 | 0.31 |
| 59 | Client Needs Assessment | 341 | 4.26 | 0.04 | 797 | 4.35 | 0.02 | 217 | 4.24 | 0.05 | -0.09 | 0.02 | 0.11 |
| 60 | Client Plan of Care | 341 | 4.17 | 0.04 | 794 | 4.30 | 0.02 | 217 | 4.23 | 0.05 | -0.13 | -0.06 | 0.07 |
| 61 | Client Positioning and Mobilization Techniques | 342 | 3.96 | 0.05 | 797 | 4.01 | 0.03 | 219 | 3.88 | 0.06 | -0.05 | 0.08 | 0.13 |
| 62 | Client Privacy | 342 | 4.27 | 0.04 | 795 | 4.42 | 0.02 | 218 | 4.34 | 0.05 | -0.14 | -0.07 | 0.07 |
| 63 | Client Response to Plan of Care | 341 | 4.13 | 0.04 | 797 | 4.26 | 0.02 | 218 | 4.00 | 0.05 | -0.12 | 0.13 | 0.26 |
| 64 | Client Rights and Responsibilities | 341 | 4.23 | 0.04 | 797 | 4.38 | 0.02 | 219 | 4.24 | 0.05 | -0.15 | -0.01 | 0.14 |
| 65 | Client Risk Assessment | 341 | 4.21 | 0.04 | 797 | 4.41 | 0.02 | 218 | 4.21 | 0.05 | -0.20 | 0.00 | 0.20 |
| 66 | Client Safety | 339 | 4.70 | 0.03 | 797 | 4.79 | 0.02 | 218 | 4.50 | 0.05 | -0.09 | 0.20 | 0.29 |
| 67 | Client Self Determination | 342 | 3.73 | 0.05 | 793 | 3.94 | 0.03 | 217 | 3.76 | 0.06 | -0.21 | -0.03 | 0.18 |
| 68 | Client Sleep and Rest Requirements | 340 | 3.66 | 0.05 | 795 | 3.81 | 0.03 | 219 | 3.63 | 0.06 | -0.16 | 0.03 | 0.19 |
| 69 | Client Surveillance | 339 | 3.65 | 0.05 | 798 | 3.92 | 0.03 | 217 | 3.62 | 0.06 | -0.27 | 0.03 | 0.30 |
| 70 | Client'S Health Knowledge | 340 | 3.77 | 0.05 | 796 | 3.81 | 0.03 | 217 | 3.67 | 0.06 | -0.05 | 0.09 | 0.14 |
| 71 | Communicable Diseases | 339 | 4.23 | 0.04 | 796 | 4.03 | 0.03 | 219 | 3.93 | 0.06 | 0.20 | 0.30 | 0.11 |
| 72 | Communication Barriers | 341 | 3.90 | 0.05 | 796 | 4.00 | 0.03 | 217 | 3.81 | 0.05 | -0.10 | 0.09 | 0.19 |
| 73 | Communication Strategies | 340 | 3.89 | 0.05 | 796 | 4.06 | 0.03 | 218 | 3.83 | 0.05 | -0.17 | 0.05 | 0.23 |
| 74 | Community Health Considerations | 338 | 3.49 | 0.05 | 795 | 3.52 | 0.03 | 219 | 3.42 | 0.06 | -0.04 | 0.07 | 0.11 |
| 75 | Community Resources | 339 | 3.47 | 0.05 | 798 | 3.47 | 0.03 | 217 | 3.35 | 0.06 | 0.00 | 0.12 | 0.12 |

| Knowledge Statements Subgroup Analysis: Primary Job Title | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | | New vs. Educator | New vs. Supervisor | Educator vs. Supervisor |
| Survey Position # | Knowledge Statement | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | Difference | Difference | Difference |
| 76 | Complementary Therapies | 340 | 3.34 | 0.06 | 794 | 3.18 | 0.03 | 218 | 3.14 | 0.07 | 0.15 | 0.20 | 0.05 |
| 77 | Complications of Labor | 341 | 3.68 | 0.07 | 794 | 3.47 | 0.04 | 219 | 3.22 | 0.09 | 0.21 | 0.46 | 0.25 |
| 78 | Comprehensive Health Assessment | 338 | 4.41 | 0.04 | 794 | 4.40 | 0.03 | 218 | 4.31 | 0.05 | 0.01 | 0.09 | 0.08 |
| 79 | Comprehensive Health History | 335 | 4.22 | 0.04 | 791 | 4.24 | 0.03 | 218 | 4.15 | 0.05 | -0.02 | 0.07 | 0.09 |
| 80 | Conflict Management and Resolution | 340 | 3.71 | 0.05 | 793 | 3.89 | 0.03 | 219 | 3.91 | 0.06 | -0.18 | -0.20 | -0.02 |
| 81 | Controlled Substances | 340 | 4.01 | 0.05 | 795 | 4.08 | 0.03 | 219 | 4.10 | 0.06 | -0.07 | -0.09 | -0.02 |
| 82 | Coordination of Client Care | 339 | 3.99 | 0.04 | 797 | 4.00 | 0.03 | 219 | 3.93 | 0.05 | -0.02 | 0.06 | 0.08 |
| 83 | Coping Skills | 341 | 3.68 | 0.04 | 795 | 3.87 | 0.03 | 218 | 3.77 | 0.06 | -0.19 | -0.09 | 0.11 |
| 84 | Coping Strategies | 339 | 3.66 | 0.05 | 798 | 3.86 | 0.03 | 219 | 3.75 | 0.06 | -0.20 | -0.09 | 0.11 |
| 85 | Cost Effective Care | 340 | 3.55 | 0.05 | 797 | 3.68 | 0.03 | 219 | 3.69 | 0.06 | -0.13 | -0.14 | -0.01 |
| 86 | Cultural Awareness | 340 | 3.74 | 0.05 | 799 | 4.07 | 0.03 | 219 | 3.71 | 0.06 | -0.33 | 0.03 | 0.36 |
| 87 | Cultural Diversity | 341 | 3.70 | 0.05 | 798 | 3.98 | 0.03 | 219 | 3.66 | 0.06 | -0.28 | 0.04 | 0.32 |
| 88 | Cultural Factors Affecting Care | 341 | 3.80 | 0.05 | 796 | 4.07 | 0.03 | 218 | 3.72 | 0.06 | -0.26 | 0.08 | 0.35 |
| 89 | Death And Dying | 341 | 4.02 | 0.05 | 797 | 4.03 | 0.03 | 218 | 4.02 | 0.06 | -0.01 | 0.00 | 0.00 |
| 90 | De-Escalation Techniques | 342 | 3.84 | 0.05 | 800 | 3.92 | 0.03 | 218 | 3.93 | 0.06 | -0.08 | -0.09 | -0.02 |
| 91 | Developmental Stages And Milestones | 342 | 3.23 | 0.06 | 802 | 3.53 | 0.03 | 223 | 3.00 | 0.07 | -0.30 | 0.23 | 0.53 |
| 92 | Device Assessment | 342 | 3.41 | 0.05 | 798 | 3.22 | 0.03 | 223 | 3.15 | 0.06 | 0.19 | 0.26 | 0.07 |
| 93 | Diagnostic Tests And Procedures | 342 | 4.20 | 0.04 | 802 | 3.99 | 0.03 | 223 | 3.86 | 0.05 | 0.21 | 0.34 | 0.13 |
| 94 | Discharge Planning | 342 | 3.80 | 0.05 | 804 | 4.01 | 0.03 | 223 | 3.85 | 0.06 | -0.22 | -0.06 | 0.16 |
| 95 | Disease Prevention And Treatment Techniques | 342 | 4.18 | 0.05 | 804 | 4.09 | 0.03 | 223 | 3.90 | 0.05 | 0.09 | 0.28 | 0.20 |
| 96 | Disease Process | 342 | 4.22 | 0.04 | 802 | 4.18 | 0.03 | 223 | 4.11 | 0.05 | 0.04 | 0.11 | 0.07 |
| 97 | Documentation Process | 342 | 4.24 | 0.05 | 802 | 4.34 | 0.03 | 222 | 4.35 | 0.05 | -0.09 | -0.10 | -0.01 |
| 98 | Drainage Device Care | 340 | 3.80 | 0.05 | 802 | 3.57 | 0.03 | 221 | 3.52 | 0.06 | 0.23 | 0.28 | 0.05 |
| 99 | Dressing Changes | 341 | 3.99 | 0.05 | 802 | 3.80 | 0.03 | 222 | 3.84 | 0.05 | 0.19 | 0.15 | -0.04 |
| 100 | Dressing Types | 341 | 3.77 | 0.05 | 798 | 3.54 | 0.03 | 222 | 3.63 | 0.06 | 0.23 | 0.14 | -0.09 |

| Knowledge Statements Subgroup Analysis: Primary Job Title | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | | New vs. Educator | New vs. Supervisor | Educator vs. Supervisor |
| Survey Position # | Knowledge Statement | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | Difference | Difference | Difference |
| 101 | Drug And Medication Withdrawal Care | 339 | 3.96 | 0.05 | 802 | 3.90 | 0.03 | 222 | 3.59 | 0.07 | 0.06 | 0.36 | 0.30 |
| 102 | Early Client Mobilization | 342 | 3.98 | 0.05 | 801 | 3.90 | 0.03 | 221 | 3.51 | 0.06 | 0.08 | 0.47 | 0.39 |
| 103 | Emergency Care Procedures | 341 | 4.38 | 0.05 | 801 | 4.24 | 0.03 | 223 | 4.19 | 0.06 | 0.13 | 0.19 | 0.05 |
| 104 | Emergency Response Plans | 341 | 4.20 | 0.05 | 802 | 3.92 | 0.03 | 223 | 3.93 | 0.06 | 0.28 | 0.27 | -0.01 |
| 105 | Emergency Response Roles And Responsibilities | 342 | 4.17 | 0.05 | 799 | 3.86 | 0.03 | 223 | 3.97 | 0.06 | 0.31 | 0.19 | -0.12 |
| 106 | Enteral Feeding Tubes | 341 | 3.87 | 0.05 | 803 | 3.66 | 0.03 | 223 | 3.58 | 0.06 | 0.21 | 0.30 | 0.08 |
| 107 | Equipment Safety | 340 | 4.04 | 0.05 | 803 | 4.03 | 0.03 | 223 | 3.83 | 0.06 | 0.01 | 0.21 | 0.19 |
| 108 | Ethical Principles | 341 | 4.07 | 0.04 | 802 | 4.39 | 0.03 | 222 | 4.16 | 0.05 | -0.32 | -0.09 | 0.23 |
| 109 | Evidence-Based Practice | 342 | 4.15 | 0.04 | 802 | 4.40 | 0.03 | 222 | 4.09 | 0.05 | -0.25 | 0.06 | 0.31 |
| 110 | Family Dynamics | 340 | 3.47 | 0.05 | 803 | 3.66 | 0.03 | 223 | 3.42 | 0.06 | -0.19 | 0.05 | 0.24 |
| 111 | Fistula Care | 342 | 3.54 | 0.06 | 799 | 3.13 | 0.04 | 223 | 3.26 | 0.06 | 0.42 | 0.29 | -0.13 |
| 112 | Fluid and Electrolytes | 340 | 4.59 | 0.03 | 801 | 4.37 | 0.03 | 222 | 4.14 | 0.05 | 0.22 | 0.46 | 0.24 |
| 113 | Focused Assessment | 341 | 4.43 | 0.04 | 803 | 4.46 | 0.02 | 223 | 4.04 | 0.06 | -0.03 | 0.38 | 0.42 |
| 114 | Grieving Process | 341 | 3.58 | 0.05 | 798 | 3.76 | 0.03 | 222 | 3.60 | 0.06 | -0.18 | -0.02 | 0.16 |
| 115 | Handoff Communication | 342 | 4.19 | 0.04 | 799 | 4.38 | 0.03 | 222 | 4.29 | 0.06 | -0.19 | -0.10 | 0.09 |
| 116 | Hazardous Material | 339 | 3.78 | 0.05 | 800 | 3.70 | 0.03 | 221 | 3.62 | 0.06 | 0.08 | 0.16 | 0.08 |
| 117 | Hazardous Material Handling | 341 | 3.83 | 0.05 | 803 | 3.76 | 0.03 | 221 | 3.61 | 0.06 | 0.07 | 0.22 | 0.15 |
| 118 | Health Promotion Behaviors | 340 | 3.81 | 0.05 | 796 | 3.94 | 0.03 | 222 | 3.44 | 0.06 | -0.14 | 0.36 | 0.50 |
| 119 | Hemodialysis Care | 339 | 3.63 | 0.06 | 799 | 3.01 | 0.04 | 223 | 3.02 | 0.08 | 0.63 | 0.62 | -0.01 |
| 120 | Hemodynamics | 340 | 4.13 | 0.05 | 800 | 3.84 | 0.03 | 223 | 3.68 | 0.07 | 0.29 | 0.46 | 0.16 |
| 121 | High Risk Behaviors | 340 | 3.81 | 0.05 | 800 | 3.87 | 0.03 | 222 | 3.70 | 0.06 | -0.06 | 0.11 | 0.17 |
| 122 | Incident And Error Reporting | 341 | 4.02 | 0.05 | 799 | 4.09 | 0.03 | 223 | 4.04 | 0.06 | -0.07 | -0.02 | 0.05 |
| 123 | Incontinence Care | 341 | 3.76 | 0.05 | 804 | 3.60 | 0.03 | 223 | 3.62 | 0.06 | 0.16 | 0.14 | -0.02 |
| 124 | Infection Control | 342 | 4.50 | 0.04 | 802 | 4.51 | 0.03 | 223 | 4.42 | 0.05 | -0.01 | 0.08 | 0.09 |
| 125 | Information Resources | 342 | 3.60 | 0.05 | 801 | 3.57 | 0.03 | 222 | 3.36 | 0.06 | 0.03 | 0.24 | 0.21 |

| Knowledge Statements Subgroup Analysis: Primary Job Title | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | | New vs. Educator | New vs. Supervisor | Educator vs. Supervisor |
| Survey Position # | Knowledge Statement | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | Difference | Difference | Difference |
| 126 | Infusion Delivery Devices | 339 | 3.94 | 0.05 | 802 | 3.68 | 0.03 | 219 | 3.64 | 0.07 | 0.26 | 0.30 | 0.04 |
| 127 | Infusion Device Complications | 342 | 3.98 | 0.05 | 804 | 3.79 | 0.03 | 222 | 3.73 | 0.07 | 0.19 | 0.26 | 0.06 |
| 128 | Intake and Output | 341 | 4.17 | 0.04 | 802 | 4.22 | 0.03 | 222 | 3.94 | 0.06 | -0.05 | 0.23 | 0.28 |
| 129 | Invasive Line Care | 340 | 4.23 | 0.05 | 802 | 3.87 | 0.04 | 223 | 3.68 | 0.07 | 0.36 | 0.55 | 0.19 |
| 130 | Irrigation Techniques | 340 | 3.72 | 0.05 | 799 | 3.46 | 0.03 | 221 | 3.52 | 0.06 | 0.25 | 0.20 | -0.06 |
| 131 | Isolation Techniques | 342 | 4.15 | 0.05 | 802 | 4.16 | 0.03 | 221 | 3.99 | 0.06 | -0.01 | 0.16 | 0.17 |
| 132 | Labor | 340 | 3.42 | 0.07 | 800 | 3.22 | 0.04 | 221 | 2.96 | 0.08 | 0.20 | 0.46 | 0.26 |
| 133 | Life Transitions | 341 | 3.30 | 0.05 | 802 | 3.36 | 0.03 | 222 | 3.09 | 0.07 | -0.06 | 0.21 | 0.27 |
| 134 | Material Safety Data Sheet (Msds) | 342 | 3.38 | 0.06 | 802 | 3.22 | 0.04 | 222 | 3.32 | 0.07 | 0.16 | 0.06 | -0.10 |
| 135 | Medical Equipment | 342 | 3.85 | 0.05 | 802 | 3.41 | 0.03 | 222 | 3.52 | 0.06 | 0.44 | 0.33 | -0.11 |
| 136 | Medical Terminology | 342 | 4.26 | 0.04 | 804 | 4.22 | 0.03 | 221 | 4.29 | 0.05 | 0.05 | -0.03 | -0.08 |
| 137 | Medication Abuse | 344 | 3.99 | 0.05 | 803 | 3.98 | 0.03 | 222 | 3.90 | 0.06 | 0.01 | 0.08 | 0.08 |
| 138 | Medication Administration Activities | 343 | 4.42 | 0.04 | 804 | 4.68 | 0.02 | 222 | 4.43 | 0.05 | -0.26 | -0.01 | 0.25 |
| 139 | Medication Calculations | 344 | 4.48 | 0.04 | 804 | 4.74 | 0.02 | 222 | 4.30 | 0.06 | -0.26 | 0.18 | 0.44 |
| 140 | Medication Error Prevention | 343 | 4.74 | 0.03 | 805 | 4.85 | 0.01 | 221 | 4.59 | 0.04 | -0.12 | 0.14 | 0.26 |
| 141 | Medication Interactions | 344 | 4.53 | 0.04 | 806 | 4.54 | 0.02 | 222 | 4.28 | 0.05 | -0.01 | 0.25 | 0.26 |
| 142 | Medication Orders | 344 | 4.49 | 0.04 | 805 | 4.62 | 0.02 | 222 | 4.50 | 0.04 | -0.14 | -0.01 | 0.13 |
| 143 | Medication Reconciliation | 344 | 4.31 | 0.04 | 806 | 4.36 | 0.03 | 221 | 4.45 | 0.05 | -0.05 | -0.14 | -0.09 |
| 144 | Medication Safety | 344 | 4.67 | 0.03 | 805 | 4.81 | 0.02 | 222 | 4.57 | 0.04 | -0.14 | 0.09 | 0.24 |
| 145 | Medication Side Effects | 343 | 4.44 | 0.04 | 802 | 4.53 | 0.02 | 222 | 4.35 | 0.05 | -0.09 | 0.10 | 0.18 |
| 146 | Medication Storage | 342 | 3.94 | 0.05 | 803 | 3.99 | 0.03 | 222 | 3.98 | 0.06 | -0.05 | -0.04 | 0.01 |
| 147 | Medications | 343 | 4.53 | 0.03 | 800 | 4.55 | 0.02 | 222 | 4.44 | 0.04 | -0.01 | 0.10 | 0.11 |
| 148 | Moderate Sedation | 344 | 3.76 | 0.05 | 804 | 3.54 | 0.03 | 221 | 3.48 | 0.07 | 0.22 | 0.29 | 0.06 |
| 149 | Modifiable And Non-Modifiable Risk Factors | 343 | 3.64 | 0.05 | 804 | 3.65 | 0.03 | 222 | 3.32 | 0.06 | -0.01 | 0.32 | 0.33 |
| 150 | New Parent Education | 343 | 3.45 | 0.07 | 805 | 3.37 | 0.04 | 222 | 2.95 | 0.08 | 0.08 | 0.50 | 0.42 |

| Knowledge Statements Subgroup Analysis: Primary Job Title | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | | New vs. Educator | New vs. Supervisor | Educator vs. Supervisor |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | Difference | Difference | Difference |
| 151 | Newborn Assessment | 343 | 3.75 | 0.07 | 801 | 3.51 | 0.04 | 222 | 3.08 | 0.09 | 0.24 | 0.67 | 0.43 |
| 152 | Nonpharmacological Comfort Measures | 344 | 3.82 | 0.05 | 804 | 3.99 | 0.03 | 222 | 3.86 | 0.06 | -0.17 | -0.04 | 0.12 |
| 153 | Nonprescribed Drugs | 342 | 3.71 | 0.05 | 805 | 3.79 | 0.03 | 219 | 3.55 | 0.07 | -0.08 | 0.16 | 0.24 |
| 154 | Nonverbal Cues | 344 | 3.80 | 0.05 | 805 | 3.94 | 0.03 | 222 | 3.64 | 0.06 | -0.13 | 0.16 | 0.29 |
| 155 | Nurse Self Awareness | 344 | 4.03 | 0.05 | 806 | 4.10 | 0.03 | 221 | 3.80 | 0.06 | -0.07 | 0.23 | 0.30 |
| 156 | Nursing Process | 343 | 4.20 | 0.05 | 804 | 4.39 | 0.03 | 222 | 4.24 | 0.05 | -0.20 | -0.05 | 0.15 |
| 157 | Nutritional Assessment | 342 | 3.75 | 0.05 | 805 | 3.80 | 0.03 | 222 | 3.63 | 0.06 | -0.05 | 0.12 | 0.17 |
| 158 | Obtaining Orders | 343 | 4.17 | 0.04 | 804 | 4.13 | 0.03 | 222 | 4.18 | 0.05 | 0.04 | -0.01 | -0.05 |
| 159 | Occupational Factors Affecting Care | 344 | 3.50 | 0.05 | 803 | 3.29 | 0.03 | 221 | 3.30 | 0.06 | 0.21 | 0.20 | -0.01 |
| 160 | Orthopedic Devices | 344 | 3.34 | 0.06 | 805 | 3.08 | 0.03 | 222 | 3.20 | 0.06 | 0.26 | 0.13 | -0.12 |
| 161 | Ostomy Care | 343 | 3.69 | 0.05 | 804 | 3.34 | 0.03 | 222 | 3.41 | 0.06 | 0.35 | 0.28 | -0.07 |
| 162 | Oxygen Delivery Systems | 343 | 4.34 | 0.04 | 804 | 4.15 | 0.03 | 221 | 3.92 | 0.06 | 0.19 | 0.43 | 0.24 |
| 163 | Pacing Devices | 344 | 3.88 | 0.05 | 804 | 3.19 | 0.04 | 222 | 3.30 | 0.07 | 0.69 | 0.58 | -0.11 |
| 164 | Pain Assessment | 344 | 4.39 | 0.04 | 804 | 4.63 | 0.02 | 222 | 4.50 | 0.04 | -0.24 | -0.11 | 0.13 |
| 165 | Pain Management | 344 | 4.40 | 0.04 | 798 | 4.59 | 0.02 | 221 | 4.51 | 0.04 | -0.19 | -0.11 | 0.08 |
| 166 | Palliative Care | 344 | 3.88 | 0.05 | 804 | 3.77 | 0.03 | 220 | 3.84 | 0.06 | 0.11 | 0.04 | -0.06 |
| 167 | Pathophysiology | 342 | 4.16 | 0.04 | 801 | 4.26 | 0.03 | 220 | 4.07 | 0.06 | -0.11 | 0.09 | 0.20 |
| 168 | Performance Improvement/Quality Improvement Process | 343 | 3.74 | 0.05 | 802 | 3.59 | 0.03 | 221 | 3.81 | 0.06 | 0.15 | -0.07 | -0.22 |
| 169 | Peripheral Intravenous Line Insertion Techniques | 344 | 4.13 | 0.05 | 802 | 3.62 | 0.04 | 222 | 3.70 | 0.08 | 0.51 | 0.43 | -0.09 |
| 170 | Peritoneal Dialysis Care | 343 | 3.50 | 0.06 | 800 | 2.93 | 0.04 | 221 | 2.80 | 0.08 | 0.57 | 0.70 | 0.13 |
| 171 | Personal Protective Equipment | 344 | 4.26 | 0.04 | 799 | 4.40 | 0.03 | 221 | 4.23 | 0.06 | -0.13 | 0.04 | 0.17 |
| 172 | Pharmacologic Comfort Measures | 341 | 4.06 | 0.04 | 798 | 4.23 | 0.03 | 221 | 3.87 | 0.06 | -0.17 | 0.20 | 0.36 |
| 173 | Phototherapy | 342 | 3.00 | 0.06 | 800 | 2.87 | 0.04 | 221 | 2.54 | 0.08 | 0.13 | 0.46 | 0.33 |
| 174 | Physical Stressors | 342 | 3.52 | 0.05 | 798 | 3.57 | 0.03 | 220 | 3.26 | 0.06 | -0.05 | 0.26 | 0.31 |

| Knowledge Statements Subgroup Analysis: Primary Job Title | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | | New vs. Educator | New vs. Supervisor | Educator vs. Supervisor |
| Survey Position # | Knowledge Statement | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | Difference | Difference | Difference |
| 175 | Plan of Care | 344 | 4.06 | 0.05 | 802 | 4.16 | 0.03 | 221 | 4.10 | 0.05 | -0.10 | -0.04 | 0.06 |
| 176 | Population Specific Health Risks | 344 | 3.49 | 0.05 | 803 | 3.51 | 0.03 | 218 | 3.19 | 0.07 | -0.03 | 0.29 | 0.32 |
| 177 | Post Mortem Care | 342 | 3.36 | 0.06 | 804 | 3.07 | 0.04 | 221 | 3.16 | 0.07 | 0.29 | 0.20 | -0.09 |
| 178 | Postoperative Care | 341 | 4.13 | 0.05 | 804 | 4.02 | 0.03 | 222 | 3.62 | 0.07 | 0.11 | 0.52 | 0.41 |
| 179 | Post-Partum Care | 344 | 3.59 | 0.07 | 796 | 3.39 | 0.04 | 222 | 3.04 | 0.08 | 0.20 | 0.55 | 0.35 |
| 180 | Practice Errors | 343 | 4.10 | 0.05 | 801 | 4.26 | 0.03 | 221 | 3.90 | 0.06 | -0.16 | 0.19 | 0.35 |
| 181 | Prenatal Care | 344 | 3.49 | 0.06 | 802 | 3.28 | 0.04 | 222 | 2.92 | 0.08 | 0.20 | 0.57 | 0.36 |
| 182 | Preoperative Care | 342 | 3.85 | 0.05 | 801 | 3.83 | 0.03 | 221 | 3.29 | 0.08 | 0.01 | 0.56 | 0.54 |
| 183 | Pressure Relieving Support Surfaces | 344 | 3.89 | 0.05 | 803 | 3.67 | 0.03 | 221 | 3.73 | 0.07 | 0.22 | 0.16 | -0.06 |
| 184 | Principles of Delegation And Assignment | 344 | 4.03 | 0.05 | 801 | 4.11 | 0.03 | 223 | 3.85 | 0.06 | -0.08 | 0.17 | 0.26 |
| 185 | Principles of Leadership | 344 | 3.71 | 0.05 | 800 | 3.78 | 0.03 | 223 | 3.77 | 0.06 | -0.07 | -0.06 | 0.01 |
| 186 | Prioritization of Care | 343 | 4.56 | 0.03 | 799 | 4.62 | 0.02 | 223 | 4.47 | 0.04 | -0.06 | 0.09 | 0.15 |
| 187 | Procedure and Treatment Complications | 344 | 4.35 | 0.04 | 799 | 4.22 | 0.03 | 222 | 4.02 | 0.05 | 0.13 | 0.33 | 0.20 |
| 188 | Professional Communication | 344 | 4.21 | 0.04 | 800 | 4.39 | 0.02 | 222 | 4.24 | 0.05 | -0.18 | -0.04 | 0.14 |
| 189 | Professional Competency | 344 | 4.33 | 0.04 | 801 | 4.39 | 0.03 | 223 | 4.30 | 0.05 | -0.06 | 0.03 | 0.09 |
| 190 | Professional Resources | 344 | 3.86 | 0.04 | 800 | 3.78 | 0.03 | 222 | 3.66 | 0.06 | 0.08 | 0.20 | 0.12 |
| 191 | Promotion of Circulation Techniques | 344 | 4.01 | 0.04 | 800 | 3.78 | 0.03 | 222 | 3.50 | 0.06 | 0.23 | 0.50 | 0.27 |
| 192 | Psychological Stressors | 343 | 3.69 | 0.04 | 800 | 3.81 | 0.03 | 223 | 3.44 | 0.06 | -0.12 | 0.24 | 0.36 |
| 193 | Psychological/Psychosocial Assessment | 344 | 3.89 | 0.04 | 801 | 4.08 | 0.03 | 223 | 3.68 | 0.06 | -0.19 | 0.21 | 0.40 |
| 194 | Psychosocial Factors Affecting Care | 343 | 3.77 | 0.05 | 800 | 3.88 | 0.03 | 223 | 3.56 | 0.06 | -0.12 | 0.21 | 0.32 |
| 195 | Pulmonary Hygiene Techniques | 343 | 4.09 | 0.05 | 799 | 3.79 | 0.03 | 223 | 3.49 | 0.06 | 0.30 | 0.60 | 0.30 |
| 196 | Reduction of Client Risk | 343 | 4.13 | 0.04 | 800 | 4.16 | 0.03 | 223 | 3.65 | 0.06 | -0.03 | 0.48 | 0.51 |
| 197 | Reference Materials | 344 | 3.59 | 0.05 | 799 | 3.53 | 0.03 | 220 | 3.36 | 0.06 | 0.06 | 0.23 | 0.18 |
| 198 | Regulatory Guidelines and Standards | 343 | 3.85 | 0.05 | 797 | 3.85 | 0.03 | 221 | 3.92 | 0.06 | 0.00 | -0.07 | -0.07 |
| 199 | Renal Replacement Therapy | 342 | 3.59 | 0.06 | 797 | 2.97 | 0.04 | 223 | 2.85 | 0.07 | 0.62 | 0.74 | 0.12 |

| | Knowledge Statements Subgroup Analysis: Primary Job Title | | | | | | | | | | New vs. Educator | New vs. Supervisor | Educator vs. Supervisor |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | | | | |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | Difference | Difference | Difference |
| 200 | Reporting Process/Chain of Command | 342 | 3.94 | 0.05 | 801 | 4.00 | 0.03 | 222 | 4.00 | 0.05 | -0.06 | -0.06 | 0.00 |
| 201 | Reporting Requirements for Client Conditions | 340 | 4.11 | 0.04 | 796 | 4.21 | 0.03 | 222 | 4.05 | 0.06 | -0.09 | 0.06 | 0.15 |
| 202 | Restraints | 343 | 3.64 | 0.06 | 794 | 3.87 | 0.03 | 223 | 3.65 | 0.07 | -0.23 | -0.02 | 0.21 |
| 203 | Scope of Practice | 344 | 4.35 | 0.04 | 800 | 4.61 | 0.02 | 222 | 4.56 | 0.04 | -0.25 | -0.20 | 0.05 |
| 204 | Screening Assessments | 344 | 3.92 | 0.04 | 798 | 3.84 | 0.03 | 223 | 3.78 | 0.06 | 0.09 | 0.14 | 0.06 |
| 205 | Screening Tools | 342 | 3.78 | 0.05 | 798 | 3.65 | 0.03 | 223 | 3.63 | 0.06 | 0.13 | 0.15 | 0.03 |
| 206 | Security Plans | 341 | 3.53 | 0.06 | 800 | 3.61 | 0.03 | 222 | 3.39 | 0.07 | -0.07 | 0.15 | 0.22 |
| 207 | Seizure Protocols | 342 | 4.06 | 0.05 | 799 | 3.96 | 0.03 | 223 | 3.76 | 0.06 | 0.10 | 0.30 | 0.20 |
| 208 | Setting Limits | 340 | 3.67 | 0.05 | 796 | 3.73 | 0.03 | 223 | 3.51 | 0.06 | -0.06 | 0.16 | 0.22 |
| 209 | Signs And Symptoms of Chemical Dependencies | 340 | 3.83 | 0.05 | 800 | 3.74 | 0.03 | 223 | 3.48 | 0.07 | 0.09 | 0.35 | 0.26 |
| 210 | Site Assessment | 343 | 4.10 | 0.05 | 798 | 3.96 | 0.03 | 222 | 3.67 | 0.06 | 0.14 | 0.43 | 0.29 |
| 211 | Site Selection | 342 | 3.87 | 0.05 | 792 | 3.76 | 0.03 | 220 | 3.61 | 0.06 | 0.11 | 0.27 | 0.15 |
| 212 | Skin Assessment | 343 | 4.29 | 0.04 | 797 | 4.30 | 0.03 | 223 | 4.12 | 0.05 | -0.01 | 0.17 | 0.18 |
| 213 | Skin Care | 343 | 4.16 | 0.04 | 799 | 4.10 | 0.03 | 223 | 4.02 | 0.05 | 0.06 | 0.14 | 0.08 |
| 214 | Skin Preparation | 344 | 3.96 | 0.05 | 797 | 3.81 | 0.03 | 222 | 3.75 | 0.06 | 0.15 | 0.21 | 0.06 |
| 215 | Specimen Collection | 344 | 4.11 | 0.04 | 798 | 3.80 | 0.03 | 223 | 3.81 | 0.05 | 0.31 | 0.30 | -0.01 |
| 216 | Specimen Handling | 342 | 4.02 | 0.05 | 796 | 3.81 | 0.03 | 222 | 3.77 | 0.05 | 0.21 | 0.25 | 0.04 |
| 217 | Spiritual Factors Affecting Care | 344 | 3.39 | 0.05 | 798 | 3.71 | 0.03 | 222 | 3.41 | 0.06 | -0.32 | -0.01 | 0.31 |
| 218 | Staff Safety | 344 | 4.14 | 0.04 | 797 | 4.21 | 0.03 | 221 | 4.05 | 0.06 | -0.07 | 0.09 | 0.16 |
| 219 | Stages of Death And Dying | 344 | 3.58 | 0.05 | 799 | 3.60 | 0.03 | 222 | 3.59 | 0.06 | -0.02 | -0.01 | 0.01 |
| 220 | Stages of Pregnancy | 342 | 3.41 | 0.06 | 799 | 3.23 | 0.04 | 222 | 3.02 | 0.08 | 0.17 | 0.39 | 0.22 |
| 221 | Standard Precautions | 344 | 4.42 | 0.04 | 797 | 4.55 | 0.02 | 223 | 4.36 | 0.05 | -0.14 | 0.06 | 0.19 |
| 222 | Standards of Care | 344 | 4.36 | 0.04 | 800 | 4.45 | 0.02 | 223 | 4.30 | 0.05 | -0.09 | 0.06 | 0.15 |
| 223 | Sterile Technique | 343 | 4.59 | 0.03 | 797 | 4.52 | 0.03 | 221 | 4.24 | 0.06 | 0.06 | 0.35 | 0.28 |
| 224 | Substance Abuse | 344 | 3.76 | 0.05 | 799 | 3.77 | 0.03 | 222 | 3.44 | 0.06 | -0.01 | 0.32 | 0.33 |

| Knowledge Statements Subgroup Analysis: Primary Job Title | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | | New vs. Educator | New vs. Supervisor | Educator vs. Supervisor |
| Survey Position # | Knowledge Statement | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | Difference | Difference | Difference |
| 225 | Suctioning Techniques | 343 | 4.10 | 0.05 | 800 | 3.84 | 0.03 | 223 | 3.79 | 0.06 | 0.25 | 0.30 | 0.05 |
| 226 | Suicide Precautions | 344 | 4.05 | 0.06 | 798 | 4.10 | 0.03 | 221 | 3.86 | 0.06 | -0.06 | 0.18 | 0.24 |
| 227 | Supervision of Assistive Personnel | 344 | 3.92 | 0.05 | 800 | 4.05 | 0.03 | 223 | 3.91 | 0.05 | -0.12 | 0.01 | 0.14 |
| 228 | Symptoms of Abuse And Neglect | 342 | 4.05 | 0.05 | 799 | 4.16 | 0.03 | 222 | 4.00 | 0.06 | -0.12 | 0.05 | 0.17 |
| 229 | Teaching and Learning Strategies | 344 | 3.89 | 0.05 | 800 | 3.93 | 0.03 | 222 | 3.62 | 0.06 | -0.04 | 0.27 | 0.31 |
| 230 | Therapeutic Communication | 344 | 4.14 | 0.04 | 801 | 4.43 | 0.02 | 223 | 3.77 | 0.06 | -0.29 | 0.37 | 0.66 |
| 231 | Therapeutic Effects | 344 | 3.92 | 0.04 | 801 | 4.05 | 0.03 | 223 | 3.55 | 0.05 | -0.14 | 0.37 | 0.50 |
| 232 | Therapeutic Environment | 344 | 3.75 | 0.05 | 801 | 3.89 | 0.03 | 223 | 3.46 | 0.06 | -0.14 | 0.29 | 0.43 |
| 233 | Therapeutic Interventions | 344 | 3.90 | 0.04 | 798 | 4.06 | 0.03 | 222 | 3.57 | 0.06 | -0.16 | 0.33 | 0.49 |
| 234 | Thermoregulation Techniques | 343 | 3.81 | 0.05 | 801 | 3.70 | 0.03 | 223 | 3.22 | 0.07 | 0.11 | 0.59 | 0.48 |
| 235 | Time Management | 344 | 4.50 | 0.04 | 801 | 4.29 | 0.03 | 223 | 4.35 | 0.05 | 0.21 | 0.15 | -0.06 |
| 236 | Tissue Perfusion | 343 | 4.41 | 0.04 | 800 | 4.19 | 0.03 | 223 | 3.80 | 0.06 | 0.22 | 0.61 | 0.39 |
| 237 | Total Parenteral Nutrition (TPN) Administration | 343 | 3.94 | 0.06 | 800 | 3.51 | 0.04 | 222 | 3.30 | 0.07 | 0.43 | 0.64 | 0.21 |
| 238 | Tracheostomy Care | 343 | 4.02 | 0.06 | 799 | 3.63 | 0.04 | 221 | 3.48 | 0.07 | 0.39 | 0.54 | 0.15 |
| 239 | Treatments and Procedures | 344 | 4.26 | 0.04 | 797 | 3.98 | 0.03 | 223 | 3.84 | 0.06 | 0.28 | 0.42 | 0.14 |
| 240 | Tube Feedings | 344 | 3.92 | 0.05 | 799 | 3.63 | 0.03 | 223 | 3.55 | 0.06 | 0.29 | 0.37 | 0.09 |
| 241 | Tube Insertion Techniques | 344 | 3.91 | 0.06 | 800 | 3.57 | 0.04 | 223 | 3.47 | 0.07 | 0.34 | 0.44 | 0.10 |
| 242 | Tube Removal Techniques | 344 | 3.88 | 0.06 | 801 | 3.55 | 0.04 | 223 | 3.48 | 0.07 | 0.33 | 0.41 | 0.08 |
| 243 | Unsafe Practice | 344 | 4.46 | 0.04 | 799 | 4.60 | 0.02 | 223 | 4.35 | 0.05 | -0.14 | 0.11 | 0.25 |
| 244 | Urinary Catheter Care | 343 | 4.29 | 0.04 | 800 | 4.10 | 0.03 | 222 | 4.00 | 0.06 | 0.19 | 0.28 | 0.10 |
| 245 | Urinary Catheter Insertion Technique | 344 | 4.35 | 0.04 | 797 | 4.18 | 0.03 | 222 | 4.08 | 0.06 | 0.17 | 0.28 | 0.10 |
| 246 | Vaccinations | 344 | 3.93 | 0.05 | 798 | 3.70 | 0.03 | 223 | 3.54 | 0.07 | 0.23 | 0.38 | 0.15 |
| 247 | Venous Access Devices | 344 | 4.14 | 0.04 | 800 | 3.83 | 0.03 | 222 | 3.79 | 0.06 | 0.31 | 0.35 | 0.04 |
| 248 | Venous Thromboembolism Prophylaxis | 343 | 4.37 | 0.04 | 801 | 4.05 | 0.03 | 223 | 3.90 | 0.06 | 0.32 | 0.47 | 0.15 |
| 249 | Ventilator Management Techniques | 344 | 3.90 | 0.06 | 800 | 3.15 | 0.04 | 221 | 3.12 | 0.08 | 0.75 | 0.78 | 0.03 |

| Knowledge Statements Subgroup Analysis: Primary Job Title | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | | New vs. Educator | New vs. Supervisor | Educator vs. Supervisor |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | Difference | Difference | Difference |
| 250 | Vital Signs | 343 | 4.72 | 0.03 | 800 | 4.71 | 0.02 | 220 | 4.58 | 0.04 | 0.00 | 0.14 | 0.14 |
| 251 | Vulnerable Populations | 340 | 3.65 | 0.05 | 797 | 3.83 | 0.03 | 223 | 3.48 | 0.07 | -0.18 | 0.17 | 0.35 |
| 252 | Wound Assessment | 343 | 4.31 | 0.04 | 801 | 4.16 | 0.03 | 223 | 4.13 | 0.05 | 0.14 | 0.17 | 0.03 |
| 253 | Wound Care | 342 | 4.28 | 0.04 | 801 | 4.04 | 0.03 | 223 | 4.05 | 0.06 | 0.24 | 0.23 | -0.01 |

# APPENDIX I: KNOWLEDGE STATEMENTS SUBGROUP ANALYSIS: FACILITY

| Knowledge Statements Subgroup Analysis: Facility | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | Hospital | | | Long-term Care | | | Community-based Facility | | | Other | | |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. |
| 1 | Abnormal Test Results | 886 | 4.55 | 0.02 | 128 | 4.38 | 0.07 | 152 | 4.60 | 0.05 | 115 | 4.64 | 0.05 |
| 2 | Activities of Daily Living (ADL) | 885 | 3.80 | 0.03 | 128 | 4.02 | 0.07 | 151 | 3.85 | 0.06 | 115 | 3.97 | 0.07 |
| 3 | Advance Directives | 882 | 3.79 | 0.03 | 127 | 4.21 | 0.08 | 152 | 3.74 | 0.07 | 115 | 3.91 | 0.08 |
| 4 | Adverse Reactions | 884 | 4.62 | 0.02 | 128 | 4.50 | 0.06 | 152 | 4.69 | 0.04 | 114 | 4.77 | 0.04 |
| 5 | Airway Management | 888 | 4.76 | 0.02 | 128 | 4.69 | 0.06 | 151 | 4.70 | 0.06 | 115 | 4.73 | 0.06 |
| 6 | Allergic Reactions Interventions | 884 | 4.62 | 0.02 | 128 | 4.47 | 0.07 | 150 | 4.64 | 0.05 | 115 | 4.68 | 0.06 |
| 7 | Allergies | 884 | 4.31 | 0.02 | 127 | 4.13 | 0.07 | 148 | 4.41 | 0.06 | 114 | 4.36 | 0.06 |
| 8 | Allowable Activities for Interprofessional Team Members | 882 | 3.70 | 0.03 | 127 | 3.48 | 0.09 | 151 | 3.64 | 0.07 | 115 | 3.83 | 0.07 |
| 9 | Alternatives to Restraints | 885 | 3.76 | 0.03 | 128 | 3.95 | 0.08 | 149 | 3.72 | 0.08 | 114 | 3.83 | 0.08 |
| 10 | Anatomy and Physiology | 882 | 4.15 | 0.03 | 126 | 4.08 | 0.07 | 150 | 4.18 | 0.07 | 115 | 4.17 | 0.08 |
| 11 | Antepartum | 880 | 3.16 | 0.04 | 127 | 2.83 | 0.12 | 151 | 3.33 | 0.09 | 113 | 3.35 | 0.10 |
| 12 | Arterial Blood Gas | 886 | 3.81 | 0.03 | 128 | 3.38 | 0.11 | 151 | 3.73 | 0.09 | 114 | 3.82 | 0.10 |
| 13 | Arterial Line Monitoring | 887 | 3.21 | 0.04 | 128 | 3.19 | 0.12 | 149 | 3.36 | 0.10 | 115 | 3.23 | 0.12 |
| 14 | Aseptic Technique | 884 | 4.67 | 0.02 | 127 | 4.60 | 0.06 | 151 | 4.70 | 0.05 | 115 | 4.72 | 0.06 |
| 15 | Aspiration Precautions | 887 | 4.48 | 0.03 | 128 | 4.60 | 0.06 | 152 | 4.38 | 0.07 | 115 | 4.57 | 0.07 |
| 16 | Assessment Tools | 886 | 4.29 | 0.03 | 125 | 4.46 | 0.06 | 152 | 4.18 | 0.07 | 114 | 4.38 | 0.06 |
| 17 | Assistive Devices | 889 | 3.32 | 0.03 | 128 | 3.75 | 0.08 | 152 | 3.55 | 0.08 | 114 | 3.31 | 0.08 |
| 18 | Awareness of Professional Limitations | 883 | 4.47 | 0.02 | 128 | 4.39 | 0.06 | 151 | 4.40 | 0.06 | 115 | 4.56 | 0.06 |
| 19 | Barriers to Client Care | 886 | 3.62 | 0.03 | 128 | 3.72 | 0.08 | 152 | 3.66 | 0.07 | 113 | 3.88 | 0.07 |
| 20 | Barriers to Learning | 882 | 3.66 | 0.03 | 127 | 3.61 | 0.08 | 151 | 3.64 | 0.07 | 113 | 3.88 | 0.07 |
| 21 | Basic Cardiac Rhythms | 886 | 3.86 | 0.03 | 128 | 3.52 | 0.09 | 152 | 3.72 | 0.08 | 115 | 3.82 | 0.09 |
| 22 | Behavioral Health Issues | 888 | 3.66 | 0.03 | 127 | 3.91 | 0.07 | 151 | 3.86 | 0.07 | 115 | 3.82 | 0.07 |
| 23 | Behavioral Management Techniques | 884 | 3.63 | 0.03 | 128 | 3.98 | 0.07 | 152 | 3.74 | 0.07 | 115 | 3.82 | 0.07 |
| 24 | Biohazardous Material | 886 | 3.69 | 0.03 | 126 | 3.87 | 0.09 | 152 | 3.88 | 0.08 | 115 | 3.85 | 0.08 |
| 25 | Blood Product Administration | 889 | 4.26 | 0.03 | 128 | 3.52 | 0.13 | 152 | 4.01 | 0.10 | 114 | 4.18 | 0.11 |
| 26 | Blood Specimen Collection Techniques | 888 | 3.54 | 0.03 | 127 | 3.71 | 0.09 | 152 | 3.69 | 0.08 | 113 | 3.63 | 0.09 |
| 27 | Body Image | 889 | 3.05 | 0.03 | 127 | 3.00 | 0.10 | 152 | 3.22 | 0.07 | 115 | 3.35 | 0.08 |
| 28 | Body Mass Index (BMI) | 889 | 2.93 | 0.03 | 128 | 2.86 | 0.09 | 151 | 3.12 | 0.08 | 114 | 3.18 | 0.09 |
| 29 | Body Mechanics | 890 | 4.00 | 0.03 | 128 | 4.21 | 0.07 | 151 | 3.94 | 0.08 | 114 | 4.16 | 0.08 |
| 30 | Calculation and Conversions | 887 | 4.32 | 0.03 | 128 | 4.03 | 0.09 | 152 | 4.34 | 0.07 | 115 | 4.46 | 0.08 |
| 31 | Caregiver Resources | 888 | 3.30 | 0.03 | 127 | 3.54 | 0.09 | 151 | 3.58 | 0.07 | 115 | 3.43 | 0.08 |
| 32 | Catheter Maintenance Care | 887 | 4.13 | 0.03 | 127 | 4.20 | 0.06 | 152 | 4.11 | 0.07 | 115 | 4.09 | 0.09 |
| 33 | Changes In Client Condition | 887 | 4.69 | 0.02 | 128 | 4.59 | 0.06 | 152 | 4.58 | 0.06 | 115 | 4.70 | 0.06 |

| Knowledge Statements Subgroup Analysis: Facility | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | Hospital | | | Long-term Care | | | Community-based Facility | | | Other | | |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. |
| 34 | Circulation Devices | 885 | 3.54 | 0.03 | 127 | 3.49 | 0.10 | 151 | 3.65 | 0.08 | 114 | 3.64 | 0.09 |
| 35 | Circulation Movement and Sensation Assessment | 885 | 4.15 | 0.03 | 127 | 3.89 | 0.08 | 151 | 4.17 | 0.07 | 114 | 4.06 | 0.08 |
| 36 | Client Activity Orders | 887 | 3.59 | 0.03 | 128 | 3.59 | 0.09 | 151 | 3.60 | 0.08 | 114 | 3.75 | 0.07 |
| 37 | Client Admission, Transfer Or Discharge | 888 | 3.80 | 0.03 | 128 | 4.12 | 0.07 | 150 | 3.80 | 0.07 | 114 | 3.79 | 0.08 |
| 38 | Client Advocacy | 888 | 4.24 | 0.03 | 128 | 4.16 | 0.08 | 151 | 4.24 | 0.06 | 116 | 4.17 | 0.07 |
| 39 | Client Assessment | 882 | 4.69 | 0.02 | 124 | 4.57 | 0.06 | 152 | 4.65 | 0.04 | 115 | 4.66 | 0.06 |
| 40 | Client Care for Adolescent | 887 | 3.77 | 0.03 | 127 | 3.30 | 0.11 | 151 | 3.88 | 0.08 | 114 | 3.86 | 0.08 |
| 41 | Client Care for Adults | 889 | 4.22 | 0.02 | 127 | 4.12 | 0.08 | 151 | 4.11 | 0.07 | 114 | 4.15 | 0.07 |
| 42 | Client Care for Infant | 887 | 3.57 | 0.04 | 128 | 3.20 | 0.12 | 151 | 3.79 | 0.09 | 115 | 3.65 | 0.10 |
| 43 | Client Care for Newborn | 886 | 3.54 | 0.04 | 128 | 3.20 | 0.12 | 151 | 3.74 | 0.09 | 113 | 3.66 | 0.10 |
| 44 | Client Care for Older Adults | 887 | 4.17 | 0.03 | 128 | 4.31 | 0.07 | 151 | 4.19 | 0.07 | 114 | 4.17 | 0.07 |
| 45 | Client Care for Preschool Aged Child | 889 | 3.41 | 0.04 | 128 | 3.07 | 0.11 | 150 | 3.63 | 0.09 | 114 | 3.56 | 0.10 |
| 46 | Client Care for School Aged Child | 890 | 3.45 | 0.03 | 128 | 3.09 | 0.11 | 150 | 3.65 | 0.09 | 115 | 3.57 | 0.10 |
| 47 | Client Care for Toddler | 889 | 3.42 | 0.04 | 127 | 3.08 | 0.11 | 150 | 3.67 | 0.09 | 114 | 3.54 | 0.11 |
| 48 | Client Centered Care | 887 | 4.23 | 0.03 | 128 | 4.09 | 0.07 | 150 | 4.25 | 0.06 | 115 | 4.27 | 0.07 |
| 49 | Client Comfort | 890 | 4.28 | 0.02 | 127 | 4.33 | 0.07 | 150 | 4.26 | 0.06 | 113 | 4.29 | 0.07 |
| 50 | Client Confidentiality | 890 | 4.68 | 0.02 | 128 | 4.63 | 0.05 | 150 | 4.58 | 0.05 | 114 | 4.72 | 0.05 |
| 51 | Client Consent | 890 | 4.59 | 0.02 | 128 | 4.54 | 0.06 | 150 | 4.49 | 0.06 | 115 | 4.60 | 0.06 |
| 52 | Client Coping Mechanisms | 889 | 3.87 | 0.03 | 128 | 4.00 | 0.07 | 150 | 4.01 | 0.06 | 114 | 4.07 | 0.06 |
| 53 | Client Dignity | 890 | 4.34 | 0.02 | 128 | 4.43 | 0.06 | 150 | 4.31 | 0.06 | 115 | 4.38 | 0.06 |
| 54 | Client Education | 888 | 4.34 | 0.02 | 127 | 4.15 | 0.08 | 150 | 4.30 | 0.06 | 114 | 4.39 | 0.05 |
| 55 | Client Environment of Care | 885 | 3.89 | 0.03 | 128 | 3.88 | 0.07 | 150 | 3.97 | 0.06 | 114 | 4.05 | 0.07 |
| 56 | Client Handoff Process | 889 | 4.34 | 0.02 | 127 | 4.16 | 0.08 | 150 | 4.06 | 0.08 | 113 | 4.34 | 0.07 |
| 57 | Client Health History | 887 | 4.27 | 0.02 | 128 | 4.23 | 0.07 | 149 | 4.36 | 0.06 | 114 | 4.32 | 0.06 |
| 58 | Client Identification | 888 | 4.72 | 0.02 | 127 | 4.54 | 0.06 | 150 | 4.61 | 0.06 | 116 | 4.76 | 0.05 |
| 59 | Client Needs Assessment | 889 | 4.29 | 0.02 | 126 | 4.37 | 0.07 | 150 | 4.32 | 0.06 | 115 | 4.33 | 0.06 |
| 60 | Client Plan of Care | 886 | 4.25 | 0.02 | 127 | 4.30 | 0.06 | 148 | 4.23 | 0.07 | 116 | 4.25 | 0.06 |
| 61 | Client Positioning and Mobilization Techniques | 890 | 3.97 | 0.03 | 127 | 4.08 | 0.07 | 150 | 3.88 | 0.08 | 116 | 3.94 | 0.08 |
| 62 | Client Privacy | 888 | 4.38 | 0.02 | 127 | 4.38 | 0.06 | 149 | 4.28 | 0.07 | 116 | 4.33 | 0.06 |
| 63 | Client Response to Plan of Care | 889 | 4.18 | 0.02 | 127 | 4.12 | 0.07 | 151 | 4.11 | 0.07 | 116 | 4.24 | 0.06 |
| 64 | Client Rights and Responsibilities | 890 | 4.33 | 0.02 | 127 | 4.22 | 0.07 | 150 | 4.23 | 0.06 | 115 | 4.36 | 0.06 |
| 65 | Client Risk Assessment | 890 | 4.32 | 0.02 | 126 | 4.32 | 0.06 | 149 | 4.35 | 0.06 | 116 | 4.34 | 0.07 |
| 66 | Client Safety | 886 | 4.75 | 0.02 | 126 | 4.60 | 0.06 | 151 | 4.64 | 0.05 | 116 | 4.66 | 0.06 |
| 67 | Client Self Determination | 887 | 3.82 | 0.03 | 126 | 3.89 | 0.08 | 148 | 3.85 | 0.07 | 116 | 3.99 | 0.07 |
| 68 | Client Sleep and Rest Requirements | 887 | 3.71 | 0.03 | 127 | 3.78 | 0.09 | 149 | 3.74 | 0.07 | 116 | 3.84 | 0.08 |

| Knowledge Statements Subgroup Analysis: Facility | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Survey Position # | Knowledge Statement | Hospital | | | Long-term Care | | | Community-based Facility | | | Other | | |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. |
| 69 | Client Surveillance | 889 | 3.78 | 0.03 | 126 | 3.75 | 0.09 | 149 | 3.78 | 0.08 | 115 | 4.03 | 0.07 |
| 70 | Client'S Health Knowledge | 889 | 3.76 | 0.03 | 125 | 3.73 | 0.09 | 150 | 3.73 | 0.07 | 116 | 3.93 | 0.07 |
| 71 | Communicable Diseases | 888 | 4.02 | 0.03 | 127 | 4.04 | 0.09 | 149 | 4.12 | 0.07 | 115 | 4.15 | 0.07 |
| 72 | Communication Barriers | 887 | 3.91 | 0.03 | 126 | 3.93 | 0.08 | 150 | 3.99 | 0.07 | 116 | 4.07 | 0.07 |
| 73 | Communication Strategies | 887 | 3.94 | 0.03 | 127 | 3.95 | 0.08 | 150 | 4.03 | 0.06 | 116 | 4.17 | 0.06 |
| 74 | Community Health Considerations | 884 | 3.40 | 0.03 | 127 | 3.48 | 0.09 | 150 | 3.74 | 0.07 | 116 | 3.68 | 0.08 |
| 75 | Community Resources | 887 | 3.37 | 0.03 | 127 | 3.39 | 0.09 | 150 | 3.69 | 0.07 | 116 | 3.66 | 0.07 |
| 76 | Complementary Therapies | 887 | 3.13 | 0.03 | 127 | 3.31 | 0.09 | 148 | 3.38 | 0.08 | 116 | 3.33 | 0.08 |
| 77 | Complications of Labor | 888 | 3.45 | 0.04 | 126 | 3.18 | 0.13 | 149 | 3.56 | 0.10 | 116 | 3.65 | 0.12 |
| 78 | Comprehensive Health Assessment | 884 | 4.37 | 0.03 | 127 | 4.40 | 0.07 | 150 | 4.41 | 0.06 | 115 | 4.37 | 0.07 |
| 79 | Comprehensive Health History | 879 | 4.20 | 0.03 | 127 | 4.24 | 0.07 | 150 | 4.21 | 0.07 | 114 | 4.26 | 0.07 |
| 80 | Conflict Management and Resolution | 887 | 3.81 | 0.03 | 127 | 3.91 | 0.08 | 149 | 3.87 | 0.07 | 115 | 3.96 | 0.07 |
| 81 | Controlled Substances | 888 | 4.07 | 0.03 | 127 | 4.11 | 0.08 | 149 | 3.95 | 0.07 | 115 | 4.17 | 0.07 |
| 82 | Coordination of Client Care | 888 | 3.95 | 0.03 | 127 | 4.13 | 0.06 | 150 | 3.95 | 0.07 | 115 | 4.07 | 0.07 |
| 83 | Coping Skills | 887 | 3.78 | 0.03 | 126 | 3.88 | 0.08 | 150 | 3.77 | 0.07 | 116 | 3.91 | 0.07 |
| 84 | Coping Strategies | 889 | 3.77 | 0.03 | 127 | 3.89 | 0.08 | 150 | 3.74 | 0.07 | 116 | 3.91 | 0.07 |
| 85 | Cost Effective Care | 889 | 3.60 | 0.03 | 127 | 3.83 | 0.08 | 149 | 3.57 | 0.07 | 116 | 3.79 | 0.09 |
| 86 | Cultural Awareness | 889 | 3.91 | 0.03 | 127 | 3.77 | 0.08 | 150 | 3.90 | 0.07 | 116 | 4.14 | 0.07 |
| 87 | Cultural Diversity | 890 | 3.84 | 0.03 | 127 | 3.71 | 0.09 | 150 | 3.85 | 0.07 | 116 | 4.03 | 0.06 |
| 88 | Cultural Factors Affecting Care | 889 | 3.93 | 0.03 | 125 | 3.82 | 0.09 | 150 | 3.91 | 0.07 | 116 | 4.13 | 0.06 |
| 89 | Death and Dying | 892 | 3.99 | 0.03 | 126 | 4.23 | 0.07 | 150 | 4.01 | 0.07 | 114 | 4.05 | 0.07 |
| 90 | De-Escalation Techniques | 892 | 3.85 | 0.03 | 126 | 4.03 | 0.08 | 150 | 3.89 | 0.07 | 116 | 4.06 | 0.07 |
| 91 | Developmental Stages and Milestones | 890 | 3.34 | 0.03 | 129 | 3.04 | 0.10 | 152 | 3.56 | 0.08 | 119 | 3.50 | 0.09 |
| 92 | Device Assessment | 888 | 3.20 | 0.03 | 128 | 3.26 | 0.09 | 152 | 3.38 | 0.08 | 118 | 3.31 | 0.09 |
| 93 | Diagnostic Tests And Procedures | 891 | 4.01 | 0.03 | 129 | 4.02 | 0.07 | 152 | 4.05 | 0.07 | 118 | 3.97 | 0.07 |
| 94 | Discharge Planning | 892 | 3.93 | 0.03 | 129 | 3.85 | 0.08 | 152 | 3.86 | 0.08 | 119 | 4.11 | 0.07 |
| 95 | Disease Prevention and Treatment Techniques | 891 | 4.05 | 0.03 | 129 | 3.98 | 0.08 | 153 | 4.17 | 0.06 | 119 | 4.18 | 0.06 |
| 96 | Disease Process | 890 | 4.17 | 0.02 | 129 | 4.02 | 0.07 | 152 | 4.28 | 0.05 | 119 | 4.24 | 0.06 |
| 97 | Documentation Process | 890 | 4.30 | 0.03 | 129 | 4.41 | 0.07 | 152 | 4.27 | 0.07 | 119 | 4.39 | 0.06 |
| 98 | Drainage Device Care | 888 | 3.59 | 0.03 | 128 | 3.72 | 0.08 | 151 | 3.64 | 0.09 | 119 | 3.61 | 0.09 |
| 99 | Dressing Changes | 889 | 3.81 | 0.03 | 128 | 4.10 | 0.07 | 152 | 3.82 | 0.08 | 119 | 3.84 | 0.09 |
| 100 | Dressing Types | 887 | 3.54 | 0.03 | 128 | 3.87 | 0.07 | 150 | 3.65 | 0.08 | 119 | 3.56 | 0.09 |
| 101 | Drug and Medication Withdrawal Care | 888 | 3.84 | 0.03 | 129 | 3.76 | 0.10 | 151 | 3.87 | 0.08 | 118 | 3.98 | 0.08 |
| 102 | Early Client Mobilization | 889 | 3.88 | 0.03 | 128 | 3.65 | 0.09 | 151 | 3.76 | 0.08 | 119 | 3.91 | 0.08 |

| Knowledge Statements Subgroup Analysis: Facility | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | Hospital | | | Long-term Care | | | Community-based Facility | | | Other | | |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. |
| 103 | Emergency Care Procedures | 889 | 4.25 | 0.03 | 129 | 4.27 | 0.08 | 153 | 4.25 | 0.08 | 119 | 4.31 | 0.08 |
| 104 | Emergency Response Plans | 888 | 3.93 | 0.03 | 129 | 4.15 | 0.08 | 153 | 4.06 | 0.08 | 119 | 4.15 | 0.08 |
| 105 | Emergency Response Roles and Responsibilities | 887 | 3.90 | 0.03 | 129 | 4.14 | 0.08 | 153 | 3.97 | 0.08 | 118 | 4.03 | 0.09 |
| 106 | Enteral Feeding Tubes | 889 | 3.66 | 0.03 | 129 | 3.94 | 0.07 | 153 | 3.63 | 0.08 | 119 | 3.66 | 0.09 |
| 107 | Equipment Safety | 889 | 3.97 | 0.03 | 129 | 3.94 | 0.08 | 152 | 3.98 | 0.08 | 119 | 4.18 | 0.08 |
| 108 | Ethical Principles | 889 | 4.28 | 0.03 | 129 | 4.15 | 0.07 | 153 | 4.25 | 0.06 | 119 | 4.35 | 0.07 |
| 109 | Evidence-Based Practice | 890 | 4.31 | 0.03 | 128 | 4.02 | 0.07 | 153 | 4.28 | 0.06 | 119 | 4.35 | 0.07 |
| 110 | Family Dynamics | 890 | 3.53 | 0.03 | 129 | 3.57 | 0.08 | 153 | 3.64 | 0.08 | 119 | 3.72 | 0.08 |
| 111 | Fistula Care | 890 | 3.16 | 0.03 | 129 | 3.53 | 0.09 | 151 | 3.31 | 0.09 | 119 | 3.34 | 0.09 |
| 112 | Fluid and Electrolytes | 891 | 4.40 | 0.02 | 128 | 4.23 | 0.07 | 152 | 4.34 | 0.06 | 118 | 4.35 | 0.08 |
| 113 | Focused Assessment | 891 | 4.42 | 0.02 | 129 | 4.13 | 0.08 | 151 | 4.28 | 0.06 | 119 | 4.37 | 0.06 |
| 114 | Grieving Process | 886 | 3.68 | 0.03 | 128 | 3.68 | 0.08 | 151 | 3.57 | 0.07 | 119 | 3.78 | 0.08 |
| 115 | Handoff Communication | 887 | 4.36 | 0.02 | 129 | 4.17 | 0.08 | 152 | 4.09 | 0.08 | 119 | 4.42 | 0.07 |
| 116 | Hazardous Material | 885 | 3.64 | 0.03 | 127 | 3.74 | 0.09 | 152 | 3.80 | 0.08 | 119 | 3.87 | 0.08 |
| 117 | Hazardous Material Handling | 889 | 3.70 | 0.03 | 128 | 3.73 | 0.09 | 153 | 3.81 | 0.08 | 119 | 3.96 | 0.08 |
| 118 | Health Promotion Behaviors | 887 | 3.81 | 0.03 | 126 | 3.59 | 0.08 | 152 | 3.82 | 0.07 | 118 | 4.08 | 0.07 |
| 119 | Hemodialysis Care | 885 | 3.09 | 0.04 | 128 | 3.33 | 0.11 | 153 | 3.29 | 0.08 | 119 | 3.18 | 0.10 |
| 120 | Hemodynamics | 887 | 3.92 | 0.03 | 129 | 3.74 | 0.09 | 153 | 3.84 | 0.08 | 118 | 3.81 | 0.10 |
| 121 | High Risk Behaviors | 887 | 3.79 | 0.03 | 129 | 3.80 | 0.09 | 153 | 3.88 | 0.07 | 117 | 3.98 | 0.07 |
| 122 | Incident and Error Reporting | 886 | 4.01 | 0.03 | 129 | 4.19 | 0.08 | 153 | 4.07 | 0.07 | 118 | 4.15 | 0.07 |
| 123 | Incontinence Care | 890 | 3.61 | 0.03 | 129 | 3.93 | 0.08 | 153 | 3.62 | 0.08 | 119 | 3.56 | 0.09 |
| 124 | Infection Control | 890 | 4.48 | 0.02 | 129 | 4.53 | 0.06 | 153 | 4.42 | 0.06 | 118 | 4.58 | 0.06 |
| 125 | Information Resources | 888 | 3.51 | 0.03 | 129 | 3.50 | 0.09 | 153 | 3.54 | 0.07 | 119 | 3.75 | 0.07 |
| 126 | Infusion Delivery Devices | 885 | 3.72 | 0.03 | 128 | 3.77 | 0.09 | 153 | 3.63 | 0.08 | 118 | 3.81 | 0.09 |
| 127 | Infusion Device Complications | 890 | 3.83 | 0.03 | 129 | 3.74 | 0.10 | 153 | 3.73 | 0.08 | 119 | 3.85 | 0.10 |
| 128 | Intake and Output | 888 | 4.20 | 0.03 | 128 | 3.95 | 0.08 | 153 | 4.04 | 0.07 | 119 | 4.09 | 0.09 |
| 129 | Invasive Line Care | 890 | 3.96 | 0.03 | 129 | 3.77 | 0.10 | 153 | 3.78 | 0.09 | 119 | 3.91 | 0.10 |
| 130 | Irrigation Techniques | 886 | 3.48 | 0.03 | 129 | 3.73 | 0.08 | 152 | 3.55 | 0.08 | 118 | 3.53 | 0.10 |
| 131 | Isolation Techniques | 889 | 4.15 | 0.03 | 129 | 4.07 | 0.08 | 152 | 4.01 | 0.08 | 119 | 4.08 | 0.08 |
| 132 | Labor | 885 | 3.16 | 0.04 | 129 | 3.09 | 0.12 | 152 | 3.37 | 0.09 | 119 | 3.41 | 0.11 |
| 133 | Life Transitions | 888 | 3.25 | 0.03 | 129 | 3.26 | 0.09 | 152 | 3.34 | 0.08 | 119 | 3.53 | 0.09 |
| 134 | Material Safety Data Sheet (MSDS) | 888 | 3.19 | 0.03 | 129 | 3.40 | 0.09 | 153 | 3.36 | 0.09 | 119 | 3.45 | 0.08 |
| 135 | Medical Equipment | 889 | 3.52 | 0.03 | 129 | 3.65 | 0.09 | 153 | 3.50 | 0.08 | 118 | 3.49 | 0.09 |
| 136 | Medical Terminology | 889 | 4.27 | 0.03 | 129 | 4.16 | 0.07 | 153 | 4.21 | 0.06 | 119 | 4.17 | 0.07 |
| 137 | Medication Abuse | 892 | 3.90 | 0.03 | 130 | 3.95 | 0.09 | 153 | 4.08 | 0.07 | 118 | 4.17 | 0.07 |
| 138 | Medication Administration Activities | 892 | 4.60 | 0.02 | 130 | 4.45 | 0.06 | 152 | 4.43 | 0.06 | 119 | 4.65 | 0.05 |
| 139 | Medication Calculations | 892 | 4.61 | 0.02 | 130 | 4.36 | 0.07 | 152 | 4.58 | 0.06 | 119 | 4.76 | 0.06 |

| Knowledge Statements Subgroup Analysis: Facility | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | Hospital | | | Long-term Care | | | Community-based Facility | | | Other | | |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. |
| 140 | Medication Error Prevention | 892 | 4.80 | 0.02 | 130 | 4.59 | 0.05 | 152 | 4.74 | 0.05 | 119 | 4.85 | 0.04 |
| 141 | Medication Interactions | 893 | 4.47 | 0.02 | 130 | 4.32 | 0.06 | 153 | 4.56 | 0.05 | 119 | 4.66 | 0.05 |
| 142 | Medication Orders | 892 | 4.55 | 0.02 | 130 | 4.48 | 0.06 | 153 | 4.55 | 0.06 | 119 | 4.70 | 0.05 |
| 143 | Medication Reconciliation | 893 | 4.33 | 0.03 | 129 | 4.33 | 0.07 | 153 | 4.39 | 0.07 | 119 | 4.43 | 0.06 |
| 144 | Medication Safety | 893 | 4.74 | 0.02 | 130 | 4.57 | 0.06 | 153 | 4.70 | 0.05 | 119 | 4.85 | 0.04 |
| 145 | Medication Side Effects | 890 | 4.46 | 0.02 | 130 | 4.32 | 0.06 | 153 | 4.52 | 0.06 | 119 | 4.61 | 0.05 |
| 146 | Medication Storage | 890 | 3.89 | 0.03 | 130 | 4.07 | 0.08 | 152 | 4.09 | 0.07 | 119 | 4.21 | 0.07 |
| 147 | Medications | 887 | 4.52 | 0.02 | 130 | 4.44 | 0.06 | 152 | 4.54 | 0.05 | 119 | 4.55 | 0.06 |
| 148 | Moderate Sedation | 892 | 3.55 | 0.03 | 130 | 3.48 | 0.09 | 152 | 3.55 | 0.08 | 118 | 3.72 | 0.08 |
| 149 | Modifiable And Non-Modifiable Risk Factors | 891 | 3.55 | 0.03 | 130 | 3.48 | 0.09 | 152 | 3.67 | 0.07 | 119 | 3.77 | 0.07 |
| 150 | New Parent Education | 891 | 3.30 | 0.04 | 130 | 3.02 | 0.11 | 153 | 3.34 | 0.09 | 119 | 3.53 | 0.10 |
| 151 | Newborn Assessment | 889 | 3.47 | 0.04 | 130 | 3.25 | 0.13 | 152 | 3.61 | 0.09 | 118 | 3.59 | 0.11 |
| 152 | Nonpharmacological Comfort Measures | 892 | 3.88 | 0.03 | 130 | 4.05 | 0.07 | 152 | 3.88 | 0.07 | 119 | 4.08 | 0.07 |
| 153 | Nonprescribed Drugs | 890 | 3.71 | 0.03 | 129 | 3.67 | 0.09 | 152 | 3.76 | 0.07 | 119 | 3.91 | 0.07 |
| 154 | Nonverbal Cues | 892 | 3.84 | 0.03 | 130 | 3.82 | 0.09 | 153 | 3.84 | 0.07 | 119 | 4.02 | 0.07 |
| 155 | Nurse Self Awareness | 893 | 4.02 | 0.03 | 129 | 3.84 | 0.09 | 153 | 4.08 | 0.07 | 119 | 4.21 | 0.06 |
| 156 | Nursing Process | 890 | 4.29 | 0.03 | 130 | 4.31 | 0.07 | 153 | 4.36 | 0.06 | 119 | 4.47 | 0.06 |
| 157 | Nutritional Assessment | 891 | 3.73 | 0.03 | 130 | 3.80 | 0.08 | 153 | 3.73 | 0.06 | 118 | 3.88 | 0.07 |
| 158 | Obtaining Orders | 890 | 4.10 | 0.03 | 130 | 4.33 | 0.06 | 153 | 4.12 | 0.07 | 119 | 4.22 | 0.07 |
| 159 | Occupational Factors Affecting Care | 891 | 3.28 | 0.03 | 129 | 3.46 | 0.09 | 152 | 3.41 | 0.07 | 119 | 3.50 | 0.07 |
| 160 | Orthopedic Devices | 892 | 3.10 | 0.03 | 130 | 3.36 | 0.09 | 153 | 3.20 | 0.08 | 119 | 3.16 | 0.07 |
| 161 | Ostomy Care | 892 | 3.39 | 0.03 | 129 | 3.80 | 0.08 | 153 | 3.42 | 0.08 | 118 | 3.38 | 0.09 |
| 162 | Oxygen Delivery Systems | 892 | 4.21 | 0.03 | 129 | 4.05 | 0.08 | 152 | 3.99 | 0.08 | 119 | 4.03 | 0.09 |
| 163 | Pacing Devices | 892 | 3.34 | 0.04 | 130 | 3.58 | 0.09 | 152 | 3.39 | 0.09 | 119 | 3.35 | 0.10 |
| 164 | Pain Assessment | 892 | 4.56 | 0.02 | 130 | 4.43 | 0.06 | 153 | 4.50 | 0.06 | 118 | 4.58 | 0.05 |
| 165 | Pain Management | 887 | 4.54 | 0.02 | 130 | 4.48 | 0.06 | 153 | 4.44 | 0.06 | 118 | 4.58 | 0.06 |
| 166 | Palliative Care | 891 | 3.74 | 0.03 | 130 | 4.09 | 0.07 | 153 | 3.89 | 0.08 | 118 | 3.86 | 0.09 |
| 167 | Pathophysiology | 890 | 4.20 | 0.03 | 128 | 4.04 | 0.07 | 150 | 4.21 | 0.07 | 118 | 4.31 | 0.07 |
| 168 | Performance Improvement/ Quality Improvement Process | 888 | 3.59 | 0.03 | 129 | 3.85 | 0.08 | 153 | 3.64 | 0.08 | 119 | 3.90 | 0.07 |
| 169 | Peripheral Intravenous Line Insertion Techniques | 889 | 3.78 | 0.04 | 130 | 3.81 | 0.10 | 153 | 3.66 | 0.10 | 119 | 3.62 | 0.10 |
| 170 | Peritoneal Dialysis Care | 889 | 2.96 | 0.04 | 130 | 3.20 | 0.11 | 149 | 3.21 | 0.10 | 119 | 3.11 | 0.10 |
| 171 | Personal Protective Equipment | 886 | 4.35 | 0.03 | 130 | 4.25 | 0.07 | 152 | 4.19 | 0.07 | 119 | 4.45 | 0.07 |
| 172 | Pharmacologic Comfort Measures | 882 | 4.13 | 0.03 | 130 | 4.02 | 0.07 | 152 | 4.12 | 0.07 | 119 | 4.25 | 0.07 |
| 173 | Phototherapy | 890 | 2.80 | 0.04 | 130 | 2.72 | 0.11 | 150 | 2.95 | 0.09 | 117 | 2.99 | 0.10 |
| 174 | Physical Stressors | 887 | 3.47 | 0.03 | 128 | 3.41 | 0.09 | 151 | 3.63 | 0.07 | 119 | 3.65 | 0.08 |

| Knowledge Statements Subgroup Analysis: Facility | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | Hospital | | | Long-term Care | | | Community-based Facility | | | Other | | |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. |
| 175 | Plan of Care | 890 | 4.12 | 0.03 | 129 | 4.09 | 0.07 | 153 | 4.11 | 0.07 | 118 | 4.29 | 0.06 |
| 176 | Population Specific Health Risks | 890 | 3.41 | 0.03 | 128 | 3.32 | 0.10 | 152 | 3.61 | 0.08 | 119 | 3.61 | 0.08 |
| 177 | Post Mortem Care | 891 | 3.10 | 0.04 | 129 | 3.51 | 0.09 | 151 | 3.13 | 0.09 | 119 | 3.16 | 0.10 |
| 178 | Postoperative Care | 892 | 4.01 | 0.03 | 129 | 3.71 | 0.10 | 151 | 3.94 | 0.08 | 118 | 4.05 | 0.09 |
| 179 | Post-Partum Care | 886 | 3.35 | 0.04 | 130 | 3.15 | 0.12 | 152 | 3.48 | 0.09 | 118 | 3.55 | 0.11 |
| 180 | Practice Errors | 888 | 4.14 | 0.03 | 130 | 4.01 | 0.08 | 151 | 4.16 | 0.08 | 119 | 4.39 | 0.07 |
| 181 | Prenatal Care | 891 | 3.22 | 0.04 | 130 | 3.10 | 0.12 | 152 | 3.42 | 0.09 | 119 | 3.44 | 0.11 |
| 182 | Preoperative Care | 889 | 3.77 | 0.03 | 130 | 3.45 | 0.11 | 151 | 3.70 | 0.09 | 117 | 3.87 | 0.10 |
| 183 | Pressure Relieving Support Surfaces | 892 | 3.72 | 0.03 | 129 | 4.01 | 0.08 | 152 | 3.65 | 0.08 | 119 | 3.69 | 0.09 |
| 184 | Principles of Delegation And Assignment | 892 | 4.04 | 0.03 | 129 | 3.98 | 0.07 | 152 | 4.03 | 0.08 | 119 | 4.11 | 0.07 |
| 185 | Principles of Leadership | 892 | 3.69 | 0.03 | 129 | 4.04 | 0.07 | 151 | 3.79 | 0.07 | 119 | 3.87 | 0.07 |
| 186 | Prioritization of Care | 890 | 4.60 | 0.02 | 129 | 4.48 | 0.06 | 152 | 4.49 | 0.05 | 118 | 4.61 | 0.06 |
| 187 | Procedure and Treatment Complications | 890 | 4.23 | 0.02 | 129 | 4.07 | 0.08 | 151 | 4.17 | 0.07 | 119 | 4.25 | 0.07 |
| 188 | Professional Communication | 892 | 4.31 | 0.02 | 129 | 4.23 | 0.06 | 151 | 4.32 | 0.06 | 118 | 4.46 | 0.06 |
| 189 | Professional Competency | 892 | 4.34 | 0.02 | 129 | 4.36 | 0.06 | 152 | 4.36 | 0.06 | 119 | 4.55 | 0.05 |
| 190 | Professional Resources | 890 | 3.75 | 0.03 | 129 | 3.77 | 0.08 | 152 | 3.74 | 0.07 | 119 | 3.97 | 0.07 |
| 191 | Promotion of Circulation Techniques | 890 | 3.80 | 0.03 | 129 | 3.71 | 0.09 | 152 | 3.68 | 0.08 | 119 | 3.78 | 0.08 |
| 192 | Psychological Stressors | 891 | 3.69 | 0.03 | 129 | 3.62 | 0.08 | 152 | 3.73 | 0.06 | 118 | 3.95 | 0.07 |
| 193 | Psychological/Psychosocial Assessment | 892 | 3.96 | 0.03 | 129 | 3.76 | 0.08 | 152 | 3.94 | 0.06 | 119 | 4.18 | 0.06 |
| 194 | Psychosocial Factors Affecting Care | 891 | 3.76 | 0.03 | 129 | 3.71 | 0.08 | 152 | 3.85 | 0.07 | 119 | 4.01 | 0.06 |
| 195 | Pulmonary Hygiene Techniques | 890 | 3.81 | 0.03 | 129 | 3.85 | 0.08 | 152 | 3.76 | 0.08 | 118 | 3.79 | 0.09 |
| 196 | Reduction of Client Risk | 892 | 4.05 | 0.03 | 129 | 3.91 | 0.08 | 151 | 4.15 | 0.07 | 118 | 4.16 | 0.07 |
| 197 | Reference Materials | 887 | 3.48 | 0.03 | 129 | 3.52 | 0.09 | 152 | 3.50 | 0.08 | 119 | 3.71 | 0.07 |
| 198 | Regulatory Guidelines and Standards | 885 | 3.82 | 0.03 | 129 | 3.97 | 0.07 | 152 | 3.84 | 0.08 | 119 | 3.96 | 0.07 |
| 199 | Renal Replacement Therapy | 889 | 3.06 | 0.04 | 129 | 3.17 | 0.11 | 150 | 3.22 | 0.09 | 119 | 3.15 | 0.10 |
| 200 | Reporting Process/Chain of Command | 889 | 3.94 | 0.03 | 129 | 4.09 | 0.07 | 152 | 3.93 | 0.07 | 119 | 4.09 | 0.07 |
| 201 | Reporting Requirements for Client Conditions | 884 | 4.16 | 0.03 | 129 | 4.07 | 0.07 | 152 | 4.06 | 0.07 | 118 | 4.23 | 0.07 |
| 202 | Restraints | 885 | 3.77 | 0.03 | 129 | 3.74 | 0.09 | 151 | 3.66 | 0.08 | 119 | 3.83 | 0.09 |
| 203 | Scope of Practice | 890 | 4.53 | 0.02 | 129 | 4.51 | 0.06 | 152 | 4.49 | 0.06 | 119 | 4.58 | 0.06 |
| 204 | Screening Assessments | 890 | 3.82 | 0.03 | 129 | 3.78 | 0.07 | 152 | 3.93 | 0.07 | 118 | 3.95 | 0.06 |
| 205 | Screening Tools | 889 | 3.63 | 0.03 | 129 | 3.66 | 0.08 | 151 | 3.81 | 0.07 | 118 | 3.78 | 0.07 |
| 206 | Security Plans | 890 | 3.49 | 0.03 | 129 | 3.50 | 0.09 | 151 | 3.60 | 0.08 | 117 | 3.84 | 0.08 |
| 207 | Seizure Protocols | 890 | 3.92 | 0.03 | 129 | 3.97 | 0.07 | 151 | 3.97 | 0.08 | 118 | 4.01 | 0.07 |

| Knowledge Statements Subgroup Analysis: Facility | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Survey Position # | Knowledge Statement | Hospital | | | Long-term Care | | | Community-based Facility | | | Other | | |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. |
| 208 | Setting Limits | 887 | 3.65 | 0.03 | 129 | 3.65 | 0.08 | 151 | 3.64 | 0.07 | 117 | 3.85 | 0.07 |
| 209 | Signs And Symptoms of Chemical Dependencies | 891 | 3.69 | 0.03 | 129 | 3.53 | 0.09 | 150 | 3.82 | 0.07 | 117 | 3.85 | 0.08 |
| 210 | Site Assessment | 888 | 3.96 | 0.03 | 129 | 3.80 | 0.09 | 152 | 3.88 | 0.07 | 118 | 3.90 | 0.09 |
| 211 | Site Selection | 880 | 3.75 | 0.03 | 129 | 3.68 | 0.09 | 152 | 3.74 | 0.08 | 118 | 3.81 | 0.08 |
| 212 | Skin Assessment | 889 | 4.26 | 0.03 | 129 | 4.26 | 0.07 | 151 | 4.21 | 0.07 | 118 | 4.24 | 0.07 |
| 213 | Skin Care | 889 | 4.09 | 0.03 | 129 | 4.16 | 0.07 | 152 | 4.06 | 0.07 | 119 | 4.08 | 0.08 |
| 214 | Skin Preparation | 889 | 3.80 | 0.03 | 129 | 3.91 | 0.08 | 152 | 3.85 | 0.08 | 118 | 3.84 | 0.08 |
| 215 | Specimen Collection | 890 | 3.86 | 0.03 | 129 | 3.90 | 0.07 | 152 | 3.86 | 0.07 | 119 | 3.87 | 0.08 |
| 216 | Specimen Handling | 889 | 3.83 | 0.03 | 129 | 3.81 | 0.08 | 151 | 3.89 | 0.07 | 116 | 3.92 | 0.08 |
| 217 | Spiritual Factors Affecting Care | 889 | 3.56 | 0.03 | 129 | 3.39 | 0.08 | 151 | 3.56 | 0.07 | 119 | 3.82 | 0.07 |
| 218 | Staff Safety | 889 | 4.16 | 0.03 | 129 | 4.13 | 0.07 | 151 | 4.10 | 0.07 | 118 | 4.28 | 0.08 |
| 219 | Stages of Death and Dying | 891 | 3.55 | 0.03 | 127 | 3.77 | 0.08 | 152 | 3.55 | 0.08 | 119 | 3.65 | 0.08 |
| 220 | Stages of Pregnancy | 887 | 3.20 | 0.04 | 129 | 3.05 | 0.11 | 152 | 3.41 | 0.09 | 119 | 3.29 | 0.10 |
| 221 | Standard Precautions | 888 | 4.49 | 0.02 | 129 | 4.39 | 0.07 | 152 | 4.44 | 0.06 | 119 | 4.55 | 0.06 |
| 222 | Standards of Care | 892 | 4.40 | 0.03 | 129 | 4.34 | 0.06 | 152 | 4.38 | 0.06 | 118 | 4.47 | 0.06 |
| 223 | Sterile Technique | 889 | 4.54 | 0.02 | 128 | 4.31 | 0.07 | 150 | 4.47 | 0.07 | 119 | 4.35 | 0.09 |
| 224 | Substance Abuse | 890 | 3.68 | 0.03 | 129 | 3.51 | 0.09 | 152 | 3.86 | 0.07 | 119 | 3.81 | 0.08 |
| 225 | Suctioning Techniques | 891 | 3.88 | 0.03 | 129 | 3.97 | 0.08 | 152 | 3.86 | 0.08 | 119 | 3.82 | 0.10 |
| 226 | Suicide Precautions | 889 | 4.02 | 0.03 | 128 | 3.90 | 0.09 | 152 | 4.12 | 0.07 | 119 | 4.18 | 0.08 |
| 227 | Supervision of Assistive Personnel | 891 | 3.99 | 0.03 | 129 | 4.09 | 0.06 | 152 | 3.89 | 0.07 | 119 | 4.05 | 0.07 |
| 228 | Symptoms of Abuse and Neglect | 889 | 4.07 | 0.03 | 129 | 4.12 | 0.08 | 151 | 4.13 | 0.07 | 118 | 4.25 | 0.06 |
| 229 | Teaching and Learning Strategies | 891 | 3.85 | 0.03 | 129 | 3.71 | 0.08 | 152 | 3.98 | 0.07 | 118 | 3.97 | 0.06 |
| 230 | Therapeutic Communication | 892 | 4.27 | 0.03 | 129 | 3.93 | 0.08 | 152 | 4.26 | 0.07 | 119 | 4.34 | 0.06 |
| 231 | Therapeutic Effects | 891 | 3.93 | 0.03 | 129 | 3.73 | 0.08 | 152 | 3.95 | 0.06 | 119 | 4.08 | 0.06 |
| 232 | Therapeutic Environment | 891 | 3.77 | 0.03 | 129 | 3.63 | 0.08 | 152 | 3.82 | 0.06 | 119 | 3.91 | 0.07 |
| 233 | Therapeutic Interventions | 890 | 3.95 | 0.03 | 128 | 3.74 | 0.08 | 150 | 3.90 | 0.06 | 119 | 4.03 | 0.07 |
| 234 | Thermoregulation Techniques | 890 | 3.65 | 0.03 | 129 | 3.36 | 0.10 | 152 | 3.63 | 0.07 | 119 | 3.72 | 0.09 |
| 235 | Time Management | 891 | 4.36 | 0.02 | 129 | 4.35 | 0.06 | 152 | 4.26 | 0.07 | 119 | 4.33 | 0.06 |
| 236 | Tissue Perfusion | 890 | 4.21 | 0.03 | 129 | 3.94 | 0.08 | 151 | 4.20 | 0.07 | 119 | 4.11 | 0.09 |
| 237 | Total Parenteral Nutrition (TPN) Administration | 889 | 3.57 | 0.04 | 129 | 3.50 | 0.10 | 151 | 3.54 | 0.09 | 119 | 3.61 | 0.10 |
| 238 | Tracheostomy Care | 888 | 3.66 | 0.04 | 128 | 3.80 | 0.10 | 152 | 3.72 | 0.09 | 118 | 3.71 | 0.10 |
| 239 | Treatments and Procedures | 887 | 4.01 | 0.03 | 129 | 4.06 | 0.07 | 152 | 4.07 | 0.06 | 119 | 3.95 | 0.08 |
| 240 | Tube Feedings | 889 | 3.65 | 0.03 | 129 | 3.87 | 0.08 | 152 | 3.64 | 0.08 | 119 | 3.68 | 0.09 |
| 241 | Tube Insertion Techniques | 890 | 3.61 | 0.03 | 129 | 3.67 | 0.09 | 152 | 3.61 | 0.09 | 119 | 3.71 | 0.10 |
| 242 | Tube Removal Techniques | 891 | 3.58 | 0.03 | 129 | 3.70 | 0.09 | 152 | 3.64 | 0.09 | 119 | 3.68 | 0.09 |
| 243 | Unsafe Practice | 889 | 4.53 | 0.02 | 129 | 4.37 | 0.07 | 152 | 4.53 | 0.06 | 119 | 4.61 | 0.06 |

| Knowledge Statements Subgroup Analysis: Facility | | | | | | | | | | | | |
| Survey Position # | Knowledge Statement | Hospital | | | Long-term Care | | | Community-based Facility | | | Other | | |
| | | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. | N | Avg. | Std. Err. |
| 244 | Urinary Catheter Care | 889 | 4.14 | 0.03 | 129 | 4.12 | 0.07 | 152 | 4.02 | 0.08 | 119 | 4.06 | 0.09 |
| 245 | Urinary Catheter Insertion Technique | 887 | 4.20 | 0.03 | 128 | 4.24 | 0.07 | 152 | 4.13 | 0.08 | 119 | 4.14 | 0.09 |
| 246 | Vaccinations | 888 | 3.68 | 0.03 | 129 | 3.81 | 0.09 | 152 | 3.80 | 0.08 | 119 | 3.74 | 0.09 |
| 247 | Venous Access Devices | 889 | 3.91 | 0.03 | 129 | 3.84 | 0.09 | 152 | 3.88 | 0.07 | 119 | 3.86 | 0.09 |
| 248 | Venous Thromboembolism Prophylaxis | 892 | 4.13 | 0.03 | 129 | 3.99 | 0.08 | 152 | 4.01 | 0.08 | 117 | 4.11 | 0.09 |
| 249 | Ventilator Management Techniques | 891 | 3.28 | 0.04 | 128 | 3.35 | 0.13 | 152 | 3.46 | 0.10 | 118 | 3.31 | 0.11 |
| 250 | Vital Signs | 890 | 4.70 | 0.02 | 128 | 4.66 | 0.06 | 152 | 4.69 | 0.04 | 117 | 4.68 | 0.06 |
| 251 | Vulnerable Populations | 885 | 3.69 | 0.03 | 129 | 3.58 | 0.09 | 151 | 3.87 | 0.07 | 118 | 3.81 | 0.08 |
| 252 | Wound Assessment | 891 | 4.17 | 0.03 | 129 | 4.34 | 0.07 | 152 | 4.22 | 0.07 | 118 | 4.08 | 0.08 |
| 253 | Wound Care | 891 | 4.06 | 0.03 | 129 | 4.37 | 0.07 | 151 | 4.13 | 0.07 | 118 | 3.99 | 0.08 |

# APPENDIX J: KNOWLEDGE SURVEY NONRESPONDER STUDY

## Introduction

The National Council of State Boards of Nursing (NCSBN®) conducted a knowledge statement survey to assess the knowledge newly licensed nurses needed to possess for safe and effective professional practice. The purpose of the study was to inform NCLEX® item development. The overall analyzable response rate for the 2014 Knowledge of Newly Licensed Registered Nurses Survey was 22.9%. Of the 6,350 Newly Licensed RNs, RN Educators and RN Supervisors who were invited to take the survey, 1,375 completed and returned a valid survey. NCSBN made the decision to contact a sample of the nurses who did not respond to the survey in order to determine if the results of the 2014 knowledge survey could be biased. If there is a systematic difference in the ratings of the knowledge statement between responders and nonresponders, then the results could potentially be biased. Ruling out the potential for systematic differences among raters, supports the validity of the results. Additionally, NCSBN wanted to assess the reasons nonresponders did not return the survey in order to increase response rates in future studies.

## Methodology

### Sample Selection

A random sample of Newly Licensed RNs, RN Educators and RN Supervisors who were invited, but did not respond to the 2014 Knowledge of Newly Licensed Registered Nurses Survey were contacted via telephone. The sample selected for this study was proportionally equivalent to the population of nonresponders.

### Telephone Interview Process

Nonresponders were contacted via telephone by a vendor, using telephone numbers provided by NCSBN. Initially, these nonresponders were asked about their reasons for not completing the 2014 Knowledge of Newly Licensed Registered Nurses Survey. To facilitate the gathering of data from nonresponders, NCSBN developed a list of possible reasons why invitees may not have responded to the survey from prior research. These reasons included: "too busy," "did not care," "do not like/trust surveys," "did not receive it," or they were asked to provide another response. Next, in order to provide background on nonresponders, individuals were asked for employment setting/specialty and length of time in their current position. In addition, responders were asked to rate 10 knowledge statements that were listed in the 2014 Knowledge of Newly Licensed Registered Nurses Survey. Responders were thanked for their time and responses were recorded in a Microsoft Excel® 2010 spreadsheet.

### Return Rates

Of the nonresponders who were potential contacts, 92 individuals participated in the study: 31 Newly Licensed RNs, 31 RN Educators and 30 RN Supervisors.

## Nonresponder Results

### Reasons for Not Responding

In general, reasons for not responding were listed as "did not receive" the survey (43 responses or 47.3%), "too busy" (30 responses or 33.0%), or "other" (15 responses or 16.5%). Two individuals (2.2%) provided "did not care" as a response. One (1.1%) provided "do not like/trust surveys" as a reason for not returning the survey. One person did not answer this question. See Figure 1.

### Time at Current Position

Responders were asked how many months they had been in their current position. Nonresponders who were Newly Licensed RNs averaged 11.5 months (1.0 year) at their job compared to responders, who were asked months since graduation and averaged 8.5 months (0.7 year). Nonresponder supervisors spent an average of 251.7 months (21.0 years) at their job compared to responders who spent an average of 127.0 months (10.6 years). Nonresponder educators spent an average of 352.3 months (29.4

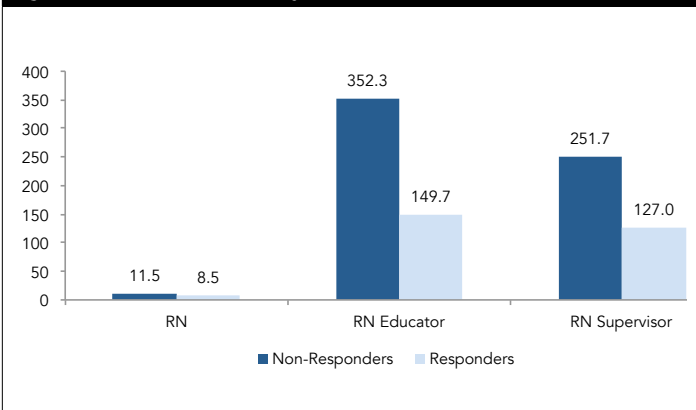**Figure J.1. Reasons for Not Responding**



- Too busy — 33.0%
- Did not care — 2.2%
- Do not like/trust surveys — 1.1%
- Did not receive it — 47.3%
- Other — 16.5%
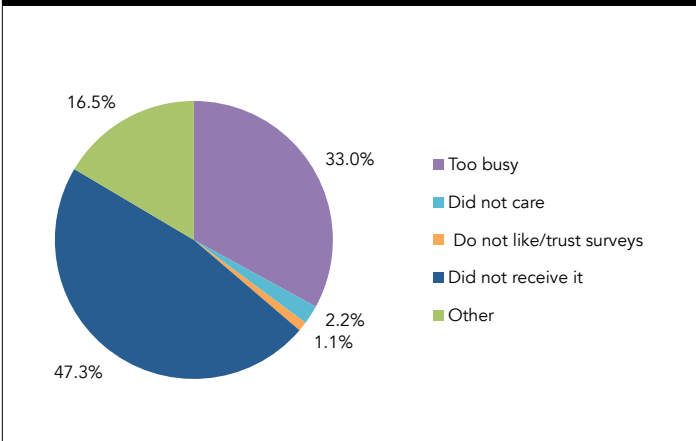
**Figure J.2. Months at Position by Job Title**



| | RN | RN Educator | RN Supervisor |
|---|---|---|---|
| Non-Responders | 11.5 | 352.3 | 251.7 |
| Responders | 8.5 | 149.7 | 127.0 |

(54.8% or N=17) replied "academia" as their employment setting whereas the remaining Educators answered "student/school health." The most frequent employment setting among responding RN Educators was Medical-Surgical unit (39.3%). See Table 1.

## Importance Ratings

Importance ratings of the knowledge statements were provided by the nonresponders and compared to the average rating of the same knowledge statements by survey responders. Overall, nonresponders and responders had very similar ratings of knowledge statements. See Table 2.

## Summary

This study found that the responders and nonresponders rated the importance of 10 knowledge statements quite similarly. These findings suggest that there are no systematic differences in ratings between the two groups that could bias the results of the study. This lends support to the validity of the findings from the 2014 knowledge survey. Additionally, the findings suggest that individuals did not complete the study because they either "did not receive the survey", or were "too busy", or in other situations. Overall, these results provide important information on the validity of the 2014 knowledge survey and why individuals do not complete surveys.

years) at their postion compared to responders who averaged and 149.7 months (12.5 years) at their current position. See Figure 2.

### Employment Setting/Specialty

Nonresponders were asked to provide their employment setting/specialty area. The different specialties were well represented in this sample. Similar to responders, the largest percentage of Newly Licensed RN nonresponders listed their field as Medical-Surgical unit (25.8% for nonresponders and 32.8% for responders) and Critical Care (25.8% for nonresponders and 25.3% for responders). Both responding and non-responding RN Supervisors listed nursing home as the most frequent employment setting (35.6% and 35.5%, respectively). More than half of the non-responding RN Educators

| Table J.1. Employment Setting/Specialty for Responders and Nonresponders | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Responders | | | | | | Nonresponders | | | | | |
| | Newly Licensed RN | | RN Educator | | RN Supervisor | | Newly Licensed RN | | RN Educator | | RN Supervisor | |
| Employment Setting | N | % | N | % | N | % | N | % | N | % | N | % |
| Critical Care | 87 | 25.3 | 160 | 19.9 | 46 | 20.4 | 8 | 25.8 | 0 | 0.0 | 6 | 19.4 |
| Medical-surgical Unit | 113 | 32.8 | 317 | 39.3 | 75 | 33.3 | 8 | 25.8 | 0 | 0.0 | 1 | 3.2 |
| Pediatrics | 18 | 5.2 | 92 | 11.4 | 7 | 3.1 | 1 | 3.2 | 0 | 0.0 | 0 | 0.0 |
| Nursery | 10 | 2.9 | 91 | 11.3 | 7 | 3.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Labor and Delivery | 11 | 3.2 | 130 | 16.1 | 11 | 4.9 | 2 | 6.5 | 0 | 0.0 | 0 | 0.0 |
| Postpartum Unit | 12 | 3.5 | 134 | 16.6 | 6 | 2.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Psychiatry | 23 | 6.7 | 187 | 23.2 | 18 | 8.0 | 2 | 6.5 | 0 | 0.0 | 1 | 3.2 |
| Assisted Living | 3 | 0.9 | 2 | 0.2 | 3 | 1.3 | 1 | 3.2 | 0 | 0.0 | 2 | 6.5 |
| Operating Room | 9 | 2.6 | 17 | 2.1 | 6 | 2.7 | 2 | 6.5 | 0 | 0.0 | 0 | 0.0 |
| Nursing Home | 47 | 13.7 | 27 | 3.3 | 80 | 35.6 | 1 | 3.2 | 0 | 0.0 | 11 | 35.5 |
| Other Long-term Care | 9 | 2.6 | 10 | 1.2 | 9 | 4.0 | 1 | 3.2 | 0 | 0.0 | 1 | 3.2 |
| Rehabilitation | 26 | 7.6 | 11 | 1.4 | 36 | 16.0 | 3 | 9.7 | 0 | 0.0 | 4 | 12.9 |
| Subacute Unit | 2 | 0.6 | 7 | 0.9 | 10 | 4.4 | 0 | 0.0 | 0 | 0.0 | 1 | 3.2 |
| Transitional Care Unit | 5 | 1.5 | 9 | 1.1 | 4 | 1.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Physician/dentist's Office | 9 | 2.6 | 30 | 3.7 | 1 | 0.4 | 1 | 3.2 | 0 | 0.0 | 0 | 0.0 |
| Occupational Health | 0 | 0.0 | 2 | 0.2 | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Outpatient Clinic | 8 | 2.3 | 20 | 2.5 | 3 | 1.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Home Health | 20 | 5.8 | 17 | 2.1 | 18 | 8.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Public Health | 3 | 0.9 | 28 | 3.5 | 8 | 3.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Student/school Health | 0 | 0.0 | 20 | 2.5 | 2 | 0.9 | 1 | 3.2 | 14 | 45.2 | 0 | 0.0 |
| Hospice Care | 10 | 2.9 | 13 | 1.6 | 14 | 6.2 | 0 | 0.0 | 0 | 0.0 | 1 | 3.2 |
| Prison/correctional facility/jail | 4 | 1.2 | 6 | 0.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Short Stay | 4 | 1.2 | 6 | 0.7 | 8 | 3.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Step-down Care | 18 | 5.2 | 20 | 2.5 | 6 | 2.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Other* | 23 | 6.7 | 96 | 11.9 | 20 | 8.9 | 0 | 0.0 | 17 | 54.8 | 2 | 6.5 |

*Other included nonresponders answering their employment setting as "academia" which was not listed on the survey.

| Table J.2. Importance Ratings for Knowledge Statements | | |
|---|---|---|
| Knowledge Statement | Responder Rating | Nonresponder Rating |
| 1. Alternatives to Restraints | 3.78 (N = 1350) | 4.41 (N = 92) |
| 2. Body Mass Index (BMI) | 2.98 (N = 1358) | 3.23 (N = 92) |
| 3. Conflict Management and Resolution | 3.84 (N = 1352) | 4.32 (N = 92) |
| 4. Drug and Medication Withdrawal Care | 3.86 (N = 1363) | 4.34 (N = 91) |
| 5. Evidence-based Practice | 4.29 (N = 1366) | 4.64 (N = 92) |
| 6. Moderate Sedation | 3.58 (N = 1369) | 3.92 (N = 90) |
| 7. Palliative Care | 3.81 (N = 1368) | 4.13 (N = 92) |
| 8. Professional Competency | 4.36 (N = 1368) | 4.74 (N = 92) |
| 9. Thermoregulation Techniques | 3.65 (N = 1367) | 3.64 (N = 91) |
| 10. Ventilator Management Techniques | 3.33 (N = 1365) | 3.51 (N = 91) |

## APPENDIX K: LINKING OF KNOWLEDGE STATEMENTS AND ACTIVITY STATEMENTS

Appendix K was developed by the SME panelists and does not reflect the final knowledge statement and categorization

| Linking of Knowledge Statements and Activity Statements |
| --- |
| **1. Management of Care** |
| **Perform procedures necessary to safely admit, transfer or discharge a client** |
| Client Assessment |
| Medication |
| Client Admission |
| Discharge Planning |
| Handoff Communication |
| Client Environment of Care |
| **Provide and receive handoff of care (report) on assigned clients** |
| Handoff Communication |
| Documentation Process |
| Client Assessment |
| Client Health History |
| Scope of Practice |
| Medical Terminology |
| **Assign and supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)** |
| Scope of Practice |
| Principles of Delegation |
| Supervision of Assistive Personnel |
| Client Assessment |
| **Advocate for client rights and needs** |
| Client Rights and Responsibilities |
| Client Assessment |
| Advance Directives |
| Client Advocacy |
| Regulatory Guidelines |
| Caregiver Resources |
| **Prioritize the delivery of client care** |
| Prioritization of Client Care |
| Client Assessment |
| Nursing Process |
| Client Risk Assessment |
| Pathophysiology |
| Principles of Delegation |
| **Participate in performance improvement/quality improvement process** |
| Performance Improvement/Quality Improvement Process |
| Regulatory Guidelines |
| Documentation Process |
| Standards of Care |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Evidence-based Practice |
| **Collaborate with interprofessional team members when providing client care (e.g., language interpreter, health care professionals)** |
| Client Confidentiality |
| Professional Resources |
| Cultural Diversity |
| Conflict Management and Resolution |
| Coordination of Client Care |
| Scopes of Practice for Interprofessional Team Members |
| **Receive and/or transcribe health care provider orders** |
| Medical Terminology |
| Scope of Practice |
| Documentation Process |
| Appopriate Use of Abbreviations |
| Disease Process |
| Medications |
| Client Plan of Care |
| **Integrate advance directives into client plan of care** |
| Scope of Practice |
| Advance Directives |
| Client Plan of Care |
| Regulatory Guidelines for Advanced Directives |
| Self Determination |
| Client Rights and Responsibilities |
| Ethical Principles |
| Client Advocacy |
| **Report unsafe practice of health care personnel and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)** |
| Scope of Practice |
| Regulatory Guidelines |
| Conflict Management and Resolution |
| Substance Abuse |
| Unsafe Practice |
| Reporting Process/Chain of Command |
| Ethical Principles |
| Incident Reporting |
| Client Advocacy |
| **Verify that the client received proper information, comprehends and consents to care and procedures** |
| Client Consent |
| Teaching and Learning Strategies |
| Disease Process |
| Client Plan of Care |
| Communication Barriers |
| Documentation Process |
| **Provide education to clients and staff about client rights and responsibilities** |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Client Rights and Responsibilities |
| Ethical Principles |
| Teaching and Learning Strategies |
| Communication Barriers |
| Client Confidentiality |
| **Recognize the need for referrals and obtain necessary orders** |
| Disease Process |
| Plan of Care |
| Discharge Planning |
| Documentation Processes |
| Obtaining Orders |
| Scope of Practice |
| Client Advocacy |
| Scopes of Practice for Interprofessional Team Members |
| Client Assessment |
| **Initiate, evaluate, and update plan of care (e.g., care map, clinical pathway)** |
| Client Plan of Care |
| Scope of Practice |
| Disease Process |
| Client Assessment |
| Documentation Processes |
| Client Response to Plan of Care |
| **Maintain client confidentiality and privacy** |
| Client Confidentiality |
| Client Privacy |
| Client Rights and Responsibilities |
| Ethical Principles |
| Cultural Diversity |
| **Recognize limitations of self and others and seek assistance** |
| Scope of Practice |
| Professional Resources |
| Principles of Delegation |
| Risk Reduction |
| Awareness of Professional Limitations |
| **Report client conditions as required by law (e.g., abuse/neglect and communicable disease)** |
| Reporting Requirements for Client Conditions |
| Symptoms of Abuse and Neglect |
| Communicable Diseases |
| Documentation of Processes |
| Types of Abuse and Neglect |
| **Manage conflict among clients and health care staff** |
| Conflict Management and Resolution |
| Communication Strategies |
| Client Advocacy |

| Linking of Knowledge Statements and Activity Statements |
|---|
| Principles of Leadership |
| Client Safety |
| Staff Safety |
| Utilize valid information resources to enhance the care provided to a client (e.g., evidenced-based research, information technology, policies and procedures) |
| Information Resources |
| Evidence-based Practice |
| Recognize ethical dilemmas and take appropriate action |
| Ethical Principles |
| Chain of Command |
| Conflict Management and Resolution |
| Client Advocacy |
| Professional Resources |
| Use approved abbreviations and standard terminology when documenting care |
| Medical Terminology |
| Documentation Processes |
| Organize workload to manage time effectively |
| Time Management Techniques |
| Principles of Delegation |
| Prioritization of Client Care |
| Nursing Process |
| Practice in a manner consistent with a code of ethics for registered nurses |
| Ethical Principles |
| Scope of Practice |
| Provide care within the legal scope of practice |
| Scope of Practice |
| Regulatory Guidelines |
| Delegation |
| Provide cost effective care |
| Cost Effective Care |
| Professional Resources |
| Documentation Process |
| Client Plan of Care |
| Delegation |
| 2. Safety and Infection Control |
| Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions) |
| Standard Precautions |
| Isolation Process |
| Disease Processes |
| Client Safety |
| Staff Safety |
| Documentation Process |
| Protect client from injury (e.g., falls, electrical hazards) |
| Client Assessment |

| Linking of Knowledge Statements and Activity Statements |
|---|
| Client Safety |
| Staff Safety |
| Disease Processes |
| Discharge Planning |
| Reduction of Client Risk |
| Equipment Safety |
| Assistive Devices |
| Client Education Methods |
| **Verify appropriateness and/or accuracy of a treatment order** |
| Medical Terminology |
| Disease Processes |
| Client Plan of Care |
| Medication |
| Documentation Process |
| Client Identification |
| Professional Resources |
| **Follow procedures for handling biohazardous and hazardous materials** |
| Staff Safety |
| Infection Control |
| Hazardous Material |
| Client Safety |
| Material Safety Data Sheet (MSDS) |
| Hazardous Material Handling |
| Specimen Collection |
| Standard Precautions |
| **Follow security plan and procedures (e.g., newborn nursery security, violence, controlled access)** |
| Security Plans |
| Staff Safety |
| Conflict Management and Resolution |
| Client Safety |
| Professional Resources |
| Regulatory Standards |
| **Use ergonomic principles when providing care (e.g., safe patient handling, proper lifting)** |
| Body Mechanics |
| Client Safety |
| Regulatory Standards |
| Staff Safety |
| Equipment Safety |
| Assistive Devices |
| **Acknowledge and document practice errors (e.g., incident report for medication error)** |
| Practice Errors |
| Medication Administration |
| Documentation Process |
| Client Rights and Responsibilities |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Error Disclosure |
| Performance Improvement/Quality Improvement Process |
| Ethical Principles |
| Incident Reporting |
| **Ensure proper identification of client when providing care** |
| Client Identification |
| Client Advocacy |
| Professional Communication |
| **Facilitate appropriate and safe use of equipment** |
| Equipment Safety |
| Staff Safety |
| Client Safety |
| Delegation Principles |
| Teaching and Learning Strategies |
| **Educate client on safety issues (e.g., home, school, transportation)** |
| Teaching and Learning Strategies |
| Client Rights and Responsibilities |
| Client Risk Assessment |
| Client Risk Reduction |
| Client Safety |
| Community Resources |
| Discharge Planning |
| **Implement emergency response plans (e.g., internal/external disaster, bomb threat, community planning )** |
| Community Resources |
| Emergency Response Plans |
| Emergency Response Roles and Responsibilities |
| Scope of Practice |
| **Follow requirements for use of restraints and/or safety devices (e.g., least restrictive restraints, timed client monitoring)** |
| Regulatory Guidelines |
| Client Rights and Responsibilities |
| Disease Process |
| Equipment Safety |
| Documentation Processes |
| Client Assessment |
| Behavioral Management Techniques |
| Client Advocacy |
| Ethical Principles |
| Conflict Management and Resolution |
| Client Safety |
| Types of Client Restraints |
| Staff Safety |
| **Educate client and staff regarding infection control measures** |
| Infection Control Standards |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Infection Transmission |
| Teaching and Learning Strategies |
| Client Safety |
| Documentation Processes |
| Staff Safety |
| Standard Precautions |
| **Assess client for allergies and intervene as needed (e.g., food, latex, environmental allergies)** |
| Allergic Reaction Interventions |
| Professional Resources |
| Client Assessment |
| Documentation Processes |
| Medication Side Effects |
| Client Safety |
| Types of Allergic Reactions |
| **3. Health Promotion and Maintenance** |
| **Provide prenatal care and education** |
| Prenatal Care |
| Stages of Pregnancy |
| Disease Processes |
| Client Assessment |
| Teaching and Learning Strategies |
| Professional Resources |
| Documentation Processes |
| **Plan and/or participate in community health education** |
| Teaching and Learning Strategies |
| Vaccinations |
| Community Resources |
| Community Health |
| Population Specific Health Risks |
| Disease Prevention and Treatment Techniques |
| Screening Assessments |
| Cultural Awareness |
| **Perform targeted screening assessments (e.g., vision, breast self examination, nutrition)** |
| Screening Tools |
| Types of Screening Assessments |
| Community Resources |
| Focused Physical Assessments |
| Regulatory Guidelines |
| Documentation Processes |
| Stages of Development |
| Evidence-based Guidelines |
| **Provide information for prevention and treatment of high risk health behaviors (e.g., smoking cessation, safe sexual practice, needle exchange)** |
| High Risk Health Behaviors |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Teaching and Learning Strategies |
| Client Confidentiality |
| Risk Reduction |
| Community Resources |
| Client Assessment |
| Disease Processes |
| Health Promotion Behaviors |
| **Provide information about health promotion and maintenance recommendations (e.g., physician visits, immunizations)** |
| Health Promotion Behaviors |
| Client Education |
| Health Risk Behaviors |
| Client Rights and Responsibilities |
| Client Centered Care |
| Teaching and Learning Strategies |
| Evidence-based Guidelines |
| Barriers to Client Care |
| **Provide care and education to a client in labor or antepartum client** |
| Labor |
| Fetal Monitoring |
| Antepartum |
| Stages of Labor |
| Complications of Labor |
| Pain Management |
| New Parent Education |
| Client Identification |
| Client Assessment |
| Client Safety |
| Consent |
| Privacy |
| Medication |
| Ethical Principles |
| Client Centered Care |
| Evidence-based Guidelines |
| Client Rights and Responsibilities |
| Family Dynamics |
| Professional Resources |
| Scope of Practice |
| Documentation Processes |
| **Provide post-partum care and education** |
| Post-Partum Care |
| Client Assessment |
| Teaching and Learning Strategies |
| Disease Processes |
| New Parent Education |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Professional Resources |
| Documentation Processes |
| Community Resources |
| Evidence-based Guidelines |
| Client Identification |
| Emergency Plans |
| Client Safety |
| Newborn Screening |
| **Perform comprehensive health assessments** |
| Comprehensive Health Assessment |
| Anatomy and Physiology |
| Pathophysiology |
| Assessment Tools |
| Documentation Processes |
| Developmental Stages |
| Scope of Practice |
| Professional Communication |
| Diagnostic Tests |
| Comprehensive Health History |
| Client's Health Knowledge |
| **Assess client's readiness to learn, learning preferences and barriers to learning** |
| Barriers to Learning |
| Teaching and Learning Strategies |
| Nonverbal Cues |
| Client's Health Knowledge |
| Client Centered Care |
| Professional Resources |
| **Provide care and education for the newborn less than 1 month old through the infant or toddler client through 2 years** |
| Client Care for Newborn |
| Client Assessment |
| Client Care for Infant |
| Client Care for Toddler |
| Developmental Milestones |
| Developmental Stages |
| New Parent Education |
| Risk Reduction Interventions |
| **Provide care and education for the preschool, school age and adolescent client ages 3 through 17 years** |
| Client Care for Preschool Aged Child |
| Client Care for School Aged Child |
| Client Care for Adolescent |
| Developmental Stages |
| Developmental Milestones |
| Risk Reduction Interventions |
| Teaching and Learning Strategies |

| Linking of Knowledge Statements and Activity Statements |
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| High Risk Health Behaviors |
| Health Promotion Behaviors |
| Consent |
| Client Centered Care |
| **Provide care and education for the adult client ages 18 through 64 years** |
| Client Care for Adults |
| Risk Reduction Interventions |
| Teaching and Learning Strategies |
| High Risk Health Behaviors |
| Health Promotion Behaviors |
| Client Centered Care |
| **Provide care and education for the adult client ages 65 through 85 years and over** |
| Client Care for Older Adults |
| Aging Process |
| Risk Reduction Interventions |
| Teaching and Learning Strategies |
| High Risk Health Behaviors |
| Health Promotion Behaviors |
| Client Centered Care |
| **Assess client ability to manage care in home environment and plan care accordingly (e.g., equipment, community resources)** |
| Client Assessment |
| Client Safety |
| Community Resource |
| Discharge Planning |
| Equipment Safety |
| Teaching and Learning Strategies |
| Client Centered Care |
| Medication Safety |
| Disease Processes |
| **Assess and teach clients about health risks based on family, population, and/or community characteristics** |
| Teaching and Learning Strategies |
| Client's Health Knowledge |
| Modifiable and Nonmodifiable Risk Factors |
| Client Assessment |
| Client Centered Care |
| Community Resources |
| Cultural Awareness |
| Client Plan of Care |
| **4. Psychosocial Integrity** |
| **Assess psychosocial, spiritual and occupational factors affecting care, and plan interventions** |
| Client Assessment |
| Professional Resources |
| Psychosocial Factors Affecting Care |
| Occupational Factors Affecting Care |

| Linking of Knowledge Statements and Activity Statements |
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| Spiritual Factors Affecting Care |
| Therapeutic Communication |
| Client Centered Care |
| Client Rights and Responsibilities |
| Discharge Planning |
| Cultural Diversity |
| Client Plan of Care |
| Advocacy |
| **Assess client for abuse or neglect and intervene as appropriate** |
| Client Assessment |
| Client Safety |
| Staff Safety |
| Symptoms of Abuse and Neglect |
| Regulatory Guidelines |
| Professional Resources |
| Ethical Principles |
| **Assess client for drug/alcohol dependencies, withdrawal, or toxicities and intervene as appropriate** |
| Client Assessment |
| Professional Resource |
| High Risk Behaviors |
| Withdrawal Care |
| Diagnostic Tests |
| Client Safety |
| Medications |
| Signs and Symptoms of Chemical Dependencies |
| Non Pharmacological Comfort Measures |
| Restraint Use |
| Nutritional Assessment |
| Seizure Protocols |
| Staff Safety |
| Disease Process |
| **Provide care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating disorders)** |
| Client Centered Care |
| Discharge Planning |
| Regulatory Guidelines |
| Professional Resources |
| Disease Process |
| Client Privacy |
| Client Coping Mechanisms |
| Medications |
| Nonverbal Cues |
| Client Advocacy |
| Nutritional Assessment |

| Linking of Knowledge Statements and Activity Statements |
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| Teaching and Learning Strategies |
| Vulnerable Populations |
| Client Safety |
| Family Dynamics |
| Psychosocial Assessment |
| **Provide a therapeutic environment** |
| Client Centered Care |
| Nonpharmacological Measures |
| Therapeutic Communication |
| Confidentiality |
| Time Management Techniques |
| Privacy |
| Therapeutic Environment |
| **Incorporate client cultural practice and beliefs when planning and providing care** |
| Cultural Factors Affecting Care |
| Spiritual Factors Affecting Care |
| Client Centered Care |
| Ethical Principles |
| Professional Resources |
| Cultural Awareness |
| Client Assessment |
| Regulatory Guidelines |
| **Provide end of life care and education to clients** |
| Client Centered Care |
| Therapeutic Environment |
| Pharmacologic Comfort Measures |
| Cultural Factors Affecting Care |
| Teaching and Learning Techniques |
| Professional Resources |
| Advance Directives |
| Client Advocacy |
| Discharge Planning |
| Nurse Self Awareness |
| Spiritual Factors Affecting Care |
| Palliative Care |
| Nonpharmacoligcal Comfort Measures |
| Death and Dying |
| Life Transitions |
| Grieving Process |
| Family Dynamics |
| **Assess the potential for violence and use safety precautions (e.g., suicide, homicide, self-destructive behavior)** |
| Client Assessment |
| Psychological Assessment |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Client Safety |
| Client Surveillance |
| Professional Resources |
| Family Dynamics |
| Client Advocacy |
| Risk Reduction |
| Vulnerable Populations |
| Emergency Plans |
| Community Resources |
| Staff Safety |
| Regulatory Guidelines |
| Suicide Precautions |
| Restraints |
| Medications |
| Therapeutic Communication |
| Disease Process |
| **Assess family dynamics to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)** |
| Client Assessment |
| Family Dynamics |
| Coping Mechanisms |
| Therapeutic Communication |
| Risk Reduction |
| Community Resources |
| Professional Resources |
| Client Centered Care |
| Client Plan of Care |
| Nursing Process |
| **Assess client in coping with life changes and provide support (e.g., palliative, amputation, new diagnosis)** |
| Client Assessment |
| Coping Mechanisms |
| Cultural Diversity |
| Developmental Stages |
| Discharge Planning |
| Client Centered Care |
| Palliative Care |
| Nonpharmacological Comfort Measures |
| Pharmacologic Comfort Measures |
| Stages of Death and Dying |
| Grieving Process |
| Professional Resources |
| Community Resources |
| Disease Process |
| Therapeutic Communication |
| Assistive Devices |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| **Use therapeutic communication techniques to provide client support** |
| Therapeutic Communication Techniques |
| Nonverbal Cues |
| Staff Safety |
| Client Safety |
| Coping Mechanisms |
| Developmental Stages |
| Cultural Factors Affecting Care |
| Therapeutic Environment |
| **Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits, de-escalation techniques)** |
| Behavioral Management Techniques |
| Nurse Self Awareness |
| Documentation Processes |
| Risk Reduction Strategies |
| Ethical Principles |
| Developmental Stages |
| Behavioral Health Issues |
| Restraints |
| Barriers to Learning |
| Teaching and Learning Techniques |
| De-Escalation Techniques |
| Client Centered Care |
| Setting Limits |
| Client Safety |
| Staff Safety |
| Therapeutic Communication |
| **Recognize non-verbal cues to physical and/or psychological stressors** |
| Nonverbal Cues |
| Client Assessment |
| Client Safety |
| Disease Processes |
| Physical Stressors |
| Psychological Stressors |
| High Risk Behaviors |
| **Provide care for a client experiencing visual, auditory or cognitive distortions (e.g., hallucinations)** |
| Vulnerable Populations |
| Psychosocial Assessment |
| Staff Safety |
| Client Centered Care |
| Medication Side Effects |
| Professional Resources |
| Client Safety |
| Therapeutic Communication |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Alternatives to Restraints |
| Client Assessment |
| Medications |
| Disease Processes |
| **5. Basic Care and Comfort** |
| **Assess and intervene in client performance of activities of daily living** |
| Client Assessment |
| Activities of Daily Living (ADL) |
| Client Safety |
| Assistive Devices |
| Professional Resources |
| Client Plan of Care |
| Discharge Planning |
| Community Resources |
| **Provide client nutrition through continuous or intermittent tube feedings** |
| Anatomy and Physiology |
| Enteral Feeding Tubes |
| Documentation Process |
| Client Assessment |
| Professional Resources |
| Fluid and Electrolytes |
| Intake and Output |
| Aspiration Precautions |
| Client Diet Types |
| Diagnostic Procedures |
| Coping Mechanisms |
| Teaching and Learning Techniques |
| Evidence Based Practice |
| Client Safety |
| **Perform post-mortem care** |
| Post Mortem Care |
| Client Dignity |
| Documentation Process |
| Cultural Factors Affecting Care |
| Professional Resources |
| Nurse Self Awareness |
| Family Dynamics |
| Regulatory Guidelines |
| Spiritual Factors Affecting Care |
| Community Resources |
| **Perform irrigations (e.g., of bladder, ear, eye)** |
| Irrigation Techniques |
| Sterile Technique |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Anatomy and Physiology |
| Client Assessment |
| Drainage Device Care |
| Medical Equipment |
| Documentation Process |
| Fluid and Electrolytes |
| Client Education |
| Biohazardous Materials |
| Specimen Collection |
| Standard Precautions |
| **Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)** |
| Assistive Devices |
| Coping Skills |
| Teaching and Learning Techniques |
| Professional Resources |
| Client Positioning Techniques |
| Body Mechanics |
| Risk Reduction |
| Client Safety |
| Client Assessment |
| Client Advocacy |
| **Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)** |
| Client Assessment |
| Client Safety |
| Client Skin Assessment |
| Nutritional Assessment |
| Documentation Processes |
| Evidence Based Practice |
| Professional Resources |
| Wound Assessment |
| Wound Care |
| Client Positioning |
| Pressure Relieving Support Surfaces |
| Medical Equipment |
| Assistive Devices |
| **Assess and manage client with an alteration in elimination (e.g., bowel, urinary)** |
| Ostomy Care |
| Client Assessment |
| Drainage Device Care |
| Drainage Device Insertion Techniques |
| Specimen Collection |
| Risk Reduction Strategies |
| Evidence Based Practice |

| Linking of Knowledge Statements and Activity Statements |
|---|
| Aseptic Technique |
| Client Dignity |
| Disease Processes |
| Professional Resources |
| Delegation |
| Standard Precautions |
| Client Safety |
| Infection Control Standards |
| Intake and Output |
| Fluid and Electrolytes |
| Incontinence Care |
| Client Education |
| Medications |
| Medical Equipment |
| **Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)** |
| Orthopedic Devices |
| Professional Resources |
| Pain Management |
| Teaching and Training Techniques |
| Circulation Movement and Sensation Assessment |
| Plan of Care |
| Medical Equipment |
| Body Image |
| Disease Processes |
| Risk Reduction Strategies |
| Body Mechanics |
| Client Positioning |
| Assistive Devices |
| Skin Assessments |
| Client Safety |
| Discharge Planning |
| **Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)** |
| Promotion of Circulation Techniques |
| Client Education |
| Tissue Perfusion |
| Medical Equipment |
| Client Assessment |
| Delegation |
| Anatomy and Physiology |
| Nursing Process |
| Venous Thromboembolism Prophylaxis |
| Risk Reduction Strategies |
| Evidence Based Practice |
| **Provide non-pharmacological comfort measures (e.g., light dimming, warm blanket)** |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Non-Pharmacological Comfort Measures |
| Therapeutic Interventions |
| Professional Resources |
| Coping Mechanisms |
| Therapeutic Environment |
| Client Advocacy |
| **Recognize complementary therapies and identify potential contraindications (e.g., aromatherapy, acupressure, supplements)** |
| Complementary Therapies |
| Client Health History |
| Professional Resources |
| Risk Reduction |
| Disease Processes |
| Medication Reconciliation |
| Client Centered Care |
| Cultural Diversity |
| Medication Interactions |
| Non-Pharmacological Comfort Measures |
| Nurse Self Awareness |
| Ethical Principles |
| **Manage the client's nutritional intake (e.g., adjust diet, monitor height and weight)** |
| Professional Resources |
| Intake and Output |
| Cultural Awareness |
| Disease Processes |
| Nutritional Assessment |
| Client Needs Assessment |
| Diagnostic Tests |
| Body Image |
| Normal Vital Signs |
| Client Diet Types |
| Documentation Processes |
| Client Education |
| Body Mass Index Scale |
| Fluid and Electrolytes |
| **Assess client need for sleep/rest and intervene as needed** |
| Time Management Techniques |
| Medications |
| Client Advocacy |
| Psychosocial Factors Affecting Care |
| Therapeutic Interventions |
| Professional Resources |
| Therapeutic Environment |
| Client Assessment |
| Client Sleep and Rest Requirements |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Non-Pharmacological Comfort Measures |
| **Evaluate client intake and output and intervene as needed** |
| Intake and Output |
| Documentation Processes |
| Disease Processes |
| Client Assessment |
| Medications |
| Fluid and Electrolytes |
| Professional Resources |
| Client Centered Care |
| Cultural Awareness |
| **Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)** |
| Circulation Movement and Sensation Assessment |
| Tissue Perfusion |
| Early Client Mobilization |
| Circulation Devices |
| Client Activity Orders |
| Client Education |
| Evidence Based Practice |
| Client Positioning and Mobilization Techniques |
| Professional Resources |
| Body Mechanics |
| **Assess client need for pain management** |
| Client Assessment |
| Nonverbal Cues |
| Pain Assessment |
| Pain Management Techniques |
| Non-Pharmacological Comfort Measures |
| Pharmacologic Comfort Measures |
| Disease Processes |
| Risk Reduction |
| Conflict Management and Resolution |
| Cultural Awareness |
| Client Centered Care |
| **6. Pharmacological and Parenteral Therapies** |
| **Evaluate appropriateness and accuracy of medication order for client** |
| Medication Orders |
| Client Assessment |
| Treatment Regimens |
| Professional Resources |
| Allergies |
| Client Safety |
| Order Accuracy and Timeliness |
| Transcription Process |

| Linking of Knowledge Statements and Activity Statements |
|---|
| Medical Terminology |
| Medication Reconciliation |
| Disease Processes |
| Medications |
| Client Plan of Care |
| **Prepare and administer medications, using rights of medication administration** |
| Rights of Medication Administration |
| Medication Preparation |
| Medication Classifications |
| Aseptic Technique |
| Medical Equipment |
| Medical Terminology |
| Medications |
| Error Disclosure |
| Incident Reporting |
| Documentation Processes |
| Professional Resources |
| Client Safety |
| Staff Safety |
| Medication Safety |
| Medication Calculations |
| Client Identification |
| Client Education |
| Medication Administration Techniques |
| Scope of Practice |
| Regulatory Guidelines |
| Adverse Medication Reactions |
| Medication Error Prevention |
| Medication Side Effects |
| **Perform calculations needed for medication administration** |
| Medication Calculations |
| Client Data Collection |
| Metric Conversions |
| Medication Therapeutic Ranges |
| Professional Resources |
| Rights of Medication Administration |
| **Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access devices)** |
| Infusion Device Types |
| Infusion Site Assessment |
| Fluids and Electrolytes |
| Medications |
| Client Safety |
| Medical Equipment |
| Evidence Based Practice |

| Linking of Knowledge Statements and Activity Statements |
|---|
| Emergency Care |
| Infusion Device Complications |
| Catheter Maintenance Care |
| Infection Control Techniques |
| Aseptic Technique |
| Pain Management |
| **Administer controlled substances within regulatory guidelines (e.g., witness, waste)** |
| Controlled Substances |
| Regulatory Guidelines |
| Rights of Medication Administration |
| Incident Reporting |
| Professional Resources |
| Ethical Principles |
| Substance Abuse |
| **Handle and maintain medication in a safe and controlled environment** |
| Aseptic Technique |
| Regulatory Guidelines |
| Proper Medication Storage |
| Medication Safety |
| Medication Security |
| Rights of Medication Administration |
| Medical Equipment |
| Documentation Processes |
| Hazardous Material |
| **Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)** |
| Rights of Medication Administration |
| Client Assessment |
| Vital Signs |
| Medication Reconciliation |
| Allergies |
| Diagnostic Tests |
| Medication Interactions |
| Medication Reference Material |
| Medication Therapeutic Ranges |
| Order Accuracy |
| **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)** |
| Diagnostic Tests |
| Medication Calculations |
| Client Assessment |
| Vital Signs |
| Medical Equipment |
| Medication Therapeutic Ranges |
| Scope of Practice |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Medication Titration |
| Medication Reference Material |
| Order Accuracy |
| Nursing Process |
| Disease Processes |
| Hemodynamics |
| **Administer blood products and evaluate client response** |
| Consent |
| Adverse Blood Product Reaction |
| Client Assessment |
| Blood Product Types |
| Blood Product Administration |
| Client Identification |
| Cultural Factors Affecting Care |
| Spiritual Factors Affecting Care |
| Emergency Care |
| Diagnostic Tests |
| Client Safety |
| Reporting Process |
| Vital Signs |
| Blood Product Handling |
| Biohazardous Material Handling |
| Regulatory Guidelines |
| Infusion Delivery Devices |
| **Access venous access devices, including tunneled, implanted and central lines** |
| Venous Access Devices |
| Aseptic Technique |
| Client Safety |
| Emergency Care |
| Infusion Delivery Devices |
| Evidence Based Practice |
| Teaching and Learning Strategies |
| Site Assessment |
| Dressing Change Techniques |
| Infection Control |
| **Educate client about medications** |
| Client Education |
| Medication Interactions |
| Community Resources |
| Medication Reference Materials |
| Medication Error Prevention |
| Medication Administration |
| Client Safety |
| Teaching and Learning Strategies |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Medications |
| Client Centered Care |
| Medication Side Effects |
| **Evaluate client response to medication (e.g., therapeutic effects, side effects, adverse reactions)** |
| Client Assessment |
| Vital Signs |
| Documentation Processes |
| Nonverbal Cues |
| Pain Assessment |
| Types of Allergic Reactions |
| Medication Therapeutic Effects |
| Diagnostic Tests |
| Adverse Medication Reaction |
| Client Education |
| **Administer parenteral nutrition and evaluate client response (i.e., TPN)** |
| Disease Process |
| Professional Resources |
| Nutritional Assessment |
| Client Assessment |
| Diagnostic Tests |
| Vital Signs |
| Client Advocacy |
| Infection Control |
| Infusion Delivery Devices |
| Site Assessment |
| Evidence Based Practice |
| TPN Administration |
| **Administer pharmacological measures for pain management** |
| Pain Management |
| Medications |
| Controlled Substances |
| Rights of Medication Administration |
| Medication Side Effects |
| Client Education |
| Medication Therapeutic Ranges |
| Medication Abuse |
| Client Assessment |
| Pain Scales |
| Scope of Practice |
| Medication Calculations |
| **Participate in medication reconciliation process** |
| Medication Reconciliation |
| Documentation Processes |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Client Health History |
| Client Handoff Process |
| Medication Contraindications |
| Medical Terminology |
| Discharge Planning |
| Client Admission, Transfer Or Discharge |
| Complimentary Therapies |
| Professional Resources |
| Client Safety |
| Nonprescribed Drugs |
| Generic and Trade Medication Names |
| **7. Reduction of Risk Potential** |
| **Assess and respond to changes in client vital signs** |
| Vital Signs |
| Client Assessment |
| Emergency Care |
| Delegation |
| Professional Resources |
| Documentation Processes |
| Hemodynamics |
| Disease Processes |
| Specimen Collection |
| Temperature Regulation Techniques |
| Medications |
| Scope of Practice |
| Nursing Process |
| **Perform focused assessment** |
| Focused Assessment |
| Anatomy and Physiology |
| Client Plan of Care |
| Disease Processes |
| Documentation Processes |
| Client Positioning |
| **Provide intraoperative care** |
| Vital Signs |
| Aseptic Technique |
| Intraoperative Care |
| Invasive Procedures |
| Regulatory Guidelines |
| Client Data Collection |
| Documentation Processes |
| Medications |
| Emergency Plans |
| Client Positioning |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Skin Integrity |
| **Monitor the results of diagnostic testing and intervene as needed** |
| Diagnostic Tests |
| Abnormal Test Results |
| Critical Value Reporting |
| Disease Processes |
| Medications |
| Emergency Plans |
| Client Assessment |
| Client Data Collection |
| Documentation Processes |
| Prioritization of Care |
| **Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)** |
| Diagnostic Tests |
| Specimen Collection |
| Basic Basic Cardiac Rhythms |
| Vital Signs |
| Client Assessment |
| Client Education |
| Anatomy and Physiology |
| Client Safety |
| Client Comfort |
| Medical Equipment |
| Prioritization of Care |
| Evidence Based Practice |
| Client Identification |
| **Evaluate responses to procedures and treatments** |
| Client Assessment |
| Disease Processes |
| Client Plan of Care |
| Procedure and Treatment Complications |
| Client Safety |
| Therapeutic Effects |
| Client Advocacy |
| Vital Signs |
| **Provide preoperative and postoperative education** |
| Disease Processes |
| Preoperative Care |
| Postoperative Care |
| Teaching and Learning Strategies |
| Client Education |
| Barriers to Learning |
| Consent |
| **Provide preoperative care** |

| Linking of Knowledge Statements and Activity Statements |
|---|
| Consent |
| Coping Mechanisms |
| Preoperative Care |
| Specimen Collection |
| Evidence Based Practice |
| Professional Communication |
| Client Identification |
| Skin Preparation |
| Infection Control |
| Aseptic Technique |
| Pain Management |
| Diagnostic Tests |
| **Manage client during and/or following a procedure with moderate sedation** |
| Moderate Sedation |
| Vital Signs |
| Airway Management |
| Basic Cardiac Rhythms |
| Client Identification |
| Client Assessment |
| Client Education |
| Medications |
| Oxygen Delivery Systems |
| Emergency Response |
| Scope of Practice |
| Documentation Processes |
| **Obtain blood specimens peripherally or through central line** |
| Aseptic Technique |
| Blood Specimen Collection Techniques |
| Biohazardous Material Handling |
| Client Identification |
| Delegation |
| Specimen Handling |
| Professional Competency Limitations |
| **Use precautions to prevent injury and/or complications associated with a procedure or diagnosis** |
| Client Safety |
| Standard Precautions |
| Evidence Based Practice |
| Biohazardous Material Handling |
| Client Identification |
| Risk Reduction |
| Client Education |
| Staff Safety |
| Body Mechanics |
| Delegation |

| Linking of Knowledge Statements and Activity Statements |
|---|
| **Educate client about treatments and procedures** |
| Client Education |
| Teaching and Learning Strategies |
| Barriers to Learning |
| Consent |
| Disease Processes |
| Treatments and Procedures |
| Client Centered Care |
| Professional Resources |
| **Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)** |
| Specimen Collection Techniques |
| Standard Precautions |
| Client Identification |
| Disease Processes |
| Diagnostic Tests |
| Specimen Handling |
| Biohazardous Material Handling |
| Delegation |
| **Insert, maintain or remove a gastric tube** |
| Enteral Tubes |
| Tube Feedings |
| Anatomy and Physiology |
| Tube Insertion Techniques |
| Tube Removal Techniques |
| Diagnostic Tests |
| Client Assessment |
| Aspiration Precautions |
| Suctioning Techniques |
| Skin Assessment |
| Device Assessment |
| **Insert, maintain or remove a urinary catheter** |
| Urinary Catheter Care |
| Aseptic Technique |
| Skin Assessment |
| Privacy |
| Client Education |
| Intake and Output |
| Infection Control |
| Urinary Catheter Insertion Technique |
| Evidence Based Practice |
| Drainage Devices |
| **Insert, maintain or remove a peripheral intravenous line** |
| Venous Site Assessment |
| Peripheral Intravenous Line Insertion Techniques |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Medical Equipment |
| Staff Safety |
| Infection Control |
| Anatomy and Physiology |
| Site Selection |
| Venous Complications |
| Venous Access Device Type |
| Client Education |
| Regulatory Guidelines |
| Client Comfort |
| **Recognize trends and changes in client condition and intervene as needed** |
| Client Assessment |
| Vital Signs |
| Client Data Collection |
| Changes In Client Condition |
| Emergency Response |
| Professional Communication |
| Disease Processes |
| Client Plan of Care |
| Diagnostic Tests |
| **8. Physiological Adaptation** |
| **Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)** |
| Drainage Devices |
| Medical Equipment |
| Client Assessment |
| Wound Assessment |
| Emergency Response |
| Pain Management |
| Professional Resources |
| Skin Integrity |
| Infection Control |
| Intake and Output |
| Suctioning Techniques |
| Documentation Processes |
| **Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)** |
| Emergency Care Procedures |
| Regulatory Guidelines |
| Basic Cardiac Rhythms |
| Oxygen Delivery Systems |
| Medications |
| Advance Directives |
| Professional Resources |
| Documentation Processes |

| Linking of Knowledge Statements and Activity Statements |
|---|
| Ethical Principles |
| Client Assessment |
| Medical Equipment |
| **Monitor and care for clients on a ventilator** |
| Restraints |
| Oxygen Delivery Systems |
| Diagnostic Tests |
| Suctioning Techniques |
| Medications |
| Client Safety |
| Evidence Based Practice |
| Coping Mechanisms |
| Client Comfort |
| Professional Resources |
| Client Positioning |
| Client Assessment |
| Disease Processes |
| Ventilator Management |
| Infection Control |
| Medical Equipment |
| Skin Assessment |
| **Perform wound care or dressing change** |
| Wound Care |
| Client Assessment |
| Infection Control |
| Order Accuracy and Timeliness |
| Aseptic Technique |
| Regulatory Guidelines |
| Client Education |
| Professional Resources |
| Pain Management |
| Dressing Types |
| Dressing Change Techniques |
| Medical Equipment |
| Evidence Based Practice |
| **Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)** |
| Invasive Procedures |
| Professional Resources |
| Pain Management |
| Client Positioning |
| Client Identification |
| Standard Precautions |
| Specimen Handling |
| Medical Procedures |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Order Accuracy and Timeliness |
| Scope of Practice |
| Consent |
| Medical Equipment |
| Aseptic Technique |
| Documentation Processes |
| **Provide ostomy care and education (e.g., tracheal, enteral)** |
| Ostomy Care |
| Tracheostomy Care |
| Skin Assessment |
| Suctioning Techniques |
| Client Assessment |
| Infection Control |
| Disease Processes |
| Teaching and Learning Strategies |
| Oxygen Delivery Systems |
| Dressing Change Techniques |
| Site Assessment |
| Body Image |
| Barriers to Learning |
| **Provide postoperative care** |
| Postoperative Care |
| Vital Signs |
| Pain Management |
| Client Assessment |
| Client Education |
| Dressing Changes |
| Invasive Line Care |
| Client Positioning |
| Sedation Care |
| Oxygen Delivery Systems |
| Intake and Output |
| Diagnostic Tests |
| Cardiac Rhthyms |
| Client Mobilization |
| Wound Care |
| **Perform and manage care of client receiving peritoneal dialysis** |
| Peritoneal Dialysis Care |
| Drainage Device Care |
| Intake and Output |
| Body Image |
| Documentation Processess |
| Client Safety |
| Biohazardous Material Handling |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Infection Control |
| Fluid and Electrolytes |
| Vital Signs |
| Aseptic Technique |
| Wound Care |
| Client Education |
| Discharge Planning |
| Medical Equipment |
| Disease Process |
| Medications |
| **Perform hemodialysis or continuous renal replacement therapy** |
| Hemodialysis Care |
| Renal Replacement Therapy |
| Hemodynamics |
| Blood Product Administration |
| Anatomy and Physiology |
| Professional Resources |
| Medical Equipment |
| Disease Process |
| Site Assessment |
| Invasive Line Care |
| Cardiac Rhthyms |
| Fluid and Electrolytes |
| Emergency Care |
| Medications |
| Risk Reduction |
| Circulation Movement and Sensation Assessment |
| Fistula Care |
| Client Assessment |
| Vital Signs |
| **Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)** |
| Suctioning Techniques |
| Medical Equipment |
| Professional Resources |
| Oxygen Delivery Systems |
| Pain Management |
| Airway Management |
| Standard Precautions |
| Personal Protective Equipment |
| Client Assessment |
| Client Comfort |
| Client Positioning |
| Specimen Collection |
| Anatomy and Physiology |

| Linking of Knowledge Statements and Activity Statements |
|---|
| Biohazardous Material Handling |
| **Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)** |
| Client Education |
| Medical Equipment |
| Professional Resources |
| Pulmonary Hygiene Techniques |
| Suctioning Techniques |
| Medications |
| Oxygen Delivery Systems |
| Barriers to Learning |
| Pain Management |
| Teaching and Learning Strategies |
| Client Assessment |
| **Manage the care of a client on telemetry** |
| Cardiac Rhthyms |
| Client Assessment |
| Medical Equipment |
| Skin Assessment |
| Cardiac Lead Placement |
| Vital Signs |
| Emergency Care |
| Medications |
| Professional Resources |
| Scope of Practice |
| Delegation |
| **Manage the care of a client with impaired ventilation/oxygenation** |
| Oxygen Delivery Systems |
| Vital Signs |
| Skin Care |
| Emergency Care |
| Airway Management |
| Ventilator Management Techniques |
| Restraints |
| Medications |
| Disease Process |
| Client Assessment |
| Medical Equipment |
| Diagnostic Tests |
| Client Positioning |
| Pulmonary Hygiene Techniques |
| Professional Resources |
| Client Comfort |
| **Maintain optimal temperature of client (e.g., cooling and/or warming blanket)** |
| Vital Signs |

| Linking of Knowledge Statements and Activity Statements |
| --- |
| Thermoregulation Techniques |
| Medical Equipment |
| Infection Control |
| Client Safety |
| Professional Resources |
| Client Assessment |
| Disease Process |
| Diagnostic Tests |
| Medications |
| Client Comfort |
| Client Plan of Care |
| Complications of Hypo/Hyperthermia |
| **Implement and monitor phototherapy** |
| Phototherapy |
| Client Assessment |
| Medical Equipment |
| Diagnostic Tests |
| Disease Process |
| Client Safety |
| Teaching and Learning Techniques |
| Client Education |
| New Parent Education |
| Discharge Planning |
| Intake and Output |
| Skin Care |
| **Manage the care of a client with a pacing device (e.g., pacemaker, vagus nerve stimulator)** |
| Pacing Devices |
| Cardiac Rhythyms |
| Emergency Care |
| Disease Process |
| Medications |
| Client Assessment |
| Professional Resources |
| Client Safety |
| Anatomy and Physiology |
| Client Education |
| Pain Management |
| Medical Equipment |
| **Monitor and maintain arterial lines** |
| Arterial Line Complications |
| Arterial Line Monitoring |
| Client Assessment |
| Professional Resources |
| Infection Control |

| Linking of Knowledge Statements and Activity Statements |
|---|
| Specimen Collection |
| Diagnostic Testsing |
| Tissue Perfusion |
| Hemodynamics |
| Invasive Line Care |
| Arterial Blood Gas |
| Site Assessment |
| Client Safety |
| **Manage the care of the client with a fluid and electrolyte imbalance** |
| Fluid and Electrolyte |
| Disease Process |
| Diagnostic Testsing |
| Basic Cardiac Rhythms |
| Client Safety |
| Professional Resources |
| Client Assessment |
| Vital Signs |
| Intake and Output |
| Medications |
| Emergency Care |
| Client Education |
| Hemodynamics |
| **Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)** |
| Hemodynamics |
| Basic Cardiac Rhythms |
| Tissue Perfussion |
| Intake and Output |
| Hemostasis |
| Sepsis |
| Infection Control |
| Cerebral Vascular Accident |
| Anatomy and Phsyiology |
| Types of Physiologic Shock |
| Invasive Line Care |
| Medications |
| Client Assessment |
| Vital Signs |
| Diagnostic Tests |
| Evidence Based Practice |
| Client Education |
| **Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis** |
| Client Assessment |
| Client Plan of Care |

| Linking of Knowledge Statements and Activity Statements |
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| Client Comfort |
| Client Centered Care |
| Nursing Process |
| Diagnostic Tests |
| Family Dynamics |
| Coping Skills |
| Medications |
| Disease Process |
| Culural Awareness |
| Professional Resources |
| Medical Equipment |
| Anatomy and Phsyiology |
| Community Resources |
| Teaching and Learning Techniques |
| Evidence Based Practice |
| **Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)** |
| Disease Process |
| Pathophysiology |
| Client Assessment |
| Diagnostic Tests |
| Medical Reference Materials |
| Professional Resources |
| Anatomy and Physiology |
| Client Data Collection |
| **Manage the care of a client receiving hemodialysis** |
| Client Assessment |
| Hemodialysis Care |
| Vital Signs |
| Discharge Planning |
| Hemodynamics |
| Disease Process |
| Anatomy and Physiology |
| Client Rights and Responsibilities |
| Ethical Principles |
| Infection Control |
| Time Management |
| Coping Strategies |
| Invasive Line Care |
| Client Education |
| Scope of Practice |
| Intake and Output |
| Medical Equipment |
| Medications |
| Delegation |

| Linking of Knowledge Statements and Activity Statements |
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| Professional Resources |
| Fistula Care |
| Client Safety |
| Circulation Movement and Sensation Assessment |
| **Recognize signs and symptoms of complications and intervene appropriately when providing client care** |
| Client Assessment |
| Client Plan of Care |
| Disease Process |
| Basic Cardiac Rhythms |
| Vital Signs |
| Emergency Response |
| Diagnostic Tests |
| Therapeutic Interventions |
| Medications |
| Pathophysiology |
| Anatomy and Physiology |
| Professional Resources |
| **Educate client regarding an acute or chronic condition** |
| Client Assessment |
| Teaching and Learning Techniques |
| Client Education |
| Barriers to Learning |
| Community Resources |
| Cultural Awareness |
| Coping Strategies |
| Medical Reference Materials |
| Client Centered Care |
| Professional Resources |
| Disease Process |
| Pathophysiology |
| Client Plan of Care |
| Family Dynamics |
| Evidence Based Practice |
| Risk Reduction |