

2019 REX-PN[®] Practice Analysis



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

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EXECUTIVE SUMMARY

The British Columbia College of Nurses and Midwives (BCCNM) and the College of Nurses of Ontario (CNO) are responsible for the preparation of a psychometrically sound and legally defensible licensure examination. The periodic performance of practice analysis (i.e., job analysis) studies assists BCCNM and CNO in evaluating the validity of the test plan that guides content distribution of the licensure examination. Because the Canadian health care industry is rapidly changing, practice analysis studies will be conducted by BCCNM and CNO on a five-year cycle. This practice analysis was conducted with the assistance of National Council of State Boards of Nursing (NCSBN).

A number of steps are necessary to perform a practice analysis of newly licensed practical nurse/registered practical nurse (LPN/RPN) practice. A panel of subject matter experts (SMEs) was assembled, a list of LPN/RPN activities was created and incorporated into a survey that was sent to newly licensed LPN/RPNs, and data was collected and analyzed.

Panel of Subject Matter Experts (SMEs)

Prior to the British Columbia/Ontario practice analysis subject matter expert (SME) panel, a crosswalk between LPN/RPN competencies and activity statements was completed, reflecting what an entry-level LPN/RPN does in their practice. Staff first reviewed the competencies of British Columbia and Ontario for duplication and variance then compiled a comprehensive list of Canadian LPN/RPN competencies. Next, current activity statements were reviewed and compiled into a comprehensive list in the same manner. Using a crosswalk schema methodology, the list of the Canadian LPN/RPN competencies were compared with the list of activity statements. Activity statements and Canadian competencies were labeled as an exact match, partial match, or no similar match. From this crosswalk, the results derived a list with matching and similar activity statements, as well as noting any outlying British Columbia/Ontario competencies. Since the creation of this list is the first step in the LPN/RPN

practice analysis process, a practice analysis panel made up of subject matter experts (SMEs) from British Columbia and Ontario was held.

A panel of six LPN/RPNs and five RNs was assembled to assist with the practice analysis. Panel members worked with, educated and/or supervised LPN/RPNs within their first twelve months of practice or were themselves newly licensed LPN/RPNs. Panel members also represented British Columbia and Ontario's geographic areas as well as varied major nursing specialties and practice settings. The SMEs reviewed, edited, and added to the crosswalk list to create and approve one new, comprehensive list of activity statements unique to British Columbia and Ontario LPN/RPN practice.

Survey Development

A total of 153 nursing activity statements were incorporated into the practice analysis survey. The survey also included questions about the nurses' practice settings, past experiences and demographics. All newly licensed LPN/RPNs received a Web-based survey. English and French versions of the survey were created. Two forms of each English and French survey were produced to reduce the number of activity statements on each survey. Each form contained either 77 or 76 activity statements. Except for the activity statements unique to each survey form, the surveys were identical.

Survey Process

Sample Selection

Current LPN/RPNs who had twelve months or fewer of work experience in British Columbia and Ontario were selected to participate in the survey. The sample included 5,863 RPNs in Ontario (5,798 English; 65 French) and 762 LPNs in British Columbia (all English). A total of 15 surveys were removed from the initial sample due to incorrect email addresses.

Representativeness

The sample for this study included all entry-level LPN/RPNs registered in each jurisdiction of British Columbia and Ontario.

Survey Distribution

Two forms of the survey in both English and French versions were distributed evenly among a sample of 6,625 newly licensed LPN/RPNs. A seven-stage emailing process was used to engage participants in the study. All potential participants were promised confidentiality with regard to their participation and their responses. The survey was conducted from February through March 2019.

Return Rates

Out of the 6,625 surveys delivered, a total of 2,164 were returned (2,129 for the English Form and 35 for the French Form). A total of 15 surveys were undeliverable due to incorrect email addresses. Therefore, the adjusted return rate was 32.7% (32.5% for English and 53.8% for French) for the survey. Of those who completed the survey, 741 individuals did not qualify for survey ratings based on one of the following reasons: (a) they did not indicate having an LPN/RPN license; (b) they were not currently working in either British Columbia or Ontario; (c) they were working fewer than 16 hours per week providing direct care to clients as an LPN/RPN; and/or (d) they failed to answer the previous three demographic questions. After adjusting for incorrect addresses and removals, the analyzable response rate was 21.5% (21.4% for English and 35.4% for French).

LPN/RPN Practice Analysis Survey Nonresponder Study

In order to ensure the validity of the results, NCSBN conducted a telephone survey of nonresponders to determine if those LPN/RPNs not responding would have rated the survey activity statements differently. The nonresponders rated the activity statements similarly to the responders, lending support for the validity of the survey results.

Demographics, Experiences and Practice Environments of Participants

Demographics/Past Experiences

The majority of survey responders (90.2%) indicated their gender as female. The average age of responders was 31.5 years (SD = 9.0 years). Responders indicated their racial/ethnic background as follows: 46.1% White, 14.8% Filipino, 14.5% South Asian, 10.6% Black, 3.2% Chinese, 3.2% Other, 1.4% West Asian, 1.2% First Nations, 1.2% Korean, 1.2% Latin American, 0.9% Southeast Asian, 0.8% Arab, 0.7% Me'tis and 0.4% Japanese.

Responders indicated working an average of 6.2 months as an LPN/RPN in either British Columbia or Ontario. On average, LPN/RPNs were 16.9 months post-graduation. Most of the responders (88.5%) were graduates of LPN/RPN diploma programs and 0.4% graduated from an RN degree program. Approximately 7.1% of survey responders were educated outside of Canada.

Orientation

The majority of newly licensed LPN/RPNs received some type of formal orientation (96.2%); only 3.8% of responders indicated that they did not receive formal orientation. Among responders that had formal orientation, 3.8% reported having only classroom instruction or skills lab work. The majority (59.1%) reported working with an assigned mentor or preceptor for an average of 8.8 days and 21.2% reported classroom and/or skills lab plus performing supervised work with clients for an average of 9.5 days. Nearly 5.2% reported having a formal internship that lasted an average of 8.8 days.

Certifications Earned

In the current study, Basic Life Support (28.5%), Intravenous Therapy (14.3%) and Advanced Cardiac Life Support (9.4%) were the most frequently reported certifications.

Facilities

The majority of newly licensed LPN/RPNs in this study reported working in nursing home/long-term care facilities (42.4%) or hospitals (31.0%), while

6.7% reported working in home care agencies and 5.3% in community health/health centres.

Overall, the number of beds reported in employing facilities was most commonly distributed among 100-299 beds (35.7%), fewer than 100 beds (23.9%), 300-499 beds (10.6%) and 500 or more beds (8.9%).

The majority of responders worked in urban/metro-politan (54.0%) and suburban (25.1%) areas; 18.9% of responders reported working in rural areas, while 2.0% worked in remote areas.

Practice Settings

Most frequently, LPN/RPNs reported working in geriatrics/long-term care (30.6%) and medical/surgical settings (13.5%). Some other commonly reported settings include nursing service (7.1%), teaching patients/clients (5.8%), home care (5.3%) and community health (5.2%).

Client Health Conditions and Ages

Newly licensed LPN/RPNs reported caring most frequently for clients with stabilized chronic conditions (38.6%), clients with behavioral/emotional conditions (38.4%) and clients at end-of-life (27.5%). Survey responders could select more than one client condition category, resulting in a sum greater than 100%.

In terms of age, the majority of responders reported caring for adult clients aged 65 to 85 (48.8%), clients over age 85 (38.2%) and clients aged 18 to 64 (27.6%). Survey responders could select more than one client age category, resulting in a sum greater than 100%.

Shifts Worked

The shifts most commonly worked by newly licensed LPN/RPNs were rotating (50.1%), days (22.2%), evenings (15.8%) and nights (9.6%). Only a very small percentage of responders (2.3%) indicated they worked other types of shifts.

Time Spent in Different Categories of Nursing Activities

Newly licensed LPN/RPNs reported spending the greatest amount of time in activities related to

management of care (16.1%), pharmacological and parenteral therapies (15.0%) and basic care and comfort (13.1%).

Administrative Responsibilities/Primary Administrative Position

Of the responders, 34.5% reported having administrative responsibilities and of those responders, 57.7% reported having a primary administrative position.

Enrollment in Registered Nurse (RN) Educational Programs

Of the responders, 8.5% reported enrollment in a registered nurse education program and 15.0% reported that they had applied to such a program but were not currently enrolled.

Activity Performance Findings

Reliability

Reliability indices were calculated to assess the capability of the survey to measure the activities relevant to safe and effective practice of newly licensed LPN/RPNs. Cronbach's alpha coefficients were calculated for frequency and importance ratings for the forms of the survey. The surveys had a reliability index of 0.98 for importance and 0.98 for frequency ratings. These high reliability indices indicate the survey is reliably measuring the nursing activities necessary for competent LPN/RPN practice.

SME Panel Validation of Survey Findings

The SME panel for the 2019 LPN/RPN Practice Analysis survey was asked to provide independent ratings of the 153 activity statements. In general, the importance ratings of SMEs and survey responders were similar; however, SMEs regarded most of the activity statements as less important than the responders.

Representativeness of Activity Statements

Responders were asked whether the activities on their survey form represented what they actually did in their positions. A large majority of participants

(91.8%) indicated that the survey covered the important nursing activities “well” or “very well.”

Applicability of Activities to Practice Setting

Responders indicated if each of the activities was applicable to their work setting. The activities ranged from 18.6% applicability, where the responders reported that the activity was performed within their work settings, to 100.0%.

Frequency of Activity Performance

Responders were asked to rate the frequency of performance of all activities that were applicable to their work settings on a six-point scale: “0 times” to “5 or more times” on their last day of work. Average frequency statistics were calculated in two ways: setting-specific frequency of activity performance and total group frequency. Average setting-specific frequencies ranged from 0.85 to 4.80. Average total group frequencies ranged from 0.24 to 4.80.

Importance of Activity Performance

Responders were asked to rate the importance of performing each nursing activity in regards to the maintenance of client safety and/or risk of complications or serious distress to clients using a five-point scale: “1” (not important) to “5” (critically important). Average setting-specific importance ratings ranged from 4.05 to 4.88. Average total group importance ratings ranged from 3.88 to 4.88

Summary

Responders to the 2019 LPN/RPN Practice Analysis survey found the activities listed in the survey to be representative of the work they performed in their practice settings. In general, the importance ratings of SMEs and newly licensed LPN/RPNs were similar (correlation = 0.74), supporting the validity of the results. The reliability of the survey instrument was quite good. In addition, activities with the lowest average total group frequency and importance ratings corresponded, in general, to those activities performed in specialized areas of nursing practice.

Conclusion

The 2019 LPN/RPN Practice Analysis study used several methods to describe the practice of newly licensed LPN/RPNs in British Columbia and Ontario: (1) document reviews; (2) activity logs; (3) subject matter experts’ knowledge; and (4) a large-scale survey. In addition, there was evidence to support the validity of the activity statement ratings. Based on evidence, the findings of this study can be used to evaluate and support an LPN/RPN test plan.

BACKGROUND OF STUDY

The British Columbia College of Nurses and Midwives (BCCNM) and the College of Nurses of Ontario (CNO) are responsible for the preparation of a psychometrically sound and legally defensible licensure examination. The periodic performance of practice analysis (i.e., job analysis) studies assists BCCNM and CNO in evaluating the validity of the test plan that guides content distribution of the licensure examination. Furthermore, practice analysis studies have long been recognized by measurement and testing professions as important sources of validity evidence for licensure examinations (APA, AERA, and NCME, 2014; Raymond, 2001). Because the Canadian health care industry is rapidly changing, practice analysis studies will be conducted by BCCNM and CNO on a five-year cycle. This practice analysis was conducted with the assistance of National Council of State Boards of Nursing (NCSBN).

Methodology

A number of steps are necessary to perform an analysis of newly licensed LPN/RPN practice. This section provides a description of the methodology used to conduct the 2019 LPN/RPN Practice Analysis Survey. Descriptions of subject matter expert (SME) panel processes, survey development, sample selection and data collection procedures are provided, as well as information about assurance of confidentiality, response rate and the degree to which participants were representative of the population of newly licensed LPN/RPNs.

Preliminary Interviews with Nurse Leaders

In order to collect information about trends in nursing and health care and to anticipate possible changes in the future of nursing practice, a variety of leaders in the nursing profession were interviewed regarding their opinions by staff at the regulatory bodies. Themes and trends were identified and shared with NCSBN.

Panel of SMEs

Prior to the British Columbia/Ontario practice analysis subject matter expert (SME) panel, a crosswalk between LPN/RPN competencies and activity statements was completed, reflecting what an entry-level LPN/RPN does in their practice. Staff first reviewed the competencies of British Columbia and Ontario for duplication and variance then compiled a comprehensive list of Canadian LPN/RPN competencies. Next, current activity statements were reviewed and compiled into a comprehensive list in the same manner. Using a crosswalk schema methodology, the list of the Canadian LPN/RPN competencies were compared with the list of activity statements. Activity statements and Canadian competencies were labeled as an exact match, partial match, or no similar match. From this crosswalk, the results derived a list with matching and similar activity statements, as well as noting any outlying British Columbia/Ontario competencies. Since the creation of this list is the first step in the LPN/RPN practice analysis process, a practice analysis panel made up of subject matter experts (SMEs) from British Columbia and Ontario was held.

A panel of six LPNs/RPNs and five registered nurses (RNs) was assembled to assist with the practice analysis. Panel members worked with, educated and/or supervised LPN/RPNs within their first twelve months of practice or were themselves newly licensed LPN/RPNs. Panel members also represented British Columbia and Ontario's geographic areas as well as varied major nursing specialties and practice settings. The SMEs reviewed, edited, and added to the crosswalk list to create and approve one new, comprehensive list of activity statements unique to British Columbia and Ontario LPN/RPN practice. See Appendix A for a listing of panel members.

The panel of experts performed several tasks crucial to the success of the practice analysis study. Activity logs were distributed to the SMEs describing the activities that LPN/RPNs perform on the job. The panel members worked to create a list of activities performed within each category of the current test plan category structure. Each activity

was reviewed for applicability to newly licensed practice and the relationship to the delivery of safe nursing care to the public. Care was taken to create the activity statements at approximately the same level of specificity and to avoid redundancy.

Survey Development

Several processes were used to create, evaluate and refine the survey instrument used for the 2019 LPN/RPN Practice Analysis study. The practice analysis methodology reviewers evaluated the methodology and procedures. For this survey, Web-based (Web) versions were utilized.

There were 153 nursing activity statements that were incorporated into a practice analysis survey. The survey also included questions about the nurses' practice settings, past experiences and demographics.

All newly licensed LPN/RPNs received a Web-based survey. English and French versions of the survey were created. Two forms of each English and French survey were produced to reduce the number of activity statements on each survey. Each form contained either 77 and 76 activity statements. Except for the activity statements unique to each survey form, the surveys were identical.

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

2019 LPN/RPN Practice Analysis study may be found in Appendix B.

Survey Process

Sample Selection

Current LPN/RPNs who had twelve months or fewer of work experience in British Columbia and Ontario were selected to participate in the survey. The sample included 5,863 RPNs in Ontario (5,798 English; 65 French) and 762 LPNs in British Columbia (all English).

Representativeness

The sample for this study included all entry-level LPN/RPNs registered in each jurisdiction of British Columbia and Ontario. Some responders (45 total) selected "Other" to indicate they are not currently practicing in either British Columbia or Ontario. These responders were only allowed to complete the demographic information in the remainder of the survey. About 20% (431 total) did not answer the question indicating where they are currently practicing. These responders were not allowed to answer any remaining questions in the survey, including rating the activity statements, describing their experience and work environment, or providing their demographic information. Table 1 presents the sample size and the responders by British Columbia and Ontario jurisdictions.

Survey Distribution

The survey was sent to 6,625 newly licensed LPN/RPNs (half receiving Form 1 and the other half receiving Form 2 of the English and French surveys). The sample included 5,863 RPNs in Ontario (5,798 English; 65 French) and 762 LPNs in British Columbia (all English). The two versions of either the English or French form of the survey were distributed evenly among the corresponding sample.

A seven-stage emailing process was used to engage the participants in the study. An email was sent to each individual selected for the sample on Feb. 1, 2019. Recipients were sent an email invitation with a log-in address and a unique access code a few days later. One week later, an email was sent

Table 1. Sample and Responders for the 2019 LPN/RPN Practice Analysis

Jurisdiction	English				French				Total			
	Sample		Responders		Sample		Responders		Sample		Responders	
	N	%	N	%	N	%	N	%	N	%	N	%
British Columbia	762	11.6	338	15.9	0	0	0	0.0	762	11.5	338	15.6
Ontario	5,798	88.4	1,322	62.1	65	100	28	80.0	5,863	88.5	1,350	62.4
Other	0	0	41	1.9	0	0	4	11.4	0	0	45	2.1
No Answer	0	0	428	20.1	0	0	3	8.6	0	0	431	19.9
TOTAL	6,560	100	2,129	100	65	100	35	100	6,625	100	2,164	100

to all participants reiterating the importance of the study and urging participation. In the following two weeks, second and third reminders were sent to nonresponders. Finally, reminders were sent to survey nonresponders the fourth and fifth week after survey administration. The survey was conducted from February through March 2019.

Confidentiality

All potential participants were promised confidentiality regarding their participation and their responses. Files containing mailing information were kept separate from the data files. The study protocol was reviewed and approved by BCCNM's and CNO's executive team for compliance with organizational guidelines for research studies involving human subjects.

Return Rates

Out of the 6,625 surveys delivered, a total of 2,164 surveys were returned (2,129 for the English form and 35 for the French form). A total of 15 surveys were undeliverable due to incorrect email addresses. Therefore, the adjusted return rate was 32.7% (32.5% for English and 53.8% for French) for the survey. Of those who completed the survey, 741 individuals did not qualify for survey ratings based on one of the following reasons: (a) they did not indicate having an LPN/RPN license; (b) they were not currently working in either British Columbia and Ontario; (c) they were working fewer than 16 hours per week providing direct care to clients as an LPN/RPN; and/or (d) they failed to answer the previous three demographic questions. After adjusting for incorrect addresses and removals, the analyzable response rate was 21.5% (21.4% for English and 35.4% for French).

Table 2. Adjusted Return Rates

Survey Format	Sample	Incorrect Addresses	Surveys Sent	Adjusted Response	Adjusted Return Rate
English	6,560	15	6,545	2,129	32.5%
French	65	0	65	35	53.8%
TOTAL	6,625	15	6,610	2,164	32.7%

Table 3. Analyzable Return Rates

Survey Format	Surveys Sent	Invalid Responses	Analyzable Responses	Analyzable Return Rate
English	6,545	729	1,400	21.4%
French	65	12	23	35.4%
TOTAL	6,610	741	1,423	21.5%

LPN/RPN Practice Analysis Nonresponder Survey

In order to ensure the validity of the results, NCSBN conducted a telephone survey of nonresponders to determine if LPN/RPNs not responding would have rated the survey activity statements differently than the responders. If there are no systematic differences in responders versus nonresponders, there would be further evidence signifying that the survey results are unbiased, which supports the validity of the 2019 LPN/RPN Practice Analysis study results. The nonresponders rated the activity statements similar to the responders, lending support for the validity of the results. See Appendix G for a full report of the nonresponder study.

Summary

A panel of 11 nurses, subject matter experts in the practice of newly licensed LPN/RPNs, with six members representing newly licensed LPN/RPNs, met and created a comprehensive list of LPN/RPN activity statements. A survey was developed and revised before being sent to 6,625 newly licensed LPN/RPNs selected from lists of candidates who were current LPN/RPNs and had twelve months or fewer of work experience in British Columbia and Ontario. The survey response rate was 21.5%. This practice analysis study contains the responses of 2,164 newly licensed LPN/RPNs.

DEMOGRAPHICS, EXPERIENCES AND PRACTICE ENVIRONMENTS OF PARTICIPANTS

Demographics/Past Experiences

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

Age and Gender

The majority of newly licensed LPN/RPNs (90.2%) indicated their gender as female. See Figure 1 for gender. The age of responder nurses averaged 31.5 years (SD = 9.0 years).

Race/Ethnicity of Newly Licensed LPN/RPNs

46.1% of participants in the current study reported their race/ethnicity as White, 14.8% Filipino, 14.5% South Asian, 10.6% Black, 3.2% Chinese, 3.2% Other, 1.4% West Asian, 1.2% First Nations, 1.2% Korean, 1.2% Latin American, 0.9% Southeast Asian, 0.8% Arab, 0.7% Me'tis and 0.4% Japanese. See Figure 2 for race/ethnicity reported by newly licensed LPN/RPNs.

Of the responders, 78.2% reported English, 2.6% reported French and 19.3% reported other as their primary languages.

Educational Background

Most of the responders (88.5%) were graduates of LPN/RPN diploma programs and 0.4% graduated from an RN degree program. Approximately 7.1% of survey responders were educated outside of Canada. See Figure 3 for the educational background of the responders.

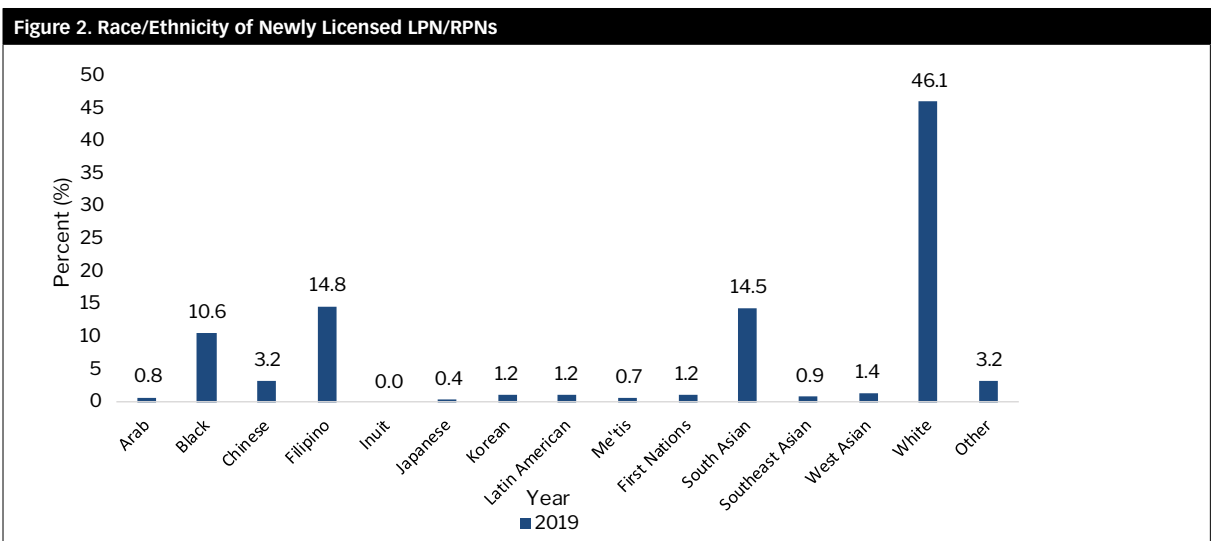
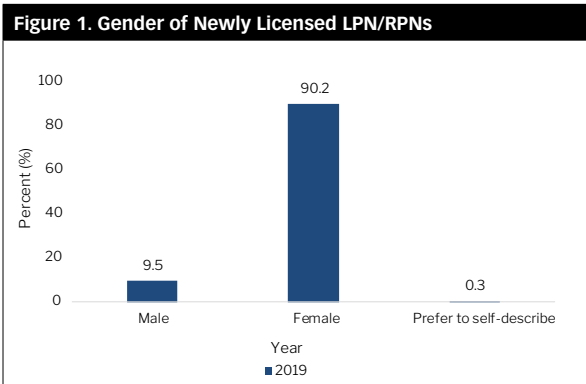
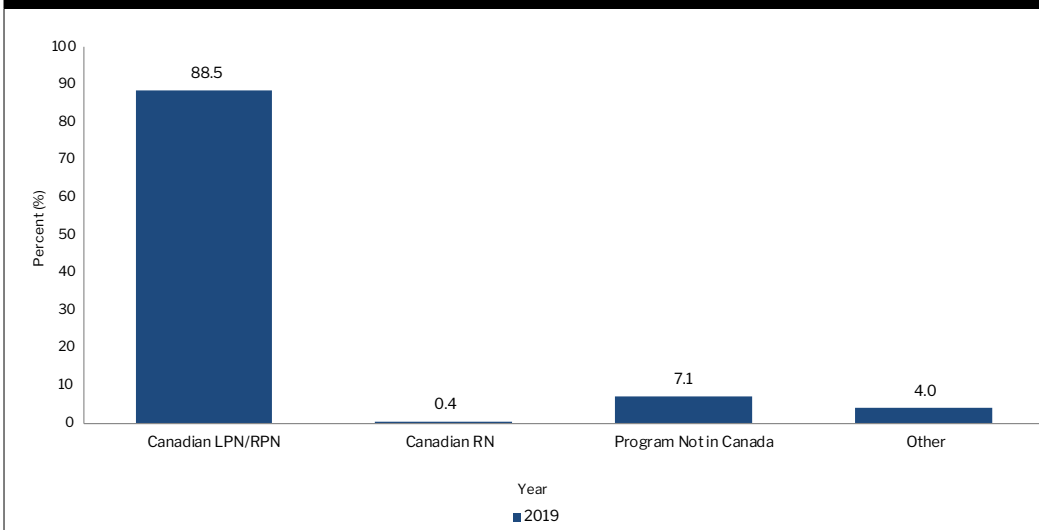
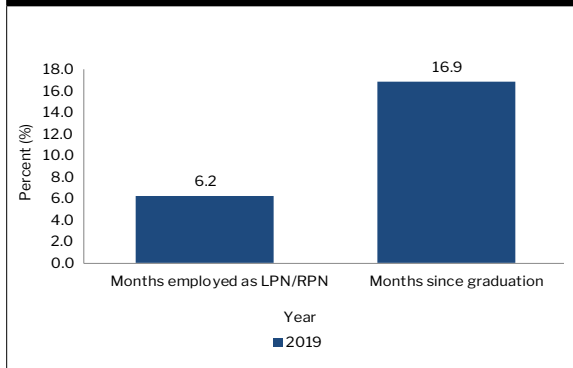


Figure 3. Educational Programs of Newly Licensed LPN/RPNs**Figure 4. Average Months Since Graduation and Months Employed**

Average Months since Graduation and Months Employed

Responders reported working an average of 6.2 months as LPN/RPNs in British Columbia or Ontario and reported being an average of 16.9 months post-graduation. Figure 4 shows the months since graduation and months employed for the 2019 survey.

Orientation

The majority of newly licensed LPN/RPNs indicated receiving some form of formal orientation (96.2%). No formal orientation was reported by 3.8% and 3.8% reported having only classroom instruction or skills lab work for their orientation. Newly licensed LPN/RPNs (59.1%) reported working

with an assigned preceptor or mentor for an average of 8.8 days and 21.2% reported classroom and/or skills lab plus performing supervised work with clients for an average of approximately 9.5 days. Only 5.2% reported having a formal internship that lasted an average of 8.8 days. See Table 4 for type and length of orientation.

Certifications Earned

In the current study, 88.4% of responders reported earning additional certifications or completing coursework. Basic Life Support (28.5%), Intravenous Therapy (14.3%) and Advanced Cardiac Life Support (9.4%) were the most frequently reported certifications. See Table 5 for a complete listing of additional coursework and/or certifications completed. Survey responders could select more than one certification, resulting in a sum greater than 100%.

Work Settings

Facilities

The majority of newly licensed LPN/RPNs in this study reported working in nursing home/long-term care facilities (42.4%) or hospitals (31.0%), while 6.7% reported working in home care agencies and 5.3% in community health/health centres. See Table 6 for employment facilities.

Table 4. Type and Length of Orientation

Type of Orientation	2019	
	%	Avg Days
No formal orientation	3.8	N/A
Classroom instruction/skills lab work only	3.8	6.1
Classroom and/or skills lab plus supervised work with clients	21.2	9.5
Work with an assigned preceptor(s) or mentor(s) with or without additional classroom or skills lab work	59.1	8.8
A formal internship/residency with or without additional classroom or skills lab work	5.2	8.8
Other	7.0	6.8

Table 5. Additional Coursework/Certifications*

Type of Additional Coursework Certification	2019
	(n=1,423)
	%
Advanced Cardiac Life Support	9.4%
Basic Life Support	28.5%
Behavioral Management	8.8%
Chemotherapy	0.1%
Complex Wound Care	5.7%
Conscious/Moderate Sedation	0.4%
Coronary Care	2.0%
Critical Care	1.5%
Intravenous Therapy	14.3%
Mental Health First Aid	4.6%
Neonatal Advanced Life Support	0.5%
Neonatal Resuscitation	1.3%
Pediatric Advanced Life Support	0.5%
Phlebotomy	8.4%
Peritoneal Dialysis/Nephrology Nursing	1.9%
Perioperative Nursing	1.6%
Rehabilitation	2.7%
None	11.6%
Other	12.3%

*Responders could select all that apply

Table 6. Employment Facilities

Type of Facility/Organization	2019
	(n=1,423)
	%
Hospital (general, maternal, pediatric, psychiatric)	31.0
Mental health centre	2.0
Nursing station (outpost or clinic)	0.8
Rehabilitation/convalescent centre	2.5
Nursing home/long-term care facility	42.4
Home care agency	6.7
Community health/health centre	5.3
Business/industry/occupational health office	0.0
Private nursing agency/private duty	1.4
Self-employed	0.3
Physician's office/family practice unit	2.2
Educational institution	0.5
Association/government	0.1
Public health department/unit	0.0
Other	4.8

Overall, the number of beds reported in employing facilities was most commonly distributed among 100-299 beds (35.7%), less than 100 beds (23.9%) and 300-499 beds (10.6%). A small percentage of responders worked in facilities with 500 or more beds (8.9%).

Responders worked in urban/metropolitan (54.0%) and suburban (25.1%) areas; 18.9% of the responders reported working in rural areas, while 2.0% worked in remote areas. Data for the size and location of the facilities where responders reported working is shown in Table 7.

Table 7. Employment Setting Characteristics

	2019
	(n=1,423)
Type of Facility/Organization	%
Number of Hospital or Nursing Home Beds	
Under 50 Beds	8.2
50 - 99 Beds	15.7
100 - 299 Beds	35.7
300 - 499 Beds	10.6
500 or More Beds	8.9
Don't Know	6.4
Other Work Setting	14.5
Location of Employment Setting	
Urban/Metropolitan area	54.0
Suburban	25.1
Rural	18.9
Remote	2.0

Practice Settings

Newly licensed LPN/RPNs reported working in geriatrics/long-term care (30.6%) and medical/surgical settings (13.5%) most frequently. Some other commonly reported settings include nursing service (7.1%), teaching patients/clients (5.8%), home care (5.3%) and community health (5.2%). See Table 8 for practice settings.

Client Health Conditions

Newly licensed LPN/RPNs reported caring most frequently for clients with stabilized chronic conditions (38.6%), clients with behavioural/emotional conditions (38.4%) and clients at end-of-life (27.5%). See Figure 5 for client conditions. Survey responders could select more than one client condition category, resulting in a sum greater than 100%.

Client Ages

The majority of newly licensed LPN/RPNs reported that on their last day of work prior to completing the survey, cared for adult clients aged 65 to 85 (48.8%), clients over age 85 (38.2%) and clients aged 18 to 64 (27.6%). See Figure 6 for client ages. Survey responders could select more than one

Table 8. Practice Settings*

	2019
	(n=1,423)
Type of Facility/Organization	%
Ambulatory care	0.4
Community health	5.2
Critical care	0.5
Emergency care	0.5
Geriatrics/long-term care	30.6
Home care	5.3
Maternity/newborn	0.5
Medical/surgery	13.5
Nursing education	0.4
Nursing research only	0.4
Nursing service	7.1
Occupational health	0.1
Oncology	0.7
Operating room/recovery room	0.5
Other administration	0.4
Other direct care	1.8
Other education	0.1
Other research	0.1
Pediatrics	1.2
Psychiatry/mental health	4.4
Public health	0.4
Rehabilitation	3.9
Several clinical areas	0.6
Teaching employees	0.7
Teaching patients/clients	5.8
Teaching students	0.7
Telehealth	0.1

*Responders could select all that apply

client age category, resulting in a sum greater than 100%.

On average, the responders were responsible for about 19.7 clients on their last workday with a standard deviation of 18.8.

Figure 5. Client Health Conditions

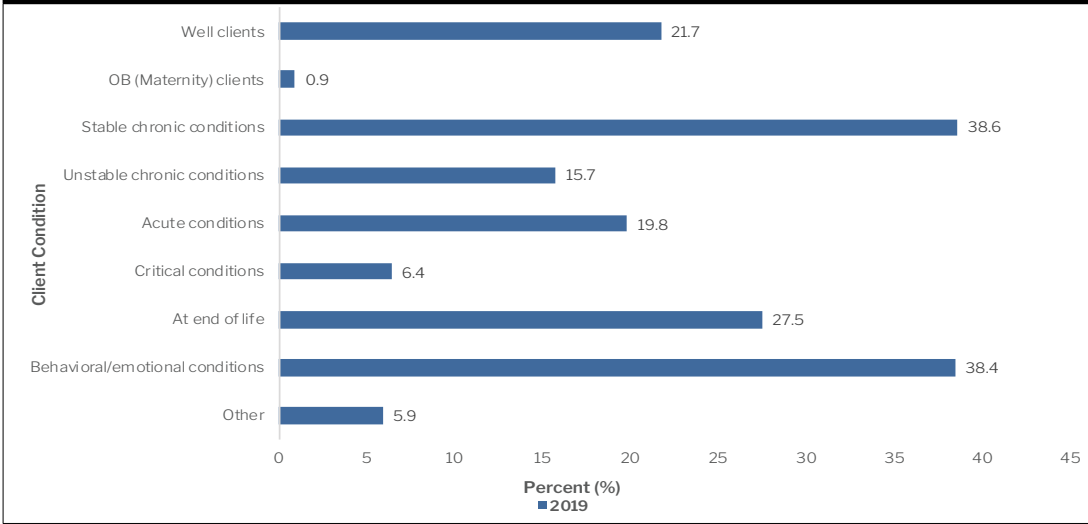
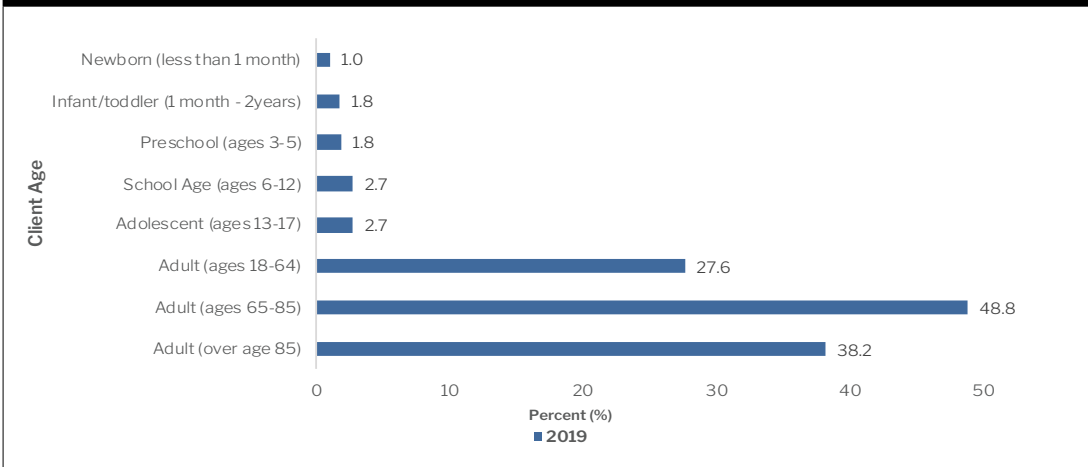


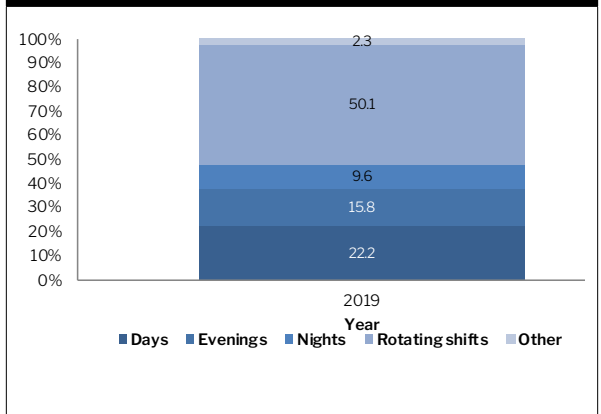
Figure 6. Client Ages



Shifts Worked

The shifts most commonly worked by newly licensed LPN/RPNs were rotating (50.1%), days (22.2%), evenings (15.8%), and nights (9.6%). See Figure 7 for shifts reported. Note that 2.3% selected “other” for shifts worked. Over half (54.9%) of responders worked an 8-hour shift and 23.8% worked a 12-hour shift. The average hours worked in a shift was 9.5.

Figure 7. Shifts Worked by Newly Licensed LPN/RPNs



Time Spent in Different Categories of Nursing Activities

Responders to the current study were asked to record the numbers of hours spent performing specific categories of activities (see Table 9). The

hours spent were then converted to proportions of time by dividing the hours spent on each activity by the number of hours spent working. Because nurses often perform multiple activities simultaneously, such as reinforcing teaching while giving medications or providing emotional support while providing routine care, the sum of proportions was greater than one. To make the proportions of time spent in activities useful to the task of helping to validate the REx-PN test plan, the proportions were standardized by dividing the time spent in each category of activity by the sum of hours spent in all the activities. These standardized proportions have the advantage of adding up to one. Newly licensed

LPN/RPNs reported spending the greatest amount of time in management of care (16.1%), pharmacological and parenteral therapies (15.0%), and basic care and comfort (13.1%). The least amount of time was reportedly spent on health promotion and maintenance (11.3%), physiological adaptation (11.1%) and reduction of risk potential (10.4%).

Administrative Responsibilities/Primary Administrative Position

The newly licensed LPN/RPNs responding to the practice analysis survey were asked if they had administrative responsibilities within their nursing position. Of all responders, 34.5% reported having

Table 9. Average Time Spent in Different Categories of Nursing Activities

Categories of Activities		2019 Average Hours	2019 Proportion of Work Hours	2019 Standardized Proportion (%)
Management of Care	Provide and direct nursing care that enhances the care delivery setting to protect clients and health care personnel.	5.1	54.6	16.1
Safety and Infection Control	Protect clients and health care personnel from health and environmental hazards.	4.2	44.7	12.2
Health Promotion and Maintenance	Provide and direct nursing care of the client that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health.	3.9	41.4	11.3
Psychosocial Integrity	Provide and direct nursing care that promotes and supports the emotional, mental and social well being of the client experiencing stressful events, as well as clients with acute or chronic mental illness.	4.0	42.7	11.6
Basic Care and Comfort	Provide comfort and assistance in the performance of activities of daily living.	4.4	46.5	13.1
Pharmacological and Parenteral Therapies	Provide care related to the administration of medications and parenteral therapies.	4.4	47.8	15.0
Reduction of Risk Potential	Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures.	3.7	39.5	10.4
Physiological Adaptation	Manage and provide care for clients with acute, chronic or life threatening physical health conditions.	3.9	41.2	11.1

such responsibilities. The percentage of individuals who reported such responsibilities varies by type of employing facility. Those working in association/government were much more likely to report having administrative responsibilities than those working in other settings; 100.0% in association/government reported having administrative responsibilities. 52.9% in physician's office/family practice unit, 50.2% in nursing home/long-term care facilities, 50.0% in educational institutions, and 45.5% in private nursing agency/private duty. Out of the responders with administrative responsibilities, 57.7% reported performing those responsibilities as their primary position. See Table 10 for detailed results of administrative responsibilities.

Enrollment in Registered Nurse Educational Programs

Responders were asked about enrollment in further nursing education. Approximately 8.5% of responders reported enrollment in a registered nurse educational program and 15.0% reported that they had applied to such a program, but were not currently enrolled. See Table 11 for education program enrollment.

Summary

The newly licensed LPN/RPNs responding to the 2019 LPN/RPN Practice Analysis survey were primarily female with an average age of 31.5 years. The majority worked rotating shifts in nursing home/long-term care facilities or hospitals. The majority were provided an orientation with an assigned preceptor or mentor for an average of 8.8 days. The responders cared mostly for clients with stabilized chronic conditions who were 65-85 years of age.

Table 10. Administrative Responsibilities

2019		
Have Administrative Responsibilities	%	As Primary Position (%)*
Hospital	16.3	35.0
Mental health centre	0.0	0.0
Nursing station	33.3	50.0
Rehabilitation/convalescent center	15.0	66.7
Nursing home/long-term care facility	50.2	61.9
Home care agency	11.3	83.3
Community health/health centre	31.0	61.5
Business/industry/occupational health office	0.0	0.0
Private nursing agency/private duty	45.5	40.0
Self-employed	0.0	0.0
Physician's office/family practice unit	52.9	44.4
Educational institution	50.0	100.0
Association/government	100.0	100.0
Public health department/unit	0.0	0.0
Other	63.2	58.3

Table 11. Registered Nurse Education Program Enrollment

2019		
	Frequency	%
Enrolled in a registered nurse education program		
Yes	66	8.5
No	593	76.5
I have applied, but am not currently enrolled	116	15.0

ACTIVITY STATEMENT PERFORMANCE FINDINGS

Findings relative to the activities performed by newly licensed LPN/RPNs are presented in this section of the report. The methods used to collect and analyze activity statement findings, the representativeness of activity statements, applicability to practice settings, frequency of performance and importance of the activities are discussed. A validation of survey findings with estimates provided by the subject matter expert panel is also provided.

Overview of Methods

The 2019 LPN/RPN Practice Analysis survey asked responders to answer two questions about each activity statement. Question A addressed the frequency of activity performance. The scale of frequency ranged from “never performed in work setting” to “5 or more times.” Responders were instructed to mark “never performed in work setting” if an activity did not apply to their work setting and then move to the next activity. If the activity did apply to their work setting, they were asked to mark on a six-point scale of “0 times” to “5 or more times,” the frequency with which they had performed the activity on their last day of work. In question B, they were then asked to rate the overall importance of the activity considering client safety and/or threat of complications or distress on a scale of 1 to 5, with 1 being “Not Important” and 5 being “Critically Important.” Applicability of the activity statement to practice setting was assessed by analyzing the number of responders having performed each activity, excluding those that marked “never performed.”

Activity Performance Characteristics

Reliability

Reliability indices were calculated to assess the capability of the survey to measure the activities relevant to safe and effective practice of newly licensed LPN/RPNs. Cronbach’s alpha coefficients were calculated for frequency and importance ratings for the survey forms to measure the internal consistency of the instrument (Cronbach, 1951). Alpha coefficients range from 0 to 1; a value of 0.70

or greater is generally considered adequate. Table 12 shows that the data suggests strong evidence for the reliability of the measured outcomes in this survey.

Table 12. Reliability Estimates

	Importance			Frequency		
	N Items	N Cases	Scale Reliability	N Items	N Cases	Scale Reliability
Form 1	77	712	0.98	77	712	0.98
Form 2	76	711	0.98	76	711	0.98

SME Panel Validation of Survey Findings

The SME panel for the 2019 LPN/RPN Practice Analysis was asked to provide independent ratings of the 153 activity statements. SMEs estimated the percentage of newly licensed LPN/RPNs performing the activities within their practice setting, the average setting-specific frequency with which the activities were performed during one day, and the average importance of the activities. After the ratings were obtained, average total group frequency estimates were calculated by prorating the setting-specific frequencies with the estimates of setting applicability. All panel ratings were averaged across panel members and compared to the ratings obtained from the practice analysis survey. The importance ratings estimated by panel members were compared to the average importance ratings from the practice analysis survey. Table 13 illustrates that there were no average differences greater than 0.37 with respect to importance between the SME ratings and the newly licensed LPN/RPNs. In general, the importance ratings of SMEs and survey responders were similar; however, SMEs rated most of the activity statements as less important than the responders.

Representativeness of Activity Statements

Responders were asked whether the activities on their survey form represented what they actually did in their positions. A large majority of responders (91.8%) indicated that the survey covered the important nursing activities “well” or “very well.”

Applicability of Activities to Practice Setting

The percentages of newly licensed LPN/RPNs indicating that the activities were applicable are included in Table 14. The activities ranged from 18.6% applicability (18.6% of the responders reported that the activity was performed within their work setting) to 100% (100% of the responders reported the activity was performed within their work setting). The activities with the lowest percentage of applicability were “Provide care and education to a client in labour” (18.6%), “Provide care and education for the newborn, infant and toddler client from birth through 2 years” (20.7%) and “Provide postpartum care and education” (22.2%). The activities with the highest percentage of applicability for responders were “Maintain client confidentiality and privacy” (100.0%), “Apply principles of infection control (e.g., hand hygiene, aseptic technique, universal precautions)” (100.0%), and “Practice in a manner consistent with a code of ethics for nurses” (99.8%).

Frequency of Activity Performance

Responders were asked to rate the frequency of performance of all activities that were applicable to their work setting. Newly licensed LPN/RPNs reported how frequently they performed the activity on the last day they worked using a six-point scale: “0 times” to “5 or more times.” Average frequency statistics were calculated in two ways: setting-specific and total group. The setting-specific frequency was calculated by averaging the frequency ratings of those responders providing ratings (i.e., responders indicating that the activity applied to their work setting). The total group frequency was calculated by including the missing frequency ratings (i.e., responders indicating that

the activity did not apply to their work setting) before averaging the rating. To perform this calculation, the missing frequency ratings were converted to zero (“0 times” on the rating scale) for inclusion in the total group frequency calculation. See Table 14 for setting-specific and total group frequency.

Setting-Specific

Average setting-specific frequencies ranged from 0.85 to 4.80. The activities performed with the lowest frequencies were “Insert a nasal/oral gastrointestinal tube” (0.85); “Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)” (0.86); and “Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)” (0.92). The activities with the highest setting-specific average frequencies of performance were “Apply principles of infection control (e.g., hand hygiene, aseptic technique, universal precautions)” (4.80); “Ensure proper identification of client when providing care” (4.79); and “Provide care within the legislated scope of practice” (4.75). Appendix C presents activity statements rank ordered by average setting-specific frequency.

Total Group

Average total group frequencies ranged from 0.24 to 4.80. The activities performed with the lowest total group frequency were “Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)” (0.24); “Insert a nasal/oral gastrointestinal tube” (0.29); and “Provide postpartum care and education” (0.31). Those activities performed with the overall highest frequencies were “Apply principles of infection control (e.g., hand hygiene, aseptic technique, universal precautions)” (4.80); “Ensure proper identification of client when providing care” (4.76); “Provide care within the legislated scope of practice” (4.73); and “Maintain client confidentiality and privacy” (4.73). Appendix D presents activity statements rank ordered by average total group frequency.

Importance of Activity Performance

Responders were asked to rate the importance of performing each nursing activity in terms of client safety, namely risk of unnecessary complications, impairment of function or serious distress to clients. Importance ratings were recorded using a five-point scale of “1” (Not Important) to “5” (Critically Important). Average importance ratings were calculated in two ways: setting-specific and total group. Setting-specific importance was calculated by averaging only the ratings of responders providing frequency ratings for the activity statement (LPN/RPNs indicating that the activity applied to their work setting). The total group importance was calculated by including all importance ratings regardless of applicability to work setting. The average importance ratings for each of the 153 activities is included in Table 15.

Setting-Specific

Average setting-specific importance ratings ranged from 4.05 to 4.88. The activities with the lowest importance ratings were “Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)” (4.05); “Perform postmortem care” (4.21); and “Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)” (4.21). The activities with the highest importance ratings were “Ensure proper identification of client when providing care” (4.88); “Apply principles of infection control (e.g., hand hygiene, aseptic technique, universal precautions)” (4.87); and “Maintain client confidentiality and privacy” (4.86). Appendix E presents activity statements rank ordered by average setting-specific importance ratings.

Total Group

Average total group importance ratings ranged from 3.88 to 4.88. The activities with the lowest importance ratings were “Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)” (3.88); “Provide prenatal care and education” (3.92); and “Provide care and education for the preschool,

school age and adolescent client ages 3 through 17 years” (3.95). The activities with the highest overall importance ratings were “Ensure proper identification of client when providing care” (4.88); “Apply principles of infection control (e.g., hand hygiene, aseptic technique, universal precautions)” (4.87); and “Maintain client confidentiality and privacy” (4.86). Appendix F presents activity statements rank ordered by average total group importance ratings.

SUMMARY

Responders to the 2019 LPN/RPN Practice Analysis survey found the activities listed in the survey to be representative of the work they performed in their practice setting. In general, the importance ratings of SMEs and responders were similar (correlation = 0.74), supporting the validity of the results. The reliability of the survey instrument was quite good. In addition, activities with the lowest average total group frequency and importance ratings corresponded, in general, to those activities performed in specialized areas of nursing practice.

CONCLUSIONS

The 2019 LPN/RPN Practice Analysis study used several methods to describe the practice of newly licensed LPN/RPNs in British Columbia and Ontario: (1) document reviews; (2) activity logs; (3) subject matter experts’ knowledge; and (4) a large-scale survey. There was evidence to support the validity of the activity statement ratings. Based on evidence, the findings of this study can be used to evaluate and support an LPN/RPN test plan.

Table 13. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and LPN/RPN Practice Analysis Survey SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings			SME Ratings Results			Rating Differences		
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
1	Maintain client confidentiality and privacy	100	4.73	4.86	100	5.00	4.73	0	-0.27	0.13
2	Provide care within the legislated scope of practice	99.6	4.73	4.76	100	5.00	4.91	-0.40	-0.27	-0.15
3	Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	99.3	3.94	4.52	100	3.55	4.45	-0.70	0.39	0.07
4	Advocate for client rights and needs	99.3	3.86	4.68	100	3.64	4.82	-0.70	0.22	-0.14
5	Provide and receive hand off of care (report) on assigned clients	98.8	3.97	4.65	100	3.27	4.64	-1.20	0.70	0.01
6	Initiate, evaluate and update client care plan	96.5	3.30	4.46	100	3.64	4.36	-3.50	-0.34	0.10
7	Recognize ethical dilemmas and take appropriate action	97.1	2.91	4.50	100	1.82	4.45	-2.90	1.09	0.05
8	Practice in a manner consistent with a code of ethics for nurses	99.8	4.59	4.77	100	4.91	4.73	-0.20	-0.32	0.04
9	Prioritize the delivery of client care	99.6	4.51	4.68	100	4.55	4.64	-0.40	-0.04	0.04
10	Organize workload to manage time effectively	99.6	4.61	4.69	100	5.00	4.55	-0.40	-0.39	0.14
11	Delegate and supervise care of client provided by others (e.g., unregulated care providers)	87.9	3.11	4.22	100	2.45	4.27	-12.10	0.66	-0.05
12	Assess the need for referrals/consults and obtain necessary orders	98.2	3.42	4.52	100	2.73	4.30	-1.80	0.69	0.22
13	Receive and transcribe health care provider orders	96.1	3.42	4.72	100	2.55	4.45	-3.90	0.87	0.27
14	Obtain consent for nursing care and procedures and provide appropriate client education	98.7	4.01	4.70	100	3.91	4.64	-1.30	0.10	0.06
15	Integrate advance directives into client care plan	90.0	2.46	4.43	100	1.45	4.27	-10.00	1.01	0.16
16	Collaborate with interprofessional team members when providing client care	99.3	4.14	4.62	100	3.55	4.64	-0.70	0.59	-0.02
17	Participates in conflict resolution	94.1	2.52	4.29	100	1.27	4.09	-5.90	1.25	0.20

Table 13. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and LPN/RPN Practice Analysis Survey SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings			SME Ratings Results			Rating Differences		
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
18	Recognize limitations of one's competence and seek assistance when needed	99.6	3.30	4.67	100	1.73	4.73	-0.40	1.57	-0.06
19	Report client information as required by law (e.g., abuse/neglect and communicable disease)	79.6	1.45	4.65	100	0.30	4.64	-20.40	1.15	0.01
20	Perform procedures necessary to safely admit, transfer and/or discharge a client	92.4	2.80	4.49	100	2.55	4.64	-7.60	0.25	-0.15
21	Provide education to clients and staff about client rights and responsibilities	95.9	2.89	4.50	100	2.00	4.18	-4.10	0.89	0.32
22	Participate in performance improvement projects and quality improvement processes	86.2	2.03	4.22	100	1.36	3.73	-13.80	0.67	0.49
23	Use approved abbreviations and standard terminology when documenting care	99.5	4.33	4.38	100	4.18	4.55	-0.50	0.15	-0.17
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	87.3	1.72	4.70	100	0.45	4.55	-12.70	1.27	0.15
25	Involve client in care decision making	98.9	3.97	4.62	100	4.45	4.64	-1.10	-0.48	-0.02
26	Ensure proper identification of client when providing care	99.4	4.76	4.88	100	5.00	4.91	-0.60	-0.24	-0.03
27	Assess client for allergies and sensitivities and intervene as needed	94.1	2.87	4.68	100	3.55	4.73	-5.90	-0.68	-0.05
28	Verify appropriateness and accuracy of health care provider order	98.9	3.91	4.81	100	3.55	4.73	-1.10	0.36	0.08
29	Identify practice errors/near misses and intervene	94.8	2.00	4.72	100	0.55	4.73	-5.20	1.45	-0.01
30	Educate client and staff regarding infection control measures	96.3	2.95	4.60	100	1.36	4.45	-3.70	1.59	0.15
31	Use ergonomic principles when providing care (e.g., safe patient handling, proper lifting)	99.1	4.25	4.67	100	4.27	4.36	-0.90	-0.02	0.31
32	Safely and appropriately use equipment	98.7	4.28	4.74	100	4.45	4.55	-1.30	-0.17	0.19

Table 13. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and LPN/RPN Practice Analysis Survey SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings			SME Ratings Results			Rating Differences		
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
33	Follow policies and procedures for use of restraints	86.9	2.71	4.60	90.9	1.27	4.55	-4.00	1.44	0.05
34	Adhere to security procedures (e.g., newborn nursery security, controlled access)	77.8	2.62	4.59	100	1.64	4.64	-22.20	0.98	-0.05
35	Promote and educate client on safety and injury prevention (e.g., falls, electrical hazards)	97.9	3.64	4.65	100	2.64	4.55	-2.10	1.00	0.10
36	Participate in internal/ external emergency response plans	80.4	1.67	4.46	72.7	0.27	4.27	7.70	1.40	0.19
37	Apply principles of infection control (e.g., hand hygiene, aseptic technique, universal precautions)	100	4.80	4.87	100	5.00	4.73	0	-0.20	0.14
38	Follow procedures for handling biohazardous and hazardous materials	93.3	3.06	4.65	100	1.91	4.27	-6.70	1.15	0.38
39	Provide prenatal care and education	35.2	0.85	4.28	9.1	0	3.09	26.10	0.85	1.19
40	Provide care and education to an antepartum client	36.1	0.91	4.40	10.0	0	3.20	26.10	0.91	1.20
41	Provide care and education to a client in labour	18.6	0.42	4.37	9.1	0	2.64	9.50	0.42	1.73
42	Provide postpartum care and education	22.2	0.31	4.25	9.1	0	2.64	13.10	0.31	1.61
43	Provide care and education for the newborn, infant and toddler client from birth through 2 years	20.7	0.44	4.38	9.1	0	2.73	11.60	0.44	1.65
44	Provide care and education for the preschool, school age and adolescent client ages 3 through 17 years	27.7	0.52	4.29	27.3	0.18	2.82	0.40	0.34	1.47
45	Provide care and education for the adult client ages 18 through 64 years	86.6	3.38	4.40	81.8	3.55	3.91	4.80	-0.17	0.49
46	Provide care and education for the adult client ages 65 years and over	96.0	4.22	4.48	100	4.64	4.64	-4.00	-0.42	-0.16
47	Perform comprehensive health assessments	97.1	3.77	4.62	100	4.73	4.64	-2.90	-0.96	-0.02
48	Assess client's readiness to learn, learning preferences and barriers to learning	91.9	3.05	4.36	100	2.45	3.82	-8.10	0.60	0.54

Table 13. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and LPN/RPN Practice Analysis Survey SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings			SME Ratings Results			Rating Differences		
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
49	Perform preventative screening assessments (e.g., vision, hearing, cognitive, nutrition)	78.5	2.19	4.40	81.8	1.00	3.73	-3.30	1.19	0.67
50	Educate client about prevention and treatment of high risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	78.0	2.05	4.42	81.8	1.18	3.82	-3.80	0.87	0.60
51	Educate client about health promotion and maintenance recommendations (e.g., physician visits, immunizations)	90.6	2.73	4.36	100	1.18	3.73	-9.40	1.55	0.63
52	Plan and/or participate in health care activities for clients in community setting	57.4	1.48	4.27	45.5	0.55	3.27	11.90	0.93	1.00
53	Assess client ability to manage care in home environment and plan care accordingly	75.0	2.25	4.47	54.5	1.00	3.36	20.50	1.25	1.11
54	Assess client about determinants of health and implement interventions	86.1	2.23	4.28	90.9	1.64	3.82	-4.80	0.59	0.46
55	Identify and facilitate access to community resources for clients	77.3	1.97	4.22	72.7	0.18	3.36	4.60	1.79	0.86
56	Identify barriers to communication	98.3	3.29	4.45	100	2.00	4.09	-1.70	1.29	0.36
57	Assess client's growth and development throughout the lifespan	67.2	1.61	4.23	72.7	0.64	3.73	-5.50	0.97	0.50
58	Use therapeutic communication techniques	99.2	4.33	4.60	100	4.18	4.27	-0.80	0.15	0.33
59	Assess client's ability to cope with life changes and provide support	90.0	2.84	4.39	100	1.64	4.09	-10.00	1.20	0.30
60	Manage and support clients with emotional/behavioural issues	99.2	3.94	4.56	100	3.09	4.36	-0.80	0.85	0.20
61	Assess the potential for violence/aggression and use safety precautions	92.9	2.99	4.58	100	2.36	4.45	-7.10	0.63	0.13
62	Assess client for substance misuse, dependency, withdrawal or toxicities, and intervene	74.7	1.71	4.37	81.8	0.82	4.09	-7.10	0.89	0.28
63	Provide care for a client experiencing sensory and/or cognitive distortions	93.3	3.44	4.50	100	2.73	4.09	-6.70	0.71	0.41

Table 13. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and LPN/RPN Practice Analysis Survey SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings			SME Ratings Results			Rating Differences		
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
64	Incorporate client cultural practices and beliefs when planning and providing care	95.0	2.77	4.38	100	2.64	3.91	-5.00	0.13	0.47
65	Provide end-of-life care to clients	85.0	2.30	4.64	90.9	0.82	4.55	-5.90	1.48	0.09
66	Assess client for abuse or neglect and intervene	81.6	1.81	4.55	100	1.27	4.55	-18.40	0.54	0
67	Provide care and support to clients with acute and chronic mental health disorders	87.5	2.95	4.56	100	2.18	4.64	-12.50	0.77	-0.08
68	Assess family dynamics to determine care plan	88.8	2.29	4.39	90.9	1.55	3.73	-2.10	0.74	0.66
69	Recognize non-verbal cues to physical and/or psychological stressors	97.3	3.56	4.54	100	2.73	4.18	-2.70	0.83	0.36
70	Provide care for a client experiencing grief or loss	87.2	1.94	4.35	100	1.00	3.91	-12.80	0.94	0.44
71	Assist client to cope/adapt to stressful events and changes in health status	94.6	3.05	4.44	100	1.00	4.00	-5.40	2.05	0.44
72	Recognize client stressors that affect care	98.3	3.28	4.45	100	2.09	4.09	-1.70	1.19	0.36
73	Recognize health care provider stressors that affect client care	94.8	2.94	4.48	100	1.73	3.91	-5.20	1.21	0.57
74	Explore reasons for client non-adherence with treatment plan	94.8	2.57	4.40	100	1.27	4.00	-5.20	1.30	0.40
75	Provide care of the cognitively impaired client	94.0	3.54	4.57	100	3.27	4.45	-6.00	0.27	0.12
76	Monitor the client's nutritional status	97.3	3.63	4.45	100	3.27	3.91	-2.70	0.36	0.54
77	Provide enteral nutrition	78.6	2.11	4.50	90.9	1.00	4.27	-12.30	1.11	0.23
78	Assess client elimination and intervene	95.8	3.63	4.52	100	3.82	4.27	-4.20	-0.19	0.25
79	Assess client intake and output and intervene	94.2	3.32	4.50	100	3.73	4.18	-5.80	-0.41	0.32
80	Assess client sleep/rest pattern and intervene	96.9	3.35	4.37	90.9	2.91	4.09	6.00	0.44	0.28
81	Assess client ability to perform activities of daily living and intervene	95.3	3.66	4.45	100	3.55	4.09	-4.70	0.11	0.36

Table 13. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and LPN/RPN Practice Analysis Survey SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings			SME Ratings Results			Rating Differences		
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
82	Educate and assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	93.3	3.27	4.44	100	3.00	4.09	-6.70	0.27	0.35
83	Perform irrigations (e.g., bladder, wound, eye)	81.6	2.03	4.40	100	0.73	4.18	-18.40	1.30	0.22
84	Perform postmortem care	58.4	0.72	4.21	90.9	0.45	4.20	-32.50	0.27	0.01
85	Perform skin assessment and/or implement measures to maintain skin integrity	96.5	3.82	4.63	100	3.80	4.73	-3.50	0.02	-0.10
86	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	68.6	1.15	4.05	90.9	1.36	3.36	-22.30	-0.21	0.69
87	Provide non-pharmacological comfort measures	97.0	3.62	4.42	100	2.00	3.91	-3.00	1.62	0.51
88	Assess client for pain and intervene	99.5	4.32	4.70	100	4.18	4.73	-0.50	0.14	-0.03
89	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	67.3	1.32	4.21	100	1.00	3.55	-32.70	0.32	0.66
90	Implement measures to promote circulation and venous return (e.g., active or passive range of motion, anti-embolic stockings, sequential compression devices, positioning and mobilization)	95.0	3.27	4.54	100	2.09	4.09	-5.00	1.18	0.45
91	Assess and maintain site care for client with enteral tubes	77.5	1.98	4.46	100	1.18	4.18	-22.50	0.80	0.28
92	Participate in medication reconciliation process	90.5	2.49	4.57	100	2.09	4.27	-9.50	0.40	0.30
93	Handle and maintain medication in a safe and controlled environment	97.7	4.58	4.85	100	4.91	4.73	-2.30	-0.33	0.12
94	Educate client about medications	98.8	3.55	4.60	100	4.00	4.45	-1.20	-0.45	0.15
95	Perform calculations needed for medication administration	93.7	3.16	4.82	100	4.20	4.73	-6.30	-1.04	0.09

Table 13. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and LPN/RPN Practice Analysis Survey SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings			SME Ratings Results			Rating Differences		
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
96	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	98.8	3.80	4.73	100	4.27	4.82	-1.20	-0.47	-0.09
97	Prepare and administer medications using rights of medication administration	98.1	4.58	4.84	100	5.00	4.91	-1.90	-0.42	-0.07
98	Administer blood products and evaluate client response	42.5	0.66	4.70	54.5	0.27	4.00	-12.00	0.39	0.70
99	Evaluate client response to medication	99.1	4.36	4.77	100	4.73	4.91	-0.90	-0.37	-0.14
100	Handle and/or administer controlled substances within legislated guidelines	91.8	3.66	4.75	100	3.73	4.64	-8.20	-0.07	0.11
101	Monitor intravenous infusion and maintain site	72.9	2.00	4.65	72.7	2.00	4.09	0.20	0	0.56
102	Access peripheral venous access devices	55.2	1.31	4.49	63.6	1.36	4.00	-8.40	-0.05	0.49
103	Titrate dosage of medication based on assessment and ordered parameters	76.2	1.93	4.61	81.8	1.18	3.73	-5.60	0.75	0.88
104	Administer parenteral nutrition and evaluate client response	58.9	1.15	4.51	81.8	0.09	3.55	-22.90	1.06	0.96
105	Handle and/or administer high-alert medications	91.4	3.42	4.79	100	2.18	4.45	-8.60	1.24	0.34
106	Administer medication by oral route	96.8	4.44	4.65	100	5.00	4.45	-3.20	-0.56	0.20
107	Administer medication by enteral/gastrointestinal tube	77.0	2.03	4.62	90.9	1.09	4.18	-13.90	0.94	0.44
108	Administer a subcutaneous, intradermal or intramuscular medication	95.9	3.17	4.64	100	3.09	4.36	-4.10	0.08	0.28
109	Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	96.3	3.74	4.51	100	2.64	4.27	-3.70	1.10	0.24
110	Administer intravenous medications via secondary line	52.2	1.19	4.51	45.5	1.36	4.00	6.70	-0.17	0.51
111	Calculate and monitor intravenous flow rate	66.1	1.56	4.56	63.6	1.55	3.91	2.50	0.01	0.65
112	Maintain pain control devices (e.g., epidural, patient control analgesia, peripheral nerve catheter)	49.4	0.92	4.51	54.5	0.91	3.91	-5.10	0.01	0.60

Table 13. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and LPN/RPN Practice Analysis Survey SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings			SME Ratings Results			Rating Differences		
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
113	Recognize trends and changes in client condition and intervene	97.9	3.53	4.67	100	4.00	4.55	-2.10	-0.47	0.12
114	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	90.6	3.09	4.60	100	2.91	4.45	-9.40	0.18	0.15
115	Assess and respond to changes and/or trends in client vital signs	97.9	3.66	4.74	100	3.36	4.55	-2.10	0.30	0.19
116	Perform focused assessments	96.9	3.65	4.59	100	4.36	4.36	-3.10	-0.71	0.23
117	Insert, maintain or remove a urinary catheter	85.8	2.05	4.47	100	1.64	4.36	-14.20	0.41	0.11
118	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	90.7	2.24	4.41	100	1.09	4.09	-9.30	1.15	0.32
119	Monitor the results of diagnostic testing and intervene	86.0	2.25	4.50	100	1.36	4.09	-14.00	0.89	0.41
120	Provide preoperative care	45.1	0.80	4.48	72.7	0.55	3.82	-27.60	0.25	0.66
121	Evaluate responses to procedures and treatments and intervene	97.2	3.32	4.49	100	3.73	4.45	-2.80	-0.41	0.04
122	Educate client about treatments and procedures	93.0	2.95	4.43	100	2.73	4.27	-7.00	0.22	0.16
123	Maintain or remove a nasal/oral gastrointestinal tube	54.5	0.81	4.38	63.6	0.73	3.90	-9.10	0.08	0.48
124	Insert a nasal/oral gastrointestinal tube	34.3	0.29	4.36	54.5	0.27	3.64	-20.20	0.02	0.72
125	Perform diagnostic testing (e.g., bladder scanning, oxygen saturation, glucose monitoring) and intervene	93.1	3.66	4.61	100	3.00	4.36	-6.90	0.66	0.25
126	Maintain or remove a peripheral intravenous line	56.4	1.24	4.32	81.8	2.27	4.18	-25.40	-1.03	0.14
127	Insert a peripheral intravenous line	48.5	0.81	4.43	45.5	0.64	3.73	3.00	0.17	0.70
128	Provide preoperative or postoperative education	49.6	0.91	4.45	45.5	1.18	3.45	4.10	-0.27	1.00
129	Manage client following a procedure with moderate sedation	60.5	1.11	4.41	54.5	0.27	3.82	6.00	0.84	0.59
130	Maintain percutaneous feeding tube	54.4	0.94	4.38	63.6	0.73	3.73	-9.20	0.21	0.65

Table 13. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and LPN/RPN Practice Analysis Survey SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings			SME Ratings Results			Rating Differences		
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
131	Monitor continuous or intermittent suction of nasogastric (NG) tube	54.0	0.79	4.41	54.5	0.36	3.55	-0.50	0.43	0.86
132	Identify pathophysiology related to an acute or chronic condition	84.4	2.16	4.42	100	3.36	4.27	-15.60	-1.20	0.15
133	Recognize signs and symptoms of client complications and intervene	95.4	2.68	4.63	100	3.00	4.55	-4.60	-0.32	0.08
134	Educate client regarding an acute or chronic condition	91.2	2.34	4.39	100	2.36	4.00	-8.80	-0.02	0.39
135	Perform wound care and/or dressing change	96.9	3.21	4.53	100	2.18	4.36	-3.10	1.03	0.17
136	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	57.1	1.13	4.49	81.8	0.36	3.91	-24.70	0.77	0.58
137	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	64.3	0.59	4.73	63.6	0.18	4.36	0.70	0.41	0.37
138	Manage the care of a client with impaired ventilation/oxygenation	87.2	2.44	4.62	81.8	1.00	4.36	5.40	1.44	0.26
139	Manage the care of the client with a fluid and electrolyte imbalance	83.2	1.89	4.52	90.9	1.91	4.27	-7.70	-0.02	0.25
140	Maintain optimal temperature of client	90.9	2.90	4.46	100	3.55	4.27	-9.10	-0.65	0.19
141	Provide ostomy care and/or education (e.g., tracheal, enteral)	79.1	1.68	4.37	100	0.91	3.82	-20.90	0.77	0.55
142	Perform suctioning (oral, tracheal, nasopharyngeal)	61.1	0.96	4.49	81.8	0.82	3.55	-20.70	0.14	0.94
143	Manage the care of a client with a permanent pacing device	68.1	1.02	4.34	72.7	0.55	3.45	-4.60	0.47	0.89
144	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	28.3	0.24	4.46	27.3	0	3.36	1.00	0.24	1.10
145	Provide postoperative care	63.1	1.14	4.47	45.5	0.91	3.82	17.60	0.23	0.65
146	Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	49.6	0.80	4.47	63.6	1.00	3.82	-14.00	-0.20	0.65

Table 13. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and LPN/RPN Practice Analysis Survey SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings			SME Ratings Results			Rating Differences		
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
147	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	89.3	2.56	4.46	100	2.82	4.36	-10.70	-0.26	0.10
148	Perform wound drainage device removal	47.7	0.60	4.47	72.7	0.27	3.45	-25.00	0.33	1.02
149	Remove wound sutures or staples	69.5	0.96	4.22	90.9	0.27	3.64	-21.40	0.69	0.58
150	Assess and develop professional competence (e.g., self-reflection, professional activities)	89.6	2.54	4.46	100	2.18	4.00	-10.40	0.36	0.46
151	Provides support and facilitates learning to new staff and health care students	86.5	1.86	4.39	100	1.36	3.64	-13.50	0.50	0.75
152	Initiate, maintain and remove a continuous subcutaneous infusion	59.7	0.82	4.36	45.5	0.45	3.45	14.20	0.37	0.91
153	Incorporate the use of indigenous health knowledge and practices when planning and providing care to indigenous clients	67.8	1.04	4.27	90.9	1.00	3.73	-23.10	0.04	0.54

Activity Number	Activity	Apply to Setting	Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)		
		%	N	Avg	Std. Err	N	Avg	Std. Err	N	Avg	Std. Err
1	Maintain client confidentiality and privacy	100	565	4.73	0.03	565	4.73	0.03	544	4.86	0.02
2	Provide care within the legislated scope of practice	99.6	542	4.75	0.03	544	4.73	0.03	509	4.76	0.02
3	Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	99.3	559	3.97	0.06	563	3.94	0.06	536	4.52	0.03
4	Advocate for client rights and needs	99.3	537	3.89	0.06	541	3.86	0.06	506	4.68	0.02
5	Provide and receive hand off of care (report) on assigned clients	98.8	557	4.02	0.06	564	3.97	0.06	534	4.65	0.02
6	Initiate, evaluate and update client care plan	96.5	523	3.42	0.07	542	3.30	0.08	488	4.46	0.03
7	Recognize ethical dilemmas and take appropriate action	97.1	545	3.00	0.08	561	2.91	0.08	522	4.50	0.03
8	Practice in a manner consistent with a code of ethics for nurses	99.8	543	4.60	0.04	544	4.59	0.04	509	4.77	0.02
9	Prioritize the delivery of client care	99.6	556	4.53	0.04	558	4.51	0.04	534	4.68	0.02
10	Organize workload to manage time effectively	99.6	537	4.63	0.04	539	4.61	0.04	507	4.69	0.02
11	Delegate and supervise care of client provided by others (e.g., unregulated care providers)	87.9	493	3.53	0.08	561	3.11	0.08	473	4.22	0.04
12	Assess the need for referrals/consults and obtain necessary orders	98.2	532	3.48	0.07	542	3.42	0.07	500	4.52	0.03
13	Receive and transcribe health care provider orders	96.1	538	3.56	0.07	560	3.42	0.08	515	4.72	0.02
14	Obtain consent for nursing care and procedures and provide appropriate client education	98.7	536	4.06	0.06	543	4.01	0.07	503	4.70	0.02
15	Integrate advance directives into client care plan	90.0	502	2.74	0.09	558	2.46	0.09	476	4.43	0.03
16	Collaborate with interprofessional team members when providing client care	99.3	537	4.17	0.05	541	4.14	0.06	503	4.62	0.02
17	Participates in conflict resolution	94.1	529	2.68	0.08	562	2.52	0.08	498	4.29	0.03
18	Recognize limitations of one's competence and seek assistance when needed	99.6	538	3.31	0.07	540	3.30	0.07	507	4.67	0.02
19	Report client information as required by law (e.g., abuse/neglect and communicable disease)	79.6	448	1.83	0.10	563	1.45	0.08	425	4.65	0.03
20	Perform procedures necessary to safely admit, transfer and/or discharge a client	92.4	499	3.03	0.09	540	2.80	0.09	469	4.49	0.03
21	Provide education to clients and staff about client rights and responsibilities	95.9	536	3.01	0.08	559	2.89	0.08	511	4.50	0.03
22	Participate in performance improvement projects and quality improvement processes	86.2	462	2.35	0.09	536	2.03	0.09	434	4.22	0.04
23	Use approved abbreviations and standard terminology when documenting care	99.5	556	4.35	0.05	559	4.33	0.05	533	4.38	0.03
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	87.3	468	1.97	0.09	536	1.72	0.09	438	4.70	0.03
25	Involve client in care decision making	98.9	548	4.01	0.06	554	3.97	0.06	526	4.62	0.02
26	Ensure proper identification of client when providing care	99.4	532	4.79	0.03	535	4.76	0.04	502	4.88	0.02
27	Assess client for allergies and sensitivities and intervene as needed	94.1	526	3.06	0.09	559	2.87	0.09	506	4.68	0.03
28	Verify appropriateness and accuracy of health care provider order	98.9	528	3.96	0.07	534	3.91	0.07	501	4.81	0.02
29	Identify practice errors/near misses and intervene	94.8	530	2.11	0.08	559	2.00	0.08	507	4.72	0.02
30	Educate client and staff regarding infection control measures	96.3	518	3.07	0.08	538	2.95	0.08	489	4.60	0.03
31	Use ergonomic principles when providing care (e.g., safe patient handling, proper lifting)	99.1	556	4.29	0.05	561	4.25	0.06	532	4.67	0.02
32	Safely and appropriately use equipment	98.7	531	4.34	0.05	538	4.28	0.06	499	4.74	0.02
33	Follow policies and procedures for use of restraints	86.9	485	3.11	0.09	558	2.71	0.09	462	4.60	0.03

Table 14. Activity Applicability to Setting and Average Frequency of Performance and Importance

Activity Number	Activity	Apply to Setting	Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)		
		%	N	Avg	Std. Err	N	Avg	Std. Err	N	Avg	Std. Err
34	Adhere to security procedures (e.g., newborn nursery security, controlled access)	77.8	421	3.37	0.09	541	2.62	0.09	395	4.59	0.03
35	Promote and educate client on safety and injury prevention (e.g., falls, electrical hazards)	97.9	550	3.72	0.07	562	3.64	0.07	524	4.65	0.02
36	Participate in internal/external emergency response plans	80.4	435	2.08	0.10	541	1.67	0.09	405	4.46	0.03
37	Apply principles of infection control (e.g., hand hygiene, aseptic technique, universal precautions)	100	561	4.80	0.03	561	4.80	0.03	535	4.87	0.02
38	Follow procedures for handling biohazardous and hazardous materials	93.3	505	3.28	0.09	541	3.06	0.09	470	4.65	0.03
39	Provide prenatal care and education	35.2	198	2.41	0.16	563	0.85	0.07	193	4.28	0.07
40	Provide care and education to an antepartum client	36.1	197	2.53	0.15	545	0.91	0.08	176	4.40	0.06
41	Provide care and education to a client in labour	18.6	90	2.23	0.24	483	0.42	0.06	84	4.37	0.09
42	Provide postpartum care and education	22.2	107	1.40	0.18	482	0.31	0.05	99	4.25	0.10
43	Provide care and education for the newborn, infant and toddler client from birth through 2 years	20.7	100	2.12	0.21	483	0.44	0.06	92	4.38	0.08
44	Provide care and education for the preschool, school age and adolescent client ages 3 through 17 years	27.7	133	1.87	0.18	480	0.52	0.06	125	4.29	0.08
45	Provide care and education for the adult client ages 18 through 64 years	86.6	415	3.91	0.08	479	3.38	0.09	392	4.40	0.03
46	Provide care and education for the adult client ages 65 years and over	96.0	459	4.39	0.06	478	4.22	0.07	433	4.48	0.03
47	Perform comprehensive health assessments	97.1	463	3.89	0.07	477	3.77	0.08	438	4.62	0.03
48	Assess client's readiness to learn, learning preferences and barriers to learning	91.9	440	3.32	0.08	479	3.05	0.09	414	4.36	0.03
49	Perform preventative screening assessments (e.g., vision, hearing, cognitive, nutrition)	78.5	377	2.79	0.10	480	2.19	0.10	360	4.40	0.04
50	Educate client about prevention and treatment of high risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	78.0	373	2.63	0.11	478	2.05	0.10	356	4.42	0.04
51	Educate client about health promotion and maintenance recommendations (e.g., physician visits, immunizations)	90.6	436	3.01	0.09	481	2.73	0.09	407	4.36	0.04
52	Plan and/or participate in health care activities for clients in community setting	57.4	275	2.58	0.13	479	1.48	0.09	255	4.27	0.06
53	Assess client ability to manage care in home environment and plan care accordingly	75.0	357	3.00	0.11	476	2.25	0.10	335	4.47	0.04
54	Assess client about determinants of health and implement interventions	86.1	409	2.59	0.09	475	2.23	0.09	384	4.28	0.04
55	Identify and facilitate access to community resources for clients	77.3	371	2.55	0.10	480	1.97	0.09	346	4.22	0.04
56	Identify barriers to communication	98.3	470	3.35	0.08	478	3.29	0.08	443	4.45	0.03
57	Assess client's growth and development throughout the lifespan	67.2	323	2.40	0.11	481	1.61	0.09	305	4.23	0.05
58	Use therapeutic communication techniques	99.2	475	4.37	0.06	479	4.33	0.06	449	4.60	0.03
59	Assess client's ability to cope with life changes and provide support	90.0	433	3.15	0.09	481	2.84	0.09	408	4.39	0.03
60	Manage and support clients with emotional/behavioural issues	99.2	476	3.97	0.07	480	3.94	0.07	449	4.56	0.03
61	Assess the potential for violence/aggression and use safety precautions	92.9	443	3.22	0.09	477	2.99	0.09	422	4.58	0.03
62	Assess client for substance misuse, dependency, withdrawal or toxicities, and intervene	74.7	357	2.29	0.11	478	1.71	0.09	338	4.37	0.04
63	Provide care for a client experiencing sensory and/or cognitive distortions	93.3	445	3.69	0.08	477	3.44	0.08	420	4.50	0.03

Table 14. Activity Applicability to Setting and Average Frequency of Performance and Importance

Activity Number	Activity	Apply to Setting	Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)		
		%	N	Avg	Std. Err	N	Avg	Std. Err	N	Avg	Std. Err
64	Incorporate client cultural practices and beliefs when planning and providing care	95.0	454	2.91	0.09	478	2.77	0.09	429	4.38	0.03
65	Provide end-of-life care to clients	85.0	408	2.70	0.10	480	2.30	0.10	386	4.64	0.03
66	Assess client for abuse or neglect and intervene	81.6	387	2.22	0.11	474	1.81	0.09	365	4.55	0.03
67	Provide care and support to clients with acute and chronic mental health disorders	87.5	419	3.37	0.09	479	2.95	0.10	392	4.56	0.03
68	Assess family dynamics to determine care plan	88.8	421	2.58	0.10	474	2.29	0.09	396	4.39	0.04
69	Recognize non-verbal cues to physical and/or psychological stressors	97.3	467	3.66	0.08	480	3.56	0.08	442	4.54	0.03
70	Provide care for a client experiencing grief or loss	87.2	417	2.22	0.10	478	1.94	0.09	389	4.35	0.04
71	Assist client to cope/adapt to stressful events and changes in health status	94.6	454	3.22	0.08	480	3.05	0.09	428	4.44	0.03
72	Recognize client stressors that affect care	98.3	471	3.33	0.08	479	3.28	0.08	444	4.45	0.03
73	Recognize health care provider stressors that affect client care	94.8	453	3.10	0.09	478	2.94	0.09	430	4.48	0.03
74	Explore reasons for client non-adherence with treatment plan	94.8	452	2.71	0.09	477	2.57	0.09	429	4.40	0.03
75	Provide care of the cognitively impaired client	94.0	451	3.76	0.08	480	3.54	0.08	424	4.57	0.03
76	Monitor the client's nutritional status	97.3	466	3.73	0.08	479	3.63	0.08	443	4.45	0.03
77	Provide enteral nutrition	78.6	378	2.69	0.11	481	2.11	0.10	350	4.50	0.03
78	Assess client elimination and intervene	95.8	458	3.79	0.08	478	3.63	0.08	432	4.52	0.03
79	Assess client intake and output and intervene	94.2	453	3.53	0.08	481	3.32	0.08	426	4.50	0.03
80	Assess client sleep/rest pattern and intervene	96.9	463	3.45	0.08	478	3.35	0.09	441	4.37	0.03
81	Assess client ability to perform activities of daily living and intervene	95.3	408	3.84	0.08	428	3.66	0.08	384	4.45	0.03
82	Educate and assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	93.3	388	3.51	0.09	416	3.27	0.09	370	4.44	0.04
83	Perform irrigations (e.g., bladder, wound, eye)	81.6	351	2.48	0.11	430	2.03	0.10	327	4.40	0.04
84	Perform postmortem care	58.4	243	1.23	0.11	416	0.72	0.07	229	4.21	0.05
85	Perform skin assessment and/or implement measures to maintain skin integrity	96.5	414	3.96	0.07	429	3.82	0.08	391	4.63	0.03
86	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	68.6	286	1.68	0.11	417	1.15	0.08	269	4.05	0.05
87	Provide non-pharmacological comfort measures	97.0	416	3.74	0.08	429	3.62	0.08	392	4.42	0.03
88	Assess client for pain and intervene	99.5	414	4.34	0.06	416	4.32	0.06	395	4.70	0.03
89	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	67.3	290	1.97	0.12	431	1.32	0.09	267	4.21	0.05
90	Implement measures to promote circulation and venous return (e.g., active or passive range of motion, anti-embolic stockings, sequential compression devices, positioning and mobilization)	95.0	396	3.44	0.09	417	3.27	0.09	375	4.54	0.03
91	Assess and maintain site care for client with enteral tubes	77.5	334	2.55	0.11	431	1.98	0.10	313	4.46	0.04
92	Participate in medication reconciliation process	90.5	373	2.75	0.11	412	2.49	0.10	354	4.57	0.03
93	Handle and maintain medication in a safe and controlled environment	97.7	419	4.68	0.05	429	4.58	0.06	399	4.85	0.02
94	Educate client about medications	98.8	410	3.60	0.08	415	3.55	0.08	386	4.60	0.03
95	Perform calculations needed for medication administration	93.7	401	3.37	0.09	428	3.16	0.10	384	4.82	0.02

Activity Number	Activity	Apply to Setting	Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)		
		%	N	Avg	Std. Err	N	Avg	Std. Err	N	Avg	Std. Err
96	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	98.8	410	3.84	0.08	415	3.80	0.08	387	4.73	0.02
97	Prepare and administer medications using rights of medication administration	98.1	419	4.67	0.05	427	4.58	0.06	400	4.84	0.02
98	Administer blood products and evaluate client response	42.5	177	1.55	0.15	416	0.66	0.07	169	4.70	0.05
99	Evaluate client response to medication	99.1	421	4.40	0.06	425	4.36	0.06	403	4.77	0.02
100	Handle and/or administer controlled substances within legislated guidelines	91.8	381	3.99	0.08	415	3.66	0.09	366	4.75	0.03
101	Monitor intravenous infusion and maintain site	72.9	314	2.75	0.12	431	2.00	0.11	296	4.65	0.04
102	Access peripheral venous access devices	55.2	229	2.38	0.13	415	1.31	0.09	216	4.49	0.05
103	Titrate dosage of medication based on assessment and ordered parameters	76.2	329	2.54	0.12	432	1.93	0.11	310	4.61	0.03
104	Administer parenteral nutrition and evaluate client response	58.9	244	1.95	0.13	414	1.15	0.09	232	4.51	0.05
105	Handle and/or administer high-alert medications	91.4	393	3.74	0.09	430	3.42	0.10	373	4.79	0.02
106	Administer medication by oral route	96.8	399	4.59	0.06	412	4.44	0.07	379	4.65	0.03
107	Administer medication by enteral/gastrointestinal tube	77.0	332	2.64	0.11	431	2.03	0.10	314	4.62	0.03
108	Administer a subcutaneous, intradermal or intramuscular medication	95.9	396	3.31	0.09	413	3.17	0.10	374	4.64	0.03
109	Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	96.3	412	3.88	0.08	428	3.74	0.09	392	4.51	0.03
110	Administer intravenous medications via secondary line	52.2	217	2.27	0.15	416	1.19	0.09	207	4.51	0.05
111	Calculate and monitor intravenous flow rate	66.1	285	2.35	0.13	431	1.56	0.10	275	4.56	0.04
112	Maintain pain control devices (e.g., epidural, patient control analgesia, peripheral nerve catheter)	49.4	205	1.86	0.15	415	0.92	0.09	193	4.51	0.06
113	Recognize trends and changes in client condition and intervene	97.9	418	3.61	0.08	427	3.53	0.08	399	4.67	0.03
114	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	90.6	377	3.41	0.10	416	3.09	0.10	357	4.60	0.03
115	Assess and respond to changes and/or trends in client vital signs	97.9	421	3.74	0.08	430	3.66	0.08	398	4.74	0.02
116	Perform focused assessments	96.9	405	3.77	0.08	418	3.65	0.09	384	4.59	0.03
117	Insert, maintain or remove a urinary catheter	85.8	370	2.39	0.11	431	2.05	0.10	347	4.47	0.04
118	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	90.7	379	2.47	0.10	418	2.24	0.10	357	4.41	0.04
119	Monitor the results of diagnostic testing and intervene	86.0	369	2.61	0.11	429	2.25	0.10	349	4.50	0.04
120	Provide preoperative care	45.1	188	1.78	0.15	417	0.80	0.08	172	4.48	0.05
121	Evaluate responses to procedures and treatments and intervene	97.2	376	3.41	0.09	387	3.32	0.09	351	4.49	0.04
122	Educate client about treatments and procedures	93.0	357	3.17	0.10	384	2.95	0.10	334	4.43	0.04
123	Maintain or remove a nasal/oral gastrointestinal tube	54.5	214	1.49	0.13	393	0.81	0.08	192	4.38	0.05
124	Insert a nasal/oral gastrointestinal tube	34.3	132	0.85	0.14	385	0.29	0.05	121	4.36	0.07
125	Perform diagnostic testing (e.g., bladder scanning, oxygen saturation, glucose monitoring) and intervene	93.1	365	3.93	0.08	392	3.66	0.09	341	4.61	0.03
126	Maintain or remove a peripheral intravenous line	56.4	217	2.20	0.14	385	1.24	0.10	198	4.32	0.05
127	Insert a peripheral intravenous line	48.5	190	1.66	0.15	392	0.81	0.08	176	4.43	0.06
128	Provide preoperative or postoperative education	49.6	190	1.84	0.15	383	0.91	0.09	177	4.45	0.05
129	Manage client following a procedure with moderate sedation	60.5	236	1.84	0.14	390	1.11	0.09	220	4.41	0.05

Table 14. Activity Applicability to Setting and Average Frequency of Performance and Importance

Activity Number	Activity	Apply to Setting	Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)		
		%	N	Avg	Std. Err	N	Avg	Std. Err	N	Avg	Std. Err
130	Maintain percutaneous feeding tube	54.4	210	1.73	0.14	386	0.94	0.09	195	4.38	0.05
131	Monitor continuous or intermittent suction of nasogastric (NG) tube	54.0	211	1.46	0.14	391	0.79	0.08	195	4.41	0.05
132	Identify pathophysiology related to an acute or chronic condition	84.4	325	2.56	0.11	385	2.16	0.10	302	4.42	0.04
133	Recognize signs and symptoms of client complications and intervene	95.4	370	2.81	0.10	388	2.68	0.10	346	4.63	0.03
134	Educate client regarding an acute or chronic condition	91.2	351	2.56	0.10	385	2.34	0.10	324	4.39	0.04
135	Perform wound care and/or dressing change	96.9	378	3.31	0.09	390	3.21	0.10	352	4.53	0.03
136	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	57.1	221	1.97	0.14	387	1.13	0.09	203	4.49	0.05
137	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	64.3	250	0.92	0.11	389	0.59	0.07	234	4.73	0.04
138	Manage the care of a client with impaired ventilation/oxygenation	87.2	335	2.80	0.10	384	2.44	0.10	321	4.62	0.03
139	Manage the care of the client with a fluid and electrolyte imbalance	83.2	328	2.27	0.11	394	1.89	0.10	304	4.52	0.04
140	Maintain optimal temperature of client	90.9	350	3.19	0.10	385	2.90	0.11	329	4.46	0.04
141	Provide ostomy care and/or education (e.g., tracheal, enteral)	79.1	311	2.13	0.12	393	1.68	0.10	290	4.37	0.04
142	Perform suctioning (oral, tracheal, nasopharyngeal)	61.1	236	1.56	0.13	386	0.96	0.09	219	4.49	0.05
143	Manage the care of a client with a permanent pacing device	68.1	267	1.50	0.12	392	1.02	0.09	249	4.34	0.05
144	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	28.3	109	0.86	0.16	385	0.24	0.05	101	4.46	0.08
145	Provide postoperative care	63.1	248	1.80	0.13	393	1.14	0.09	232	4.47	0.05
146	Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	49.6	191	1.62	0.15	385	0.80	0.08	178	4.47	0.06
147	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	89.3	349	2.87	0.10	391	2.56	0.10	330	4.46	0.03
148	Perform wound drainage device removal	47.7	183	1.26	0.14	384	0.60	0.07	167	4.47	0.05
149	Remove wound sutures or staples	69.5	274	1.38	0.11	394	0.96	0.09	254	4.22	0.05
150	Assess and develop professional competence (e.g., self-reflection, professional activities)	89.6	344	2.84	0.11	384	2.54	0.10	326	4.46	0.04
151	Provides support and facilitates learning to new staff and health care students	86.5	340	2.15	0.11	393	1.86	0.10	319	4.39	0.04
152	Initiate, maintain and remove a continuous subcutaneous infusion	59.7	231	1.38	0.13	387	0.82	0.08	210	4.36	0.05
153	Incorporate the use of indigenous health knowledge and practices when planning and providing care to indigenous clients	67.8	267	1.53	0.12	394	1.04	0.09	243	4.27	0.05

Table 15. Average Total Group and Setting-Specific Importance Ratings

Activity Number	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg	Std. Err.	N	Avg	Std. Err.
1	Maintain client confidentiality and privacy	544	4.86	0.02	544	4.86	0.02
2	Provide care within the legislated scope of practice	510	4.75	0.02	509	4.76	0.02
3	Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	539	4.52	0.03	536	4.52	0.03
4	Advocate for client rights and needs	509	4.67	0.02	506	4.68	0.02
5	Provide and receive hand off of care (report) on assigned clients	541	4.63	0.03	534	4.65	0.02
6	Initiate, evaluate and update client care plan	505	4.45	0.03	488	4.46	0.03
7	Recognize ethical dilemmas and take appropriate action	537	4.48	0.03	522	4.50	0.03
8	Practice in a manner consistent with a code of ethics for nurses	509	4.77	0.02	509	4.77	0.02
9	Prioritize the delivery of client care	536	4.68	0.02	534	4.68	0.02
10	Organize workload to manage time effectively	508	4.69	0.02	507	4.69	0.02
11	Delegate and supervise care of client provided by others (e.g., unregulated care providers)	529	4.10	0.04	473	4.22	0.04
12	Assess the need for referrals/consults and obtain necessary orders	509	4.51	0.03	500	4.52	0.03
13	Receive and transcribe health care provider orders	534	4.66	0.03	515	4.72	0.02
14	Obtain consent for nursing care and procedures and provide appropriate client education	509	4.70	0.02	503	4.70	0.02
15	Integrate advance directives into client care plan	523	4.38	0.03	476	4.43	0.03
16	Collaborate with interprofessional team members when providing client care	506	4.62	0.02	503	4.62	0.02
17	Participates in conflict resolution	527	4.26	0.03	498	4.29	0.03
18	Recognize limitations of one's competence and seek assistance when needed	508	4.68	0.02	507	4.67	0.02
19	Report client information as required by law (e.g., abuse/neglect and communicable disease)	530	4.63	0.03	425	4.65	0.03
20	Perform procedures necessary to safely admit, transfer and/or discharge a client	505	4.45	0.03	469	4.49	0.03
21	Provide education to clients and staff about client rights and responsibilities	533	4.49	0.03	511	4.50	0.03
22	Participate in performance improvement projects and quality improvement processes	497	4.14	0.04	434	4.22	0.04
23	Use approved abbreviations and standard terminology when documenting care	536	4.37	0.03	533	4.38	0.03
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	499	4.68	0.03	438	4.70	0.03
25	Involve client in care decision making	532	4.61	0.02	526	4.62	0.02
26	Ensure proper identification of client when providing care	504	4.88	0.02	502	4.88	0.02
27	Assess client for allergies and sensitivities and intervene as needed	532	4.64	0.03	506	4.68	0.03
28	Verify appropriateness and accuracy of health care provider order	504	4.81	0.02	501	4.81	0.02

Table 15. Average Total Group and Setting-Specific Importance Ratings

Activity Number	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg	Std. Err.	N	Avg	Std. Err.
29	Identify practice errors/near misses and intervene	532	4.71	0.02	507	4.72	0.02
30	Educate client and staff regarding infection control measures	508	4.58	0.03	489	4.60	0.03
31	Use ergonomic principles when providing care (e.g., safe patient handling, proper lifting)	537	4.66	0.03	532	4.67	0.02
32	Safely and appropriately use equipment	505	4.73	0.02	499	4.74	0.02
33	Follow policies and procedures for use of restraints	528	4.53	0.03	462	4.60	0.03
34	Adhere to security procedures (e.g., newborn nursery security, controlled access)	492	4.46	0.04	395	4.59	0.03
35	Promote and educate client on safety and injury prevention (e.g., falls, electrical hazards)	535	4.63	0.03	524	4.65	0.02
36	Participate in internal/external emergency response plans	495	4.38	0.04	405	4.46	0.03
37	Apply principles of infection control (e.g., hand hygiene, aseptic technique, universal precautions)	535	4.87	0.02	535	4.87	0.02
38	Follow procedures for handling biohazardous and hazardous materials	502	4.60	0.03	470	4.65	0.03
39	Provide prenatal care and education	500	3.92	0.06	193	4.28	0.07
40	Provide care and education to an antepartum client	476	4.01	0.06	176	4.40	0.06
41	Provide care and education to a client in labour	411	3.96	0.06	84	4.37	0.09
42	Provide postpartum care and education	415	3.97	0.06	99	4.25	0.10
43	Provide care and education for the newborn, infant and toddler client from birth through 2 years	407	3.99	0.06	92	4.38	0.08
44	Provide care and education for the preschool, school age and adolescent client ages 3 through 17 years	421	3.95	0.06	125	4.29	0.08
45	Provide care and education for the adult client ages 18 through 64 years	446	4.33	0.04	392	4.40	0.03
46	Provide care and education for the adult client ages 65 years and over	451	4.45	0.03	433	4.48	0.03
47	Perform comprehensive health assessments	450	4.59	0.03	438	4.62	0.03
48	Assess client's readiness to learn, learning preferences and barriers to learning	443	4.34	0.03	414	4.36	0.03
49	Perform preventative screening assessments (e.g., vision, hearing, cognitive, nutrition)	439	4.30	0.04	360	4.40	0.04
50	Educate client about prevention and treatment of high risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	441	4.32	0.04	356	4.42	0.04
51	Educate client about health promotion and maintenance recommendations (e.g., physician visits, immunizations)	444	4.32	0.04	407	4.36	0.04
52	Plan and/or participate in health care activities for clients in community setting	419	4.05	0.05	255	4.27	0.06
53	Assess client ability to manage care in home environment and plan care accordingly	429	4.32	0.04	335	4.47	0.04
54	Assess client about determinants of health and implement interventions	434	4.24	0.04	384	4.28	0.04

Table 15. Average Total Group and Setting-Specific Importance Ratings

Activity Number	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg	Std. Err.	N	Avg	Std. Err.
55	Identify and facilitate access to community resources for clients	433	4.12	0.04	346	4.22	0.04
56	Identify barriers to communication	451	4.45	0.03	443	4.45	0.03
57	Assess client's growth and development throughout the lifespan	434	4.02	0.05	305	4.23	0.05
58	Use therapeutic communication techniques	453	4.59	0.03	449	4.60	0.03
59	Assess client's ability to cope with life changes and provide support	440	4.34	0.04	408	4.39	0.03
60	Manage and support clients with emotional/ behavioural issues	452	4.57	0.03	449	4.56	0.03
61	Assess the potential for violence/aggression and use safety precautions	445	4.54	0.03	422	4.58	0.03
62	Assess client for substance misuse, dependency, withdrawal or toxicities, and intervene	441	4.28	0.04	338	4.37	0.04
63	Provide care for a client experiencing sensory and/or cognitive distortions	445	4.48	0.03	420	4.50	0.03
64	Incorporate client cultural practices and beliefs when planning and providing care	450	4.34	0.04	429	4.38	0.03
65	Provide end-of-life care to clients	444	4.55	0.03	386	4.64	0.03
66	Assess client for abuse or neglect and intervene	439	4.52	0.03	365	4.55	0.03
67	Provide care and support to clients with acute and chronic mental health disorders	440	4.50	0.03	392	4.56	0.03
68	Assess family dynamics to determine care plan	441	4.38	0.04	396	4.39	0.04
69	Recognize non-verbal cues to physical and/or psychological stressors	451	4.53	0.03	442	4.54	0.03
70	Provide care for a client experiencing grief or loss	442	4.31	0.04	389	4.35	0.04
71	Assist client to cope/adapt to stressful events and changes in health status	450	4.41	0.03	428	4.44	0.03
72	Recognize client stressors that affect care	449	4.45	0.03	444	4.45	0.03
73	Recognize health care provider stressors that affect client care	450	4.46	0.03	430	4.48	0.03
74	Explore reasons for client non-adherence with treatment plan	449	4.38	0.03	429	4.40	0.03
75	Provide care of the cognitively impaired client	449	4.54	0.03	424	4.57	0.03
76	Monitor the client's nutritional status	453	4.43	0.03	443	4.45	0.03
77	Provide enteral nutrition	431	4.39	0.04	350	4.50	0.03
78	Assess client elimination and intervene	447	4.49	0.03	432	4.52	0.03
79	Assess client intake and output and intervene	446	4.48	0.03	426	4.50	0.03
80	Assess client sleep/rest pattern and intervene	452	4.35	0.03	441	4.37	0.03
81	Assess client ability to perform activities of daily living and intervene	402	4.42	0.04	384	4.45	0.03
82	Educate and assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	391	4.41	0.04	370	4.44	0.04
83	Perform irrigations (e.g., bladder, wound, eye)	393	4.26	0.04	327	4.40	0.04
84	Perform postmortem care	377	4.00	0.05	229	4.21	0.05

Table 15. Average Total Group and Setting-Specific Importance Ratings

Activity Number	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg	Std. Err.	N	Avg	Std. Err.
85	Perform skin assessment and/or implement measures to maintain skin integrity	403	4.60	0.03	391	4.63	0.03
86	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupuncture, supplements)	378	3.88	0.05	269	4.05	0.05
87	Provide non-pharmacological comfort measures	404	4.39	0.04	392	4.42	0.03
88	Assess client for pain and intervene	397	4.70	0.03	395	4.70	0.03
89	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	385	4.08	0.05	267	4.21	0.05
90	Implement measures to promote circulation and venous return (e.g., active or passive range of motion, anti-embolic stockings, sequential compression devices, positioning and mobilization)	394	4.52	0.03	375	4.54	0.03
91	Assess and maintain site care for client with enteral tubes	391	4.32	0.04	313	4.46	0.04
92	Participate in medication reconciliation process	388	4.48	0.04	354	4.57	0.03
93	Handle and maintain medication in a safe and controlled environment	407	4.84	0.02	399	4.85	0.02
94	Educate client about medications	391	4.59	0.03	386	4.60	0.03
95	Perform calculations needed for medication administration	406	4.76	0.03	384	4.82	0.02
96	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	391	4.74	0.02	387	4.73	0.02
97	Prepare and administer medications using rights of medication administration	407	4.83	0.02	400	4.84	0.02
98	Administer blood products and evaluate client response	372	4.39	0.06	169	4.70	0.05
99	Evaluate client response to medication	407	4.76	0.02	403	4.77	0.02
100	Handle and/or administer controlled substances within legislated guidelines	395	4.68	0.03	366	4.75	0.03
101	Monitor intravenous infusion and maintain site	387	4.51	0.05	296	4.65	0.04
102	Access peripheral venous access devices	371	4.26	0.06	216	4.49	0.05
103	Titrate dosage of medication based on assessment and ordered parameters	394	4.51	0.04	310	4.61	0.03
104	Administer parenteral nutrition and evaluate client response	373	4.32	0.05	232	4.51	0.05
105	Handle and/or administer high-alert medications	404	4.76	0.03	373	4.79	0.02
106	Administer medication by oral route	391	4.62	0.03	379	4.65	0.03
107	Administer medication by enteral/gastrointestinal tube	392	4.50	0.04	314	4.62	0.03
108	Administer a subcutaneous, intradermal or intramuscular medication	390	4.61	0.03	374	4.64	0.03
109	Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	405	4.50	0.03	392	4.51	0.03
110	Administer intravenous medications via secondary line	373	4.29	0.06	207	4.51	0.05
111	Calculate and monitor intravenous flow rate	394	4.40	0.05	275	4.56	0.04

Activity Number	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg	Std. Err.	N	Avg	Std. Err.
112	Maintain pain control devices (e.g., epidural, patient control analgesia, peripheral nerve catheter)	369	4.29	0.06	193	4.51	0.06
113	Recognize trends and changes in client condition and intervene	407	4.66	0.03	399	4.67	0.03
114	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	386	4.56	0.03	357	4.60	0.03
115	Assess and respond to changes and/or trends in client vital signs	406	4.74	0.02	398	4.74	0.02
116	Perform focused assessments	393	4.59	0.03	384	4.59	0.03
117	Insert, maintain or remove a urinary catheter	398	4.38	0.04	347	4.47	0.04
118	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	392	4.35	0.04	357	4.41	0.04
119	Monitor the results of diagnostic testing and intervene	396	4.42	0.04	349	4.50	0.04
120	Provide preoperative care	368	4.13	0.06	172	4.48	0.05
121	Evaluate responses to procedures and treatments and intervene	359	4.45	0.04	351	4.49	0.04
122	Educate client about treatments and procedures	358	4.39	0.04	334	4.43	0.04
123	Maintain or remove a nasal/oral gastrointestinal tube	340	4.11	0.06	192	4.38	0.05
124	Insert a nasal/oral gastrointestinal tube	342	4.09	0.06	121	4.36	0.07
125	Perform diagnostic testing (e.g., bladder scanning, oxygen saturation, glucose monitoring) and intervene	361	4.54	0.04	341	4.61	0.03
126	Maintain or remove a peripheral intravenous line	346	4.17	0.05	198	4.32	0.05
127	Insert a peripheral intravenous line	346	4.21	0.06	176	4.43	0.06
128	Provide preoperative or postoperative education	341	4.23	0.06	177	4.45	0.05
129	Manage client following a procedure with moderate sedation	348	4.23	0.06	220	4.41	0.05
130	Maintain percutaneous feeding tube	345	4.24	0.05	195	4.38	0.05
131	Monitor continuous or intermittent suction of nasogastric (NG) tube	348	4.17	0.06	195	4.41	0.05
132	Identify pathophysiology related to an acute or chronic condition	352	4.38	0.04	302	4.42	0.04
133	Recognize signs and symptoms of client complications and intervene	358	4.59	0.04	346	4.63	0.03
134	Educate client regarding an acute or chronic condition	355	4.36	0.04	324	4.39	0.04
135	Perform wound care and/or dressing change	359	4.51	0.04	352	4.53	0.03
136	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	346	4.31	0.05	203	4.49	0.05
137	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	352	4.64	0.04	234	4.73	0.04
138	Manage the care of a client with impaired ventilation/oxygenation	362	4.58	0.04	321	4.62	0.03

Table 15. Average Total Group and Setting-Specific Importance Ratings

Activity Number	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg	Std. Err.	N	Avg	Std. Err.
139	Manage the care of the client with a fluid and electrolyte imbalance	360	4.44	0.04	304	4.52	0.04
140	Maintain optimal temperature of client	355	4.42	0.04	329	4.46	0.04
141	Provide ostomy care and/or education (e.g., tracheal, enteral)	354	4.26	0.05	290	4.37	0.04
142	Perform suctioning (oral, tracheal, nasopharyngeal)	353	4.36	0.05	219	4.49	0.05
143	Manage the care of a client with a permanent pacing device	354	4.19	0.05	249	4.34	0.05
144	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	346	4.11	0.06	101	4.46	0.08
145	Provide postoperative care	351	4.31	0.05	232	4.47	0.05
146	Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	346	4.23	0.06	178	4.47	0.06
147	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	362	4.39	0.04	330	4.46	0.03
148	Perform wound drainage device removal	347	4.14	0.06	167	4.47	0.05
149	Remove wound sutures or staples	355	4.08	0.05	254	4.22	0.05
150	Assess and develop professional competence (e.g., self-reflection, professional activities)	358	4.39	0.04	326	4.46	0.04
151	Provides support and facilitates learning to new staff and health care students	362	4.36	0.04	319	4.39	0.04
152	Initiate, maintain and remove a continuous subcutaneous infusion	344	4.19	0.05	210	4.36	0.05
153	Incorporate the use of indigenous health knowledge and practices when planning and providing care to indigenous clients	355	4.15	0.05	243	4.27	0.05

REFERENCES

- American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (2014). *Standards for Educational and Psychological Testing*. Washington, D.C.: AERA.
- Cronbach, L. J. (1951). Coefficient Alpha and the Internal Structure of Tests. *Psychometrika*, 16, 297-334.
- Raymond, M.R. (2001). Job Analysis and the Specification of Content for Licensure and Certification Examinations. *Applied Measurement in Education*, 14(4), 369-415.

APPENDIX A: 2019 SUBJECT MATTER EXPERT (SME) PANEL

British Columbia

Member: Christine Poznanski, MEd, RN

Regulatory Board: British Columbia College of Nurses and Midwives (BCCNM)

Specialty: Practical Nursing

Poznanski has been a registered nurse for 15 years. She is currently a faculty member in the practical nursing department at Vancouver Community College where she teaches in the classroom, laboratory and clinical. She also works as an RN in post-renal transplant care.

Member: Tasha Forster, LPN

Regulatory Board: British Columbia College of Nurses and Midwives (BCCNM)

Specialty: Practical Nursing focusing on Geriatric Psychology and Palliative Care, Long-term Care

Forster is an entry-level LPN who obtained her license in July 2018. Obtaining employment in her chosen field upon graduation, she varies between specialized behaviour and palliative care units in a long-term care setting.

Member: Kyla Chambers, LPN

Regulatory Board: British Columbia College of Nurses and Midwives (BCCNM)

Specialty: Long-term Care

Chambers obtained her practical nursing license in August of 2018. She is currently working on a Medicine Unit at Eagle Ridge Hospital and at a long-term care facility.

Member: Megan Fekete, RN

Regulatory Board: British Columbia College of Nurses and Midwives (BCCNM)

Specialty: Acute Care/Medical-surgical

Fekete is a Clinical Nurse Educator (CNE) at the Neurosciences Program at Vancouver General Hospital in Vancouver, Canada. In the CNE role, she educates and mentors healthcare professionals with a focus on neurological diseases and illnesses.

Member: Nicole Kennedy, LPN

Regulatory Board: British Columbia College of Nurses and Midwives (BCCNM)

Specialty: Medical/Surgical Nursing

Kennedy is an entry-level LPN who obtained her license in May 2018. She has worked in multiple different areas such as long-term care, community care, acute medicine and complex thoracic and vascular surgery.

Ontario

Member:	Roxana Nagra, MN, RN, GNC(c)
Regulatory Board:	College of Nurses of Ontario (CNO)
Specialty:	Gerontology

Nagra has nine years of nursing experience and has worked full-time as a staff nurse for four years in a post-acute care facility, on a low tolerance rehabilitation unit specializing in the care of older adults. She has been a clinical educator for more than four years, focused on the coordination of orientation and professional development for nursing staff as well as for nursing students both group and preceptorship. Roxana is also a trained facilitator for interprofessional education and has facilitated several workshops through the University of Toronto.

Member:	Kyla Roy, RN
Regulatory Board:	College of Nurses of Ontario (CNO)
Specialty:	Nursing Education and Domestic Violence/Sexual Assault Nurse

Roy has nine years of nursing experience with a background in cardiology, and emergency nursing. A professor and program coordinator for the Practical Nursing program at Cambrian College, Roy continues to practice nursing working with victims of domestic violence and sexual assault.

Member:	Rachel Radyk, RPN
Regulatory Board:	College of Nurses of Ontario (CNO)
Specialty:	Practical Nursing

Radyk is an entry-level RPN who obtained her license in July 2018. She currently works collaboratively with other nurses to provide nursing care in the community. She is also a staff nurse at a hospital that conducts cardiac clinical research and works with entry-level nurses.

Member:	Kaitlin Agnew, RPN
Regulatory Board:	College of Nurses Ontario (CNO)
Specialty:	Mental Health and Medically Complex

Agnew is an entry-level RPN who obtained her license in July 2018. She works within an acute mental health setting and a medically complex unit. She provides nursing care and support in both settings.

Member:	Jeffrey Andrews
Regulatory Board:	College of Nurses Ontario (CNO)
Specialty:	Practical Nursing and Inpatient Surgical

Andrews is an entry-level RPN who obtained registration in the general class in August 2018. He completed his diploma in Practical Nursing from the Northern College in Timmins, Ontario. He works with other nurses to provide care to patients pre/post operation in rural Ontario.

Member: Isabelle Michel, MA, RN
Regulatory Board: College of Nurses of Ontario (CNO)
Specialty: Nursing Education

Michel has been involved in nursing education in some capacity throughout her 31-year career. She has been a PN professor and program coordinator at Collège Boréal, a francophone community college, since 2011.

APPENDIX B: 2019 LPN/RPN PRACTICE ANALYSIS SURVEY

Form 1 — English



NATIONAL COUNCIL OF STATE BOARDS OF NURSING LICENSED/REGISTERED PRACTICAL NURSING SURVEY-Form 1

The British Columbia College of Nursing Professionals (BCCNP) and the College of Nurses of Ontario (CNO) are collaborating on the new examination. The National Council of State Boards of Nursing (NCSBN) is assisting your regulatory body to conduct the survey. This survey is part of a comprehensive study of the practice of newly licensed practical/registered practical nurses (LPN/RPNs) in British Columbia and Ontario using the Canadian PN examination for primary licensure decisions. Please complete this survey as soon as possible. This is your opportunity to contribute to the development of the Canadian PN examination that future candidates will take.

INSTRUCTIONS

Please read each question carefully and respond by selecting the option that most closely represents your answer. Choose the answer that **best** applies to your practice and select the appropriate response(s). A few questions ask you to enter information.

You will notice that many questions ask you to report what you did on your **last full day of work**. It is important that we obtain information from nurses experiencing both typical and unusual workdays, so please answer the questions according to what you did on your **last full** day of work even if that day was not typical.

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.

Survey Progression

To progress through the survey, please use the navigation buttons located at the bottom of each page.

Continue to the next page of the survey by clicking the forward arrows at the bottom right of the page.

Go back to the previous page in the survey by clicking the backward arrows at the bottom left of the page. This will allow you to move back in the survey to look over your previous answers.

Finish the survey by clicking the forward arrows on the bottom right of the screen when prompted after the final questions. You will see a message saying your responses have been recorded.

Survey Completion
0% ————— 100%





1. What type(s) of nursing license(s) do you hold?

(Select **ALL** that apply)

Licensed Practical Nurse (LPN)

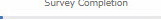
Registered Practical Nurse (RPN)

2. Are you currently working as an LPN/RPN in Canada?

Yes

No



0%  100%




3. What is your province/territory of practice?

British Columbia

Ontario

Other



0%  100%





4. In your current position, do you provide direct care to clients?

(Note: Faculty supervision of student clinical experiences is not considered "direct care.")

Yes, 16 or more hours per week, on average

Yes, less than 16 hours per week, on average

No



Survey Completion
0% 100%



SECTION 1: NURSING ACTIVITIES

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

QUESTION A - FREQUENCY: If the activity is performed in your work setting, how often (0 Times, 1 Time, 2 Times, 3 Times, 4 Times, or 5+ Times) did you personally perform the activity on the last full day you worked? If it is never performed in your work setting or is not applicable, then select "NEVER performed in work setting" and then respond to Question B - Importance.

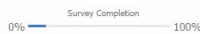
QUESTION B - IMPORTANCE: How important is performing this nursing activity in regard to client safety? Consider the importance with regard to the risk of unnecessary complications, impairment of function, or serious distress to clients. Rate all activities.

NOTE: Inclusion of an activity on this practice analysis survey does not imply that the activity is or would be included in the LPN/RPN scope of practice defined by any specific jurisdiction. You must refer to your local regulatory body for information about your scope of practice.

Question A - FREQUENCY - If an activity does not apply to your work setting, choose "Never performed in work setting," still select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting, select 0-5+, reflecting the frequency of performing the activity on your **last full day of work**, then complete Question B.

Question B - IMPORTANCE - Rate the overall importance of this activity considering client safety, and/or threat of complications or distress with 1 = Not Important, 2 = Minimally Important, 3 = Moderately Important, 4 = Important, 5 = Critically Important.

	A - FREQUENCY							B - IMPORTANCE				
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
1. Maintain client confidentiality and privacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Provide and receive hand off of care ("report") on assigned clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Recognize ethical dilemmas and take appropriate action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Prioritize the delivery of client care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Delegate and supervise care of client provided by others (e.g., unregulated care providers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Receive and transcribe health care provider orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
8. Integrate advance directives into client care plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Participates in conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Report client information as required by law (e.g., abuse/neglect and communicable disease)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Provide education to clients and staff about client rights and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Use approved abbreviations and standard terminology when documenting care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Involve client in care decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Assess client for allergies and sensitivities and intervene as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
15. Identify practice errors/near misses and intervene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Use ergonomic principles when providing care (e.g., safe patient handling, proper lifting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Follow policies and procedures for use of restraints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Promote and educate client on safety and injury prevention (e.g., falls, electrical hazards)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Apply principles of infection control (e.g., hand hygiene, aseptic technique, universal precautions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Provide prenatal care and education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Question A - FREQUENCY - If an activity does not apply to your work setting, mark "Never performed in work setting," still select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting, select 0-5+, reflecting the frequency of performing the activity on your **last full day of work**, then complete Question B.

Question B - IMPORTANCE - Rate the overall importance of this activity considering client safety, and/or threat of complications or distress with 1 = Not Important, 2 = Minimally Important, 3 = Moderately Important, 4 = Important, 5 = Critically Important.

	A - FREQUENCY							B - IMPORTANCE				
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
21. Provide care and education to a client in labour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Provide care and education for the newborn, infant, and toddler client from birth through 2 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Provide care and education for the adult client ages 18 through 64 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Perform comprehensive health assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Perform preventative screening assessments (e.g., vision, hearing, cognitive, nutrition)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Educate client about health promotion and maintenance recommendations (e.g., physician visits, immunizations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Assess client ability to manage care in home environment and plan care accordingly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
28. Identify and facilitate access to community resources for clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Assess client's growth and development throughout the lifespan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Assess client's ability to cope with life changes and provide support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Assess the potential for violence/aggression and use safety precautions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Provide care for a client experiencing sensory and/or cognitive distortions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Provide end-of-life care to clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Provide care and support to clients with acute and chronic mental health disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
35. Recognize non-verbal cues to physical and/or psychological stressors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Assist client to cope/adapt to stressful events and changes in health status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Recognize health care provider stressors that affect client care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Provide care of the cognitively impaired client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Provide enteral nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Assess client intake and output and intervene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Survey Completion

0%
100%
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Question A - FREQUENCY - If an activity does not apply to your work setting, mark "Never performed in work setting," still select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting, select 0-5+, reflecting the frequency of performing the activity on your **last full day of work**, then complete Question B.




Question B - IMPORTANCE - Rate the overall importance of this activity considering client safety, and/or threat of complications or distress with 1 = Not Important, 2 = Minimally Important, 3 = Moderately Important, 4 = Important, 5 = Critically Important.

	A - FREQUENCY							B - IMPORTANCE				
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
41. Assess client ability to perform activities of daily living and intervene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Perform irrigations (e.g., bladder, wound, eye)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Perform skin assessment and/or implement measures to maintain skin integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Provide non-pharmacological comfort measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Apply, maintain, or remove orthopedic devices (e.g., traction, splints, braces)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Assess and maintain site care for client with enteral tubes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Handle and maintain medication in a safe and controlled environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
	48. Perform calculations needed for medication administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Prepare and administer medications using rights of medication administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Evaluate client response to medication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Monitor intravenous infusion and maintain site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Titrate dosage of medication based on assessment and ordered parameters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Handle and/or administer high-alert medications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Administer medication by enteral/gastrointestinal tube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
55. Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Calculate and monitor intravenous flow rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Recognize trends and changes in client condition and intervene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Assess and respond to changes and/or trends in client vital signs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Insert, maintain, or remove a urinary catheter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Monitor the results of diagnostic testing and intervene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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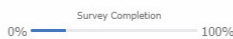
Survey Completion
0% 100%

Question A - FREQUENCY - If an activity does not apply to your work setting, mark "Never performed in work setting," still select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting, select 0-5+, reflecting the frequency of performing the activity on your **last full day of work**, then complete Question B.

Question B - IMPORTANCE - Rate the overall importance of this activity considering client safety, and/or threat of complications or distress with 1 = Not Important, 2 = Minimally Important, 3 = Moderately Important, 4 = Important, 5 = Critically Important.

	A - FREQUENCY							B - IMPORTANCE				
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
61. Evaluate responses to procedures and treatments and intervene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Maintain or remove a nasal/oral gastrointestinal tube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Perform diagnostic testing (e.g., bladder scanning, oxygen saturation, glucose monitoring) and intervene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Insert a peripheral intravenous line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Manage client following a procedure with moderate sedation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Monitor continuous or intermittent suction of nasogastric (NG) tube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Recognize signs and symptoms of client complications and intervene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Perform wound care and/or dressing change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
70. Manage the care of the client with a fluid and electrolyte imbalance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Provide ostomy care and/or education (e.g., tracheal, enteral)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Manage the care of a client with a permanent pacing device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Provide postoperative care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Remove wound sutures or staples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Provides support and facilitates learning to new staff and health care students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Incorporate the use of Indigenous health knowledge and practices when planning and providing care to Indigenous clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





How well did the survey cover the important activities a newly licensed LPN/RPN should be able to perform, regardless of the practice setting?

Very well

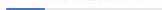
Well

Adequately

Poorly

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



Survey Completion
0%  100%





SECTION 2: EXPERIENCE AND ORIENTATION

1. What is the total number of **months** you have worked as an LPN/RPN in Canada?

Please enter a positive, whole number only (e.g., 1-12).

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

(Select only **ONE**)

No formal orientation

Classroom instruction/skills lab work only (including e-learning)

Classroom and/or skills lab plus supervised work with clients (including e-learning)

Work with an assigned preceptor or mentor with or without additional classroom or skills lab work (including e-learning)

A formal internship/residency with or without additional classroom or skills lab work

Other (please specify):



0% Survey Completion 100%



3. If you had an orientation period, how many **days** was it?

Please enter a positive, whole number only (e.g., 10).

4. Which of the following types of certificates have you earned or courses have you completed since concluding your nursing course requirements?

(Select **ALL** that apply)

Advanced Cardiac Life Support

Basic Life Support

Behavioural Management

Chemotherapy

Complex Wound Care

Conscious/Moderate Sedation

Coronary Care

Critical Care

Intravenous Therapy

Mental Health First Aid

Neonatal Advanced Life Support

Neonatal Resuscitation

Pediatric Advanced Life Support

Phlebotomy

Peritoneal Dialysis/Nephrology Nursing

Perioperative Nursing

Rehabilitation

None

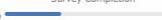
Other (please specify):

5a. Do you routinely have administrative responsibilities within your nursing position (e.g., Unit Manager, Team Leader, Charge Nurse, Coordinator)?

Yes

No



Survey Completion
0%  100%





5b. If yes, is this your primary position?

Yes

No



Survey Completion
0% 100%



SECTION 3: WORK ENVIRONMENT

1. Which of the following **best** describes **most** of your clients on the last full day you worked?

(Select **ALL** that apply)

Well clients, possibly with minor illnesses

OB (Maternity) clients

Clients with controlled chronic conditions

Clients with uncontrolled chronic conditions

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

Clients with critical conditions

Clients at end-of-life

Clients with behavioural/emotional conditions

Other (please specify):

2. Which of the following **best** describes the ages of **most** of your clients on the last full day you worked?

(Select **ALL** that apply)

Newborn (less than 1 month)

Infant/toddler (1 month-2 years)

Preschool age (ages 3-5)

School age (ages 6-12)

Adolescent (ages 13-17)

Adult (ages 18-64)

Adult (ages 65-85)

Adult (over age 85)



Survey Completion
0% 100%



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

(Select **no more than TWO** answers)

Direct Care

Medicine/surgery

Psychiatry/mental health

Pediatrics

Maternity/newborn

Geriatrics/long-term care

Critical care

Community health

Ambulatory care

Home care

Occupational health

Operating room/recovery room

- Emergency care
- Several clinical areas
- Oncology
- Rehabilitation
- Public health
- Telehealth
- Other direct care

Administration

- Nursing service
- Nursing education
- Other administration

Education

- Teaching students
- Teaching employees
- Teaching patients/clients
- Other education

Research

- Nursing research only
- Other research





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

(Select only **ONE**)

Hospital (general, maternal, pediatric, psychiatric)

Mental health centre

Nursing station (outpost or clinic)

Rehabilitation/convalescent centre

Nursing home/long-term care facility

Home care agency

Community health/health centre

Business/industry/occupational health office

Private nursing agency/private duty

Self-employed

Physician's office/family practice unit

Educational institution

Association/government

Public health department/unit

Other place of work (please specify):

5. If you work in a hospital or nursing home/long-term care facility, how large is it?

(Select only **ONE**)

Less than 50 beds

50-99 beds

100-299 beds

300-499 beds

500 or more beds

I do not know

I do not work in a hospital or nursing home/long-term care facility



Survey Completion
0% 100%





6. Which of the following **best** describes your shift **on a typical work day**?

(Select only **ONE**)

Days

Evenings

Nights

Rotating shifts

Other (please specify):

7. What is the length of your shift **on a typical work day**?

(Select only **ONE**)

8 hours

10 hours

12 hours

Varied 8 hours and 12 hours

Other (please specify):

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

(Select only **ONE**)

Urban/Metropolitan area

Suburban

Rural

Remote



Survey Completion
0% 100%





SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK

1. How many **hours** did you work on the **last full day you worked**?

Please enter a positive, whole number only and round up (e.g., 1-16).

2. How many clients were you assigned to on the **last full day you worked**? This includes clients to whom you were assigned to provide direct care.

Please enter a positive, whole number only and round up (e.g., 5).



Survey Completion
0% 100%



3. How much of your time was spent performing each of the following types of activities on the **last full day you worked**? For each of the sets of activities, please rate the approximate amount of time you spent on that type of activity **on the last full day you worked**, rounded to the nearest hour. For example, if you spent about 2 and ¼ hours on a set of activities, select the option "2". If you spent 3 and ¾ hour on a set of activities, select the option "4." Numerous categories may be performed simultaneously; therefore, total hours spent may be greater than the total hours of shift worked.

Approximate Amount of Time (Hours) Spent on Set of Activities

	0	1	2	3	4	5	6	7	8	>8
1. Management of Care: Provide and direct nursing care that enhances the care delivery setting to protect clients and health care personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Safety and Infection Control: Protect clients and health care personnel from health and environmental hazards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Health Promotion and Maintenance:

Provide and direct nursing care of the client that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health.

4. Psychosocial Integrity:

Provide and direct nursing care that promotes and supports the emotional, mental and social well being of the client experiencing stressful events, as well as clients with acute or chronic mental illness.

5. Basic Care and Comfort:

Provide comfort and assistance in the performance of activities of daily living.

6. Pharmacological and Parenteral Therapies:

Provide care related to the administration of medications and parenteral therapies.

7. Reduction of Risk Potential:

Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures.

8. Physiological Adaptation:

Manage and provide care for clients with acute, chronic or life threatening physical health conditions.





SECTION 5: DEMOGRAPHIC INFORMATION

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

1. What is your gender identity?

Male

Female

Prefer to self-describe

2. What is your age in years?

Please enter a positive, whole number (e.g., 35).

3. Which of the following **best** describes your racial/ethnic background?

(Select only one)

Arab

Black

Chinese

Filipino

Inuit

Japanese

Korean

Latin American

Me'tis

First Nations

South Asian (East Indian, Pakistani, Sri Lankan, etc.)

Southeast Asian (Cambodian, Laotian, Thai, Vietnamese, etc.)

West Asian (Afghan, Iranian, etc.)

White

Other



0%
Survey Completion
100%





4. What is your primary language?

English

French

Other (please specify):

5. What type of **basic** nursing education program qualified you to take the Canadian PN examination?

(Select only **ONE**)

Canadian LPN/RPN - Diploma in practical nursing

Canadian RN - Baccalaureate degree

Any nursing program NOT located in Canada

Other program (please specify):

6. How many **months** has it been since you completed course requirements from the nursing education program in question 5 above?

Please enter a positive, whole number (e.g., 15).

7. Are you currently enrolled in a registered nurse education program?

Yes

No

I have applied, but am currently not enrolled



Survey Completion
0% 100%



**SECTION 6: COMMENTS**

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

Name

Daytime or Early Evening Phone
Number with Area Code

Email address

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

To submit your survey responses, please click the forward arrows on the bottom right of the screen. You will no longer be able to review your previous answers.

Survey Completion
0% 100%

Form 2 — English



NATIONAL COUNCIL OF STATE BOARDS OF NURSING LICENSED/REGISTERED PRACTICAL NURSING SURVEY-Form 2

The British Columbia College of Nursing Professionals (BCCNP) and the College of Nurses of Ontario (CNO) are collaborating on the new examination. The National Council of State Boards of Nursing (NCSBN) is assisting your regulatory body to conduct the survey. This survey is part of a comprehensive study of the practice of newly licensed practical/registered practical nurses (LPN/RPNs) in British Columbia and Ontario using the Canadian PN examination for primary licensure decisions. Please complete this survey as soon as possible. This is your opportunity to contribute to the development of the Canadian PN examination that future candidates will take.

INSTRUCTIONS

Please read each question carefully and respond by selecting the option that most closely represents your answer. Choose the answer that **best** applies to your practice and select the appropriate response(s). A few questions ask you to enter information.

You will notice that many questions ask you to report what you did on your **last full day of work**. It is important that we obtain information from nurses experiencing both typical and unusual workdays, so please answer the questions according to what you did on your **last full** day of work even if that day was not typical.

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.

Survey Progression

To progress through the survey, please use the navigation buttons located at the bottom of each page.

Continue to the next page of the survey by clicking the forward arrows at the bottom right of the page.

Go back to the previous page in the survey by clicking the backward arrows at the bottom left of the page. This will allow you to move back in the survey to look over your previous answers.

Finish the survey by clicking the forward arrows on the bottom right of the screen when prompted after the final questions. You will see a message saying your responses have been recorded.

0% Survey Completion 100%





1. What type(s) of nursing license(s) do you hold?

(Select **ALL** that apply)

Licensed Practical Nurse (LPN)

Registered Practical Nurse (RPN)

2. Are you currently working as an LPN/RPN in Canada?

Yes

No



Survey Completion
0% — 100%



3. What is your province/territory of practice?

British Columbia

Ontario

Other



Survey Completion
0% — 100%





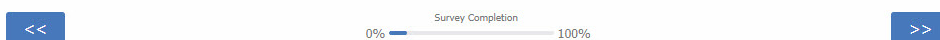
4. In your current position, do you provide direct care to clients?

(Note: Faculty supervision of student clinical experiences is not considered "direct care.")

Yes, 16 or more hours per week, on average

Yes, less than 16 hours per week, on average

No



SECTION 1: NURSING ACTIVITIES

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

QUESTION A - FREQUENCY: If the activity is performed in your work setting, how often (0 Times, 1 Time, 2 Times, 3 Times, 4 Times, or 5+ Times) did you personally perform the activity on the last full day you worked? If it is never performed in your work setting or is not applicable, then select "NEVER performed in work setting" and then respond to Question B - Importance.

QUESTION B - IMPORTANCE: How important is performing this nursing activity in regard to client safety? Consider the importance with regard to the risk of unnecessary complications, impairment of function, or serious distress to clients. Rate all activities.

NOTE: Inclusion of an activity on this practice analysis survey does not imply that the activity is or would be included in the LPN/RPN scope of practice defined by any specific jurisdiction. You must refer to your local regulatory body for information about your scope of practice.

Question A - FREQUENCY - If an activity **does not apply to your work setting**, choose "Never performed in work setting," still select the importance rating as noted in Question B and then move on to the next activity. If an activity **is performed in your work setting**, select 0-5+, reflecting the frequency of performing the activity on your **last full day of work**, then complete Question B.

Question B - IMPORTANCE - Rate the overall importance of this activity considering client safety, and/or threat of complications or distress with 1 = Not Important, 2 = Minimally Important, 3 = Moderately Important, 4 = Important, 5 = Critically Important.

	A - FREQUENCY							B - IMPORTANCE				
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
1. Provide care within the legislated scope of practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Advocate for client rights and needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Initiate, evaluate, and update client care plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Practice in a manner consistent with a code of ethics for nurses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Organize workload to manage time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Assess the need for referrals/consults and obtain necessary orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Obtain consent for nursing care and procedures and provide appropriate client education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
8. Collaborate with interprofessional team members when providing client care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Recognize limitations of one's competence and seek assistance when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Perform procedures necessary to safely admit, transfer, and/or discharge a client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Participate in performance improvement projects and quality improvement processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Respond to the unsafe practice of a health care provider (e.g., intervene, report)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Ensure proper identification of client when providing care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Verify appropriateness and accuracy of health care provider order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
15. Educate client and staff regarding infection control measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Safely and appropriately use equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Adhere to security procedures (e.g., newborn nursery security, controlled access)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Participate in internal/external emergency response plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Follow procedures for handling biohazardous and hazardous materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Provide care and education to an antepartum client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Question A - FREQUENCY - If an activity does not apply to your work setting, mark "Never performed in work setting," still select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting, select 0-5+, reflecting the frequency of performing the activity on your **last full day of work**, then complete Question B.

Question B - IMPORTANCE - Rate the overall importance of this activity considering client safety, and/or threat of complications or distress with 1 = Not Important, 2 = Minimally Important, 3 = Moderately Important, 4 = Important, 5 = Critically Important.

	A - FREQUENCY							B - IMPORTANCE				
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
21. Provide postpartum care and education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Provide care and education for the preschool, school age and adolescent client ages 3 through 17 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Provide care and education for the adult client ages 65 years and over	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Assess client's readiness to learn, learning preferences, and barriers to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Educate client about prevention and treatment of high risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Plan and/or participate in health care activities for clients in community setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Assess client about determinants of health and implement interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
28. Identify barriers to communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Use therapeutic communication techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Manage and support clients with emotional/behavioural issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Assess client for substance misuse, dependency, withdrawal, or toxicities and intervene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Incorporate client cultural practices and beliefs when planning and providing care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Assess client for abuse or neglect and intervene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Assess family dynamics to determine care plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
35. Provide care for a client experiencing grief or loss	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Recognize client stressors that affect care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Explore reasons for client non-adherence with treatment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Monitor the client's nutritional status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Assess client elimination and intervene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Assess client sleep/rest pattern and intervene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<<
Survey Completion
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0% 100%



Question A - FREQUENCY - If an activity does not apply to your work setting, mark "Never performed in work setting," still select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting, select 0-5+, reflecting the frequency of performing the activity on your **last full day of work**, then complete Question B.

Question B - IMPORTANCE - Rate the overall importance of this activity considering client safety, and/or threat of complications or distress with 1 = Not Important, 2 = Minimally Important, 3 = Moderately Important, 4 = Important, 5 = Critically Important.

	A - FREQUENCY							B - IMPORTANCE				
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
41. Educate and assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Perform postmortem care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Assess client for pain and intervene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Implement measures to promote circulation and venous return (e.g., active or passive range of motion, anti-embolic stockings, sequential compression devices, positioning and mobilization)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Participate in medication reconciliation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Educate client about medications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
48. Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Administer blood products and evaluate client response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Handle and/or administer controlled substances within legislated guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Access peripheral venous access devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Administer parenteral nutrition and evaluate client response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Administer medication by oral route	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Administer a subcutaneous, intradermal or intramuscular medication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
55. Administer intravenous medications via secondary line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Maintain pain control devices (e.g., epidural, patient control analgesia, peripheral nerve catheter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Perform focused assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Provide preoperative care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Survey Completion

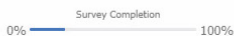
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Question A - FREQUENCY - If an activity does not apply to your work setting, mark "Never performed in work setting," still select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting, select 0-5+, reflecting the frequency of performing the activity on your **last full day of work**, then complete Question B.

Question B - IMPORTANCE - Rate the overall importance of this activity considering client safety, and/or threat of complications or distress with 1 = Not Important, 2 = Minimally Important, 3 = Moderately Important, 4 = Important, 5 = Critically Important.

	A - FREQUENCY							B - IMPORTANCE				
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
61. Educate client about treatments and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Insert a nasal/oral gastrointestinal tube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Maintain or remove a peripheral intravenous line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Provide preoperative or postoperative education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Maintain percutaneous feeding tube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Identify pathophysiology related to an acute or chronic condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Educate client regarding an acute or chronic condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	Not Important	Minimally Important	Moderately Important	Important	Critically Important
69. Manage the care of a client with impaired ventilation/oxygenation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Maintain optimal temperature of client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Perform suctioning (oral, tracheal, nasopharyngeal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Manage the care of a client with alteration in hemodynamics, tissue perfusion, and/or hemostasis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Perform wound drainage device removal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Assess and develop professional competence (e.g., self-reflection, professional activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Initiate, maintain, and remove a continuous subcutaneous infusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





How well did the survey cover the important activities a newly licensed LPN/RPN should be able to perform, regardless of the practice setting?

Very well


Well

Adequately

Poorly

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



Survey Completion
0%  100%





SECTION 2: EXPERIENCE AND ORIENTATION

1. What is the total number of **months** you have worked as an LPN/RPN in Canada?

Please enter a positive, whole number only (e.g., 1-12).

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

(Select only **ONE**)

No formal orientation

Classroom instruction/skills lab work only (including e-learning)

Classroom and/or skills lab plus supervised work with clients (including e-learning)

Work with an assigned preceptor or mentor with or without additional classroom or skills lab work (including e-learning)

A formal internship/residency with or without additional classroom or skills lab work

Other (please specify):



Survey Completion
0% 100%



3. If you had an orientation period, how many **days** was it?

Please enter a positive, whole number only (e.g., 10).

4. Which of the following types of certificates have you earned or courses have you completed since concluding your nursing course requirements?

(Select **ALL** that apply)

Advanced Cardiac Life Support

Basic Life Support

Behavioural Management

Chemotherapy

Complex Wound Care

Conscious/Moderate Sedation

Coronary Care

Critical Care

Intravenous Therapy

Mental Health First Aid

Neonatal Advanced Life Support

Neonatal Resuscitation

Pediatric Advanced Life Support

Phlebotomy

Peritoneal Dialysis/Nephrology Nursing

Perioperative Nursing

Rehabilitation

None


Other (please specify):

5a. Do you routinely have administrative responsibilities within your nursing position (e.g., Unit Manager, Team Leader, Charge Nurse, Coordinator)?

Yes

No



Survey Completion
0%  100%





5b. If yes, is this your primary position?

Yes

No



Survey Completion
0% 100%



SECTION 3: WORK ENVIRONMENT

1. Which of the following **best** describes **most** of your clients on the last full day you worked?

(Select **ALL** that apply)

Well clients, possibly with minor illnesses

OB (Maternity) clients

Clients with controlled chronic conditions

Clients with uncontrolled chronic conditions

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

Clients with critical conditions

Clients at end-of-life

Clients with behavioural/emotional conditions

Other (please specify):

2. Which of the following **best** describes the ages of **most** of your clients on the last full day you worked?

(Select **ALL** that apply)

Newborn (less than 1 month)

Infant/toddler (1 month-2 years)

Preschool age (ages 3-5)

School age (ages 6-12)

Adolescent (ages 13-17)

Adult (ages 18-64)

Adult (ages 65-85)

Adult (over age 85)



Survey Completion
0% 100%



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

(Select **no more than TWO** answers)

Direct Care

Medicine/surgery

Psychiatry/mental health

Pediatrics

Maternity/newborn

Geriatrics/long-term care

Critical care

Community health

Ambulatory care

Home care

Occupational health

Operating room/recovery room

Emergency care Several clinical areas Oncology Rehabilitation Public health Telehealth Other direct care**Administration** Nursing service Nursing education Other administration**Education** Teaching students Teaching employees Teaching patients/clients Other education**Research** Nursing research only Other research

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Survey Completion
0%  100%

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

(Select only **ONE**)

Hospital (general, maternal, pediatric, psychiatric)

Mental health centre

Nursing station (outpost or clinic)

Rehabilitation/convalescent centre

Nursing home/long-term care facility

Home care agency

Community health/health centre

Business/industry/occupational health office

Private nursing agency/private duty

Self-employed

Physician's office/family practice unit

Educational institution

Association/government

Public health department/unit

Other place of work (please specify):

5. If you work in a hospital or nursing home/long-term care facility, how large is it?

(Select only **ONE**)

Less than 50 beds

50-99 beds

100-299 beds

300-499 beds

500 or more beds

I do not know

I do not work in a hospital or nursing home/long-term care facility



Survey Completion
0% 100%





6. Which of the following **best** describes your shift **on a typical work day**?

(Select only **ONE**)

Days

Evenings

Nights

Rotating shifts

Other (please specify):

7. What is the length of your shift **on a typical work day**?

(Select only **ONE**)

8 hours

10 hours

12 hours

Varied 8 hours and 12 hours

Other (please specify):

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

(Select only **ONE**)

Urban/Metropolitan area

Suburban

Rural

Remote



Survey Completion
0% 100%





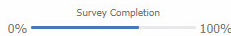
SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK

1. How many **hours** did you work on the **last full day you worked**?

Please enter a positive, whole number only and round up (e.g., 1-16).

2. How many clients were you assigned to on the **last full day you worked**? This includes clients to whom you were assigned to provide direct care.

Please enter a positive, whole number only and round up (e.g., 5).



3. How much of your time was spent performing each of the following types of activities on the **last full day you worked**? For each of the sets of activities, please rate the approximate amount of time you spent on that type of activity **on the last full day you worked**, rounded to the nearest hour. For example, if you spent about 2 and ¼ hours on a set of activities, select the option "2". If you spent 3 and ¾ hour on a set of activities, select the option "4." Numerous categories may be performed simultaneously; therefore, total hours spent may be greater than the total hours of shift worked.

Approximate Amount of Time (Hours) Spent on Set of Activities

	0	1	2	3	4	5	6	7	8	>8
1. Management of Care: Provide and direct nursing care that enhances the care delivery setting to protect clients and health care personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Safety and Infection Control: Protect clients and health care personnel from health and environmental hazards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Health Promotion and Maintenance:

Provide and direct nursing care of the client that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health.

4. Psychosocial Integrity:

Provide and direct nursing care that promotes and supports the emotional, mental and social well being of the client experiencing stressful events, as well as clients with acute or chronic mental illness.

5. Basic Care and Comfort:

Provide comfort and assistance in the performance of activities of daily living.

6. Pharmacological and Parenteral Therapies:

Provide care related to the administration of medications and parenteral therapies.

7. Reduction of Risk Potential:

Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures.

8. Physiological Adaptation:

Manage and provide care for clients with acute, chronic or life threatening physical health conditions.





SECTION 5: DEMOGRAPHIC INFORMATION

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

1. What is your gender identity?

Male

Female

Prefer to self-describe

2. What is your age in years?

Please enter a positive, whole number (e.g., 35).

3. Which of the following **best** describes your racial/ethnic background?

(Select only one)

Arab

Black

Chinese

Filipino

Inuit

Japanese

Korean

Latin American

Me'tis

First Nations

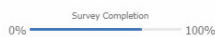
South Asian (East Indian, Pakistani, Sri Lankan, etc.)

Southeast Asian (Cambodian, Laotian, Thai, Vietnamese, etc.)

West Asian (Afghan, Iranian, etc.)

White

Other





4. What is your primary language?

English

French

Other (please specify):

5. What type of **basic** nursing education program qualified you to take the Canadian PN examination?

(Select only **ONE**)

Canadian LPN/RPN - Diploma in practical nursing

Canadian RN - Baccalaureate degree

Any nursing program NOT located in Canada

Other program (please specify):

6. How many **months** has it been since you completed course requirements from the nursing education program in question 5 above?

Please enter a positive, whole number (e.g., 15).

7. Are you currently enrolled in a registered nurse education program?

Yes

No

I have applied, but am currently not enrolled



Survey Completion
0% 100%



**SECTION 6: COMMENTS**

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

Name

Daytime or Early Evening Phone
Number with Area Code

Email address

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

To submit your survey responses, please click the forward arrows on the bottom right of the screen. You will no longer be able to review your previous answers.



Survey Completion
0% 100%



Form 1 — French



NATIONAL COUNCIL OF STATE BOARDS OF NURSING

SONDAGE AUPRÈS DES INFIRMIERS ET INFIRMIÈRES AUXILIAIRES AUTORISÉ(E)S/IMMATRICULÉ(E)S - 1

Le Collège des infirmières et infirmiers de la Colombie-Britannique et l'Ordre des infirmières et infirmiers de l'Ontario collaborent sur un nouvel examen. Le sondage est réalisé avec le concours du National Council of State Boards of Nursing (NCSBN). Ce sondage fait partie d'une étude exhaustive sur l'exercice de la profession d'infirmier/infirmière auxiliaire nouvellement autorisé(e) (IAA) ou immatriculé(e) (IAI) en Colombie-Britannique et en Ontario par l'intermédiaire de l'examen d'infirmier/infirmière auxiliaire autorisé(e) canadien pour les décisions sur l'attribution de l'autorisation d'exercer. Veuillez répondre à ce sondage dès que possible. C'est l'occasion pour vous de contribuer au développement de l'examen d'IA canadien auquel les futur(e)s candidat(e)s se présenteront.

INSTRUCTIONS

Veuillez lire attentivement chaque question et y répondre en choisissant l'option qui correspond le mieux à votre réponse. Choisissez la réponse qui correspond le **mieux** à l'exercice de votre profession et choisissez la ou les réponses appropriées. Pour quelques questions, vous serez invité(e) à saisir des informations.

Vous remarquerez que pour nombreuses questions, vous serez invité(e) à indiquer ce que vous avez fait lors de votre **dernière journée complète** de travail. Il est important que nous obtenions l'information du personnel infirmier dont certaines journées de travail sont typiques et d'autres inhabituelles; veuillez donc répondre aux questions en fonction de ce que vous avez fait lors de votre **dernière journée complète** de travail, même s'il ne s'agissait pas d'une journée typique.

Au sens de ce sondage, le « **client** » peut être une personne, un membre de la famille ou un groupe qui comprend les partenaires et des membres de la population. Les « clients » sont l'équivalent de « résidents » ou « patients ». Vos réponses seront traitées de façon confidentielle et aucune de vos réponses individuelles aux questions ne sera divulguée.

Progression du sondage

Pour progresser tout au long du sondage, veuillez utiliser les boutons de navigation situés au bas de chaque page.

Continuez à la page suivante du sondage en cliquant sur la flèche en bas à droite de chaque page.

Revenez à la page précédente du sondage en cliquant sur la flèche en bas à gauche de chaque page. Cela vous permettra de revenir en arrière dans le sondage pour revoir les réponses précédentes.

Finissez le sondage en cliquant sur la flèche en bas à droite de chaque page pour avancer à la page finale. Une fois complété, vous verrez un message indiquant que vos réponses sont bien enregistrées.

Survey Completion
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1. Quel(s) type(s) de permis d'exercer la profession infirmière détenez-vous?

(Sélectionnez TOUTES les réponses qui s'appliquent)

Infirmier/Infirmière auxiliaire nouvellement immatriculé(e) (IAI)

Infirmier/Infirmière auxiliaire nouvellement autorisé(e) (IAA)

2. Exercez-vous actuellement en qualité d'IAI ou d'IAA au Canada?

Oui

Non



Survey Completion
0% — 100%



3. Dans quel(le) province/territoire exercez-vous?

Colombie-Britannique

Ontario

Autre



Survey Completion
0% — 100%





4. Dans le cadre de vos fonctions actuelles, fournissez-vous des soins directs aux clients?

(Remarque : Les activités cliniques d'un(e) étudiant(e) supervisées par un membre du corps professoral ne sont pas considérées comme des « soins directs ».)

Oui, 16 heures ou plus par semaine, en moyenne

Oui, moins de 16 heures ou plus par semaine, en moyenne

Non



Survey Completion
0% 100%



SECTION 1 : ACTIVITÉS DE SOINS INFIRMIERS

Cette section comprend une liste des activités décrivant la pratique des soins infirmiers dans différents environnements. Veuillez noter que certaines activités pourraient ne pas s'appliquer à votre milieu de travail. Pour chaque activité, deux questions sont posées. Veuillez répondre aux deux questions.

QUESTION A - FRÉQUENCE : Si l'activité est exécutée dans votre milieu de travail, à quelle fréquence (0 fois, 1 fois, 2 fois, 3 fois, 4 fois ou 5 fois+) avez-vous exécuté personnellement cette activité au cours de votre dernière journée complète de travail? Si elle n'est jamais exécutée dans votre milieu de travail ou n'est pas applicable, sélectionnez « JAMAIS exécutée dans le milieu de travail », puis répondez à la Question B - Importance.

QUESTION B - IMPORTANCE : Dans quelle mesure est-il important d'exécuter cette activité de soins infirmiers du point de vue de la sécurité du client? Évaluez l'importance du point de vue du risque de complications inutiles, d'invalidité fonctionnelle, ou d'une grande détresse pour les clients. Notez toutes les activités.

REMARQUE : L'inclusion d'une activité dans ce sondage d'analyse de la pratique ne signifie pas que cette activité est ou serait incluse dans le champ de pratique des IAI/IAA défini par une juridiction en particulier. Pour obtenir des informations sur votre champ de pratique, veuillez vous adresser à votre organisme de réglementation local.

Question A – FRÉQUENCE – Si une activité ne s'applique pas à votre milieu de travail, indiquez « Jamais exécutée dans le milieu de travail », sélectionnez quand même la note de l'importance, tel qu'indiqué dans la Question B, puis passez à l'activité suivante. Si l'activité est exécutée dans votre milieu de travail, donnez une note de 0 à 5+ reflétant la fréquence à laquelle vous l'avez exécutée lors de votre **dernière journée de travail**, puis répondez à la Question B.

Question B – IMPORTANCE – Notez l'importance globale de cette activité du point de vue de la sécurité et/ou du risque de complications inutiles ou de détresse pour le client, comme suit : 1 = Non important, 2 = Légèrement important, 3 = Modérément important, 4 = Important, 5 = Très important.

	A - FRÉQUENCE							B - IMPORTANCE				
	JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important
1. Assurer la confidentialité et le respect de la vie privée des clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Utiliser les ressources pour améliorer les soins aux clients (par ex. recherche basée sur les données probantes, technologie de l'information, politiques et procédures)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Fournir et recevoir le transfert des soins (rapport) concernant les clients attribués	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Reconnaître les dilemmes éthiques et prendre les mesures appropriées	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Établir l'ordre de priorité de l'administration des soins aux clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Déléguer et superviser les soins prodigués aux clients par d'autres personnes (par ex., fournisseur de soins non réglementé)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Recevoir et transcrire les prescriptions des prestataires de soins de santé	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important
8. Intégrer des directives avancées dans le plan de soins des clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Participer à la résolution des conflits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Signaler les renseignements des clients conformément à la loi (p. ex., abus/négligence et maladies transmissibles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Renseigner les clients et le personnel en ce qui concerne les responsabilités et les droits des clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Utiliser des abréviations approuvées et une terminologie standard lors de la documentation des soins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Impliquer le client dans la prise de décision concernant ses soins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Évaluer les clients pour déterminer s'ils ont des allergies et des intolérances, et intervenir selon les besoins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important
15. Identifier les erreurs de pratique et les accidents évités et intervenir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Appliquer des principes ergonomiques lors de l'administration des soins (par ex. déplacement sécuritaire des clients, soulèvement adéquat)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Se conformer aux politiques et procédures relatives à l'utilisation de moyens de contention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Promouvoir la sécurité et la prévention des blessures et renseigner les clients à ce sujet (par ex., les chutes, les dangers électriques)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Appliquer les principes de contrôle des infections (par ex., hygiène des mains, technique aseptique, précautions universelles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Prodiger des soins et l'enseignement pour la période périnatale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Question A – FRÉQUENCE – Si une activité ne s'applique pas à votre milieu de travail, indiquez « Jamais exécutée dans le milieu de travail », sélectionnez quand même la note de l'importance, tel qu'indiqué dans la Question B, puis passez à l'activité suivante. Si l'activité est exécutée dans votre milieu de travail, donnez une note de 0 à 5+ reflétant la fréquence à laquelle vous l'avez exécutée lors de votre **dernière journée de travail**, puis répondez à la Question B.

Question B – IMPORTANCE – Notez l'importance globale de cette activité du point de vue de la sécurité et/ou du risque de complications inutiles ou de détresse pour le client, comme suit : 1 = Non important, 2 = Légèrement important, 3 = Modérément important, 4 = Important, 5 = Très important.

	A - FRÉQUENCE							B - IMPORTANCE				
	JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important
21. Prodiger des soins et de l'enseignement à une cliente pendant le travail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Prodiger des soins et de l'enseignement pour les clients nouveau-nés, nourrissons et trotteurs de la naissance à 2 ans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Prodiger des soins et de l'enseignement pour les clients adultes, entre 18 et 64 ans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Effectuer des évaluations approfondies de la santé	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Effectuer des évaluations de dépistage préventives (par ex., vision, audition, compréhension, nutrition)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Sensibiliser le client à la promotion de la santé et lui recommander des mesures de préservation de la santé (par ex. visites médicales, vaccinations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Évaluer la capacité du client à gérer ses soins à domicile et planifier les soins en conséquence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important
28. Identifier et faciliter l'accès aux ressources communautaires par les clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Évaluer la croissance et le développement des clients au cours de leur vie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Évaluer la capacité du client à faire face aux changements qui se produisent dans sa vie et lui fournir du soutien	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Évaluer le potentiel de violence/d'agression et prendre les mesures de sécurité requises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Dispenser des soins à un client souffrant de distorsions sensorielles et/ou cognitives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Prodiger les soins de fin de vie aux clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Dispenser des soins et apporter du soutien aux clients souffrant de troubles de santé mentale graves et chroniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important	
35. Reconnaître les signes non verbaux aux stressés physiques et/ou psychologiques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Aider les clients à réagir et s'adapter aux événements stressants et aux changements liés à leur état de santé	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Reconnaître les stressés du prestataire de soins de santé qui affectent les soins prodigués aux clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Prodiger des soins au client souffrant de troubles cognitifs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Fournir de la nutrition par voie entérale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Évaluer les ingestas et excréta du client et intervenir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Question A – FRÉQUENCE – Si une activité ne s'applique pas à votre milieu de travail, indiquez « Jamais exécutée dans le milieu de travail », sélectionnez quand même la note de l'importance, tel qu'indiqué dans la Question B, puis passez à l'activité suivante. Si l'activité est exécutée dans votre milieu de travail, donnez une note de 0 à 5+ reflétant la fréquence à laquelle vous l'avez exécutée lors de votre dernière journée de travail, puis répondez à la Question B.

Question B – IMPORTANCE – Notez l'importance globale de cette activité du point de vue de la sécurité et/ou du risque de complications inutiles ou de détresse pour le client, comme suit : 1 = Non important, 2 = Légèrement important, 3 = Modérément important, 4 = Important, 5 = Très important.

	A - FRÉQUENCE							B - IMPORTANCE				
	JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important
41. Évaluer la capacité du client à effectuer des activités de la vie quotidienne et intervenir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Effectuer des irrigations (par ex., vessie, plaie, yeux)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Effectuer l'évaluation cutanée et/ou mettre en œuvre des mesures pour préserver l'intégrité de l'épiderme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Fournir des moyens non pharmacologiques pour assurer le confort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. Appliquer, maintenir ou retirer des appareils orthopédiques (par ex., traction, attelles, collets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Évaluer et continuer les soins sur les lieux pour les clients munis de tubes d'alimentation entérale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Manipuler et conserver les médicaments dans un environnement sécuritaire et contrôlé	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important	
48. Faire les calculs nécessaires pour l'administration de médicaments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Préparer et administrer les médicaments conformément aux droits d'administration des médicaments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Évaluer la réaction du client aux médicaments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Surveiller l'infusion intraveineuse et prendre soin du site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Titrer les dosages de médicaments en fonction de l'évaluation et des paramètres prescrits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Manipuler et/ou administrer les médicaments à haut risque	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Administrer les médicaments par voie entérale/gastro-intestinale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important	
55. Administrer les médicaments dans les oreilles, les yeux, le nez, le rectum, le vagin, par inhalation ou voie cutanée	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Calculer et surveiller le débit intraveineux	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Reconnaître les tendances et les changements dans l'état des clients et intervenir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Évaluer les changements et/ou les tendances du client en matière de signes vitaux et y réagir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Insérer, maintenir ou retirer une sonde urinaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Surveiller les résultats des tests de diagnostic et intervenir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Survey Completion
0% 100%



Question A – FRÉQUENCE – Si une activité ne s'applique pas à votre milieu de travail, indiquez « Jamais exécutée dans le milieu de travail », sélectionnez quand même la note de l'importance, tel qu'indiqué dans la Question B, puis passez à l'activité suivante. Si l'activité est exécutée dans votre milieu de travail, donnez une note de 0 à 5+ reflétant la fréquence à laquelle vous l'avez exécutée lors de votre **dernière journée de travail**, puis répondez à la Question B.

Question B – IMPORTANCE – Notez l'importance globale de cette activité du point de vue de la sécurité et/ou du risque de complications

inutiles ou de détresse pour le client, comme suit : 1 = Non important, 2 = Légèrement important, 3 = Modérément important, 4 = Important, 5 = Très important.

	A - FRÉQUENCE							B - IMPORTANCE				
	JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important
61. Évaluer les réactions aux procédures et aux traitements et intervenir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Maintenir ou retirer une sonde gastrique nasale/orale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Appliquer et/ou maintenir les dispositifs utilisés pour favoriser le retour veineux (par ex. bas anti-embolie, dispositifs de compression séquentielle)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Maintenir ou retirer une voie intraveineuse périphérique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Fournir des renseignements préopératoires ou postopératoires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Maintenir une sonde d'alimentation percutanée	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Reconnaître les signes et les symptômes de complications chez un client et intervenir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Soigner les plaies et/ou changer les pansements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Effectuer des procédures de soins d'urgence (par ex., réanimation cardio-pulmonaire, soutien respiratoire, défibrillateur externe automatisé)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important
70. Gérer les soins de clients avec un déséquilibre hydrique et hydroélectrolytique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Dispenser des soins pour stomie et/ou l'enseignement connexe (par ex. stomie trachéale, entérale)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Gérer les soins d'un client muni d'un stimulateur cardiaque	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Fournir des soins postopératoires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Évaluer l'efficacité du plan de traitement d'un client ayant reçu un diagnostic de maladie aiguë ou chronique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Retirer les sutures ou les agrafes de plaie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Fournir du soutien et faciliter l'apprentissage du nouveau personnel et des étudiants en soins de la santé	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Intégrer l'utilisation des connaissances et des pratiques en santé des Autochtones lors de la planification et de la prestation de soins aux clients autochtones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Dans quelle mesure le sondage couvre-t-il les activités importantes qu'une infirmière ou un infirmier auxiliaire nouvellement immatriculé(e)/autorisé(e) devrait connaître, indépendamment de son champ de pratique?

Très bien

Bien

Suffisamment

Insuffisamment

Veuillez citer les activités importantes qui, selon vous, sont manquantes dans le sondage:



0%  100% Survey Completion





SECTION 2 : EXPÉRIENCE ET ORIENTATION

1. Depuis combien de **mois** travaillez-vous comme IAI/IAA au Canada?

Veuillez entrer un nombre entier positif (p. ex., 1-12).

2. Lequel des énoncés suivants décrit le **mieux** l'orientation que vous avez reçue dans vos fonctions actuelles?

(Sélectionnez une **SEULE** réponse)

- Sans orientation formelle
- Enseignement en classe/laboratoire sur les compétences uniquement (y compris apprentissage en ligne)
- Enseignement en classe/laboratoire sur les compétences, plus du travail supervisé auprès des clients (y compris apprentissage en ligne)
- Travail auprès d'un ou de plusieurs précepteurs ou mentors désignés, avec ou sans travail en classe ou laboratoire sur les compétences en plus (y compris apprentissage en ligne)
- Stage formel/résidence, avec ou sans travail en classe ou laboratoire sur les compétences en plus
- Autre (veuillez préciser) :



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3. Si vous avez eu une période d'orientation, combien de **jours** a-t-elle duré?

Veuillez entrer un nombre entier positif (p. ex., 10).

4. Parmi les cours suivants, quels sont ceux pour lesquels vous avez obtenu un certificat ou que vous avez terminés depuis que vous avez fini vos cours en sciences infirmières?

(Sélectionnez TOUTES les réponses qui s'appliquent)

Technique spécialisée de réanimation cardiorespiratoire

Soins de base

Gestion du comportement

Chimiothérapie

Soins de plaies complexes

Sédation consciente/modérée

Soins coronariens

Soins intensifs

Intraveino-thérapie

Premiers soins en santé mentale

Soins néonataux avancés

Réanimation néonatale

Soins pédiatriques avancés

Phlébotomie

Dialyse péritonéale/ Soins infirmiers en néphrologie

Soins infirmiers périopératoires

Réadaptation

Aucun


Autre (veuillez préciser) :

5a. Assumez-vous régulièrement des responsabilités administratives dans vos fonctions d'infirmière/infirmier (p. ex., gestionnaire d'unité, chef d'équipe, infirmière/infirmier responsable, coordonnatrice/coordonnateur)?

Oui

Non



0%  100%





5b. Si oui, s'agit-il de votre fonction principale?

Oui

Non



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SECTION 3 : MILIEU DE TRAVAIL

1. Lesquels des choix suivants décrivent le **mieux** la **plupart** de vos clients lors de votre dernière journée de travail?

(Sélectionnez TOUTES les réponses qui s'appliquent)

Clients en bonne santé, possiblement atteints d'affections mineures

Clientes nécessitant des soins obstétricaux (maternité)

Clients atteints d'affections chroniques contrôlées

Clients atteints d'affections chroniques non contrôlées

Clients atteints d'affections aiguës, y compris les clients atteints de troubles médicaux ou chirurgicaux

Clients dans des états critiques

Clients en fin de vie

Clients qui ont des troubles du comportement/émotionnels

Autre (veuillez préciser) :

2. Lesquels des choix suivants décrivent le **mieux** les âges de la **plupart** de vos clients lors de votre dernière journée de travail?

(Sélectionnez **TOUTES** les réponses qui s'appliquent)

Nouveaux-nés (moins de 1 mois)

Nourrissons/trotteurs (1 mois à 2 ans)

Âge préscolaire (3 à 5 ans)

Âge scolaire (6 à 12 ans)

Adolescents (13 à 17 ans)

Adultes (18 à 64 ans)

Adultes (65 à 85 ans)

Adultes (plus de 85 ans)



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3. Lesquels des choix suivants décrivent le **mieux** votre milieu de travail/domaine de spécialité **lors de votre dernière journée complète de travail**? Si vous avez travaillé essentiellement dans un seul milieu de travail, sélectionnez la réponse correspondant à ce milieu de travail. Si vous avez travaillé dans plus d'un milieu de travail, sélectionnez les réponses correspondant à tous ces milieux de travail dans lesquels vous avez passé au moins la moitié de votre temps.

(Ne sélectionnez pas plus de **DEUX** réponses)

Soins Directs

Médecine / chirurgie

Psychiatrie / santé mentale

Pédiatrie

Maternité / Nouveau-nés

Gériatrie / soins de longue durée

Soins critiques

Santé communautaire


Soins ambulatoires

Soins à domicile

Santé du travail

Salle d'opération / salle de réveil Soins d'urgence Plusieurs domaines cliniques Oncologie Réhabilitation Santé publique Télésanté Autre soins directs**Administration** Service infirmier Enseignement infirmier Autre administration**Pédagogie** L'enseignement aux étudiants L'enseignement aux employées L'enseignement aux patients/clients Autre pédagogie**Recherche** Que de recherche en sciences infirmières Autre recherche

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4. Lequel des types d'établissement/organisation suivants décrit le **mieux** celui dans lequel se situe votre milieu de travail/domaine de spécialité?

(Sélectionnez une **SEULE** réponse)

- Hôpital (général, maternelle, pédiatrique, psychiatrique)
- Centre de santé mentale
- Poste de soins infirmiers (avant-poste ou clinique)
- Centre de rééducation / convalescence
- Maison de retraite / Établissement de soins de longue durée
- Une agence de soins à domicile
- Établissement/organisation de soins communautaires
- Entreprise / industrie / bureau de santé au travail
- Agence infirmière privée / infirmier/infirmière particulière
- Travailleur indépendant
- Cabinet de médecin / unité de médecine familiale
- Établissement d'enseignement
- Association / gouvernement
- Département / unité de santé publique
- Autre lieu de travail :

5. Si vous travaillez dans un hôpital ou une maison de soins infirmiers/établissement de soins de longue durée, quelle est sa capacité?

(Sélectionnez une **SEULE** réponse)

- Moins de 50 lits
- 50 à 99 lits
- 100 à 299 lits
- 300 à 499 lits
- 500 lits ou plus
- Je ne sais pas
- Je ne travaille ni dans un hôpital ni dans une maison de soins infirmiers



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6. Lequel choix suivants décrit le **mieux** votre quart de travail **au cours d'une journée de travail typique**?

(Sélectionnez une **SEULE** réponse)

Journée

Soirée

Nuit

Quart rotatif

Autre (veuillez préciser) :

7. Quelle est la durée de votre quart de travail **au cours d'une journée de travail typique**?

(Sélectionnez une **SEULE** réponse)

8 heures

10 heures

12 heures

Horaires variables 8 et 12 heures

Autre (veuillez préciser) :

8. Lequel des choix suivants décrit le **mieux** le lieu de votre emploi?

(Sélectionnez une **SEULE** réponse)

Zone urbaine/métropolitaine

Banlieue

Zone rurale

Travail périphérique



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SECTION 4 : DESCRIPTION DE VOTRE DERNIÈRE JOURNÉE DE TRAVAIL

1. Pendant combien d'heures avez-vous travaillé lors de votre **dernier quart de travail complet**?

Veillez entrer uniquement un nombre entier positif, arrondi (p. ex., 1-16).

2. De combien de clients étiez-vous affecté(e) de votre **dernière journée complète de travail**? Cela comprend les clients auxquels vous étiez affecté(e) pour fournir des soins directs.

Veillez entrer uniquement un nombre entier positif, arrondi (p. ex., 5).



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3. Combien de temps avez-vous passé à exécuter chacun des types d'activités suivants lors de votre **dernière journée complète de travail**? Pour chacun des ensembles d'activités, veuillez noter le temps approximatif que vous avez passé à exécuter ce type d'activité lors de votre **dernière journée complète de travail** en arrondissant à l'heure la plus proche. Par exemple, si vous avez passé 2 heures $\frac{1}{4}$ à exécuter un ensemble d'activités, sélectionnez l'option « 2 ». Si vous avez passé 3 heures $\frac{3}{4}$ à exécuter un ensemble d'activités, sélectionnez l'option « 4 ». De nombreuses catégories peuvent être exécutées simultanément; par conséquent, le nombre total des heures passées pourrait être supérieur au nombre total des heures de votre quart de travail.

Temps approximatif (heures) consacré à un ensemble d'activités

	0	1	2	3	4	5	6	7	8	>8
1. Gestion des soins : Fournir et diriger des soins infirmiers qui rehaussent le milieu de prestation de soins afin de protéger les clients et le personnel soignant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Sécurité et contrôle des infections : Protéger les clients et le personnel soignant contre les dangers pour la santé et l'environnement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Promotion et préservation de la santé : Fournir et diriger des soins infirmiers directs au client en incorporant les connaissances des principes de croissance et de développement attendus, la prévention et/ou la détection précoce des problèmes de santé ainsi que des stratégies pour obtenir une santé optimale.

4. Intégrité psychologique : Fournir et diriger des soins infirmiers qui encouragent et appuient le bien-être émotionnel, mental et social du client qui vit des événements stressants et des clients atteints d'une maladie mentale aiguë ou chronique

5. Soins de base et confort : Assurer le confort et fournir de l'aide dans le cadre de l'exécution des activités de la vie quotidienne.

6. Thérapies pharmacologiques et parentérales : Fournir des soins liés à l'administration de thérapies médicamenteuses et parentérales

7. Réduction du risque potentiel : Réduire la probabilité que les clients développent des complications ou des problèmes de santé liés aux affections existantes, aux traitements et aux procédures.

8. Adaptation physiologique : Gérer et fournir des soins aux clients atteints d'affections aiguës, chroniques ou qui mettent leur vie en danger.





SECTION 5 : DONNÉES DÉMOGRAPHIQUES

Dans cette section, on vous demande de fournir des renseignements généraux qui seront résumés pour décrire le groupe qui a répondu au sondage. Aucune réponse individuelle ne sera communiquée.

1. De quel sexe identifiez-vous?

Masculin

Féminin

Je préfère me décrire

2. Quel âge avez-vous?

Veuillez répondre en donnant un nombre entier positif (p. ex., 35).

3. Laquelle des options suivantes **décrit le mieux** votre origine raciale/ethnique?

(Sélectionnez une **SEULE** réponse)

Arabe

Noire

Chinoise

Philippine

Inuit

Japonaise

Coréenne

Amérique latine

Métisse

Premières nations

Sud-asiatique (p. ex., des Indes orientales, du Pakistan, du Sri Lanka, etc.)

Asiatique du Sud-Est (p. ex. Cambodge, Laos, Thai, Vietnam, etc.)

Asiatique de l'Ouest (p. ex., Irani, Afghanistan, etc.)

Blanche

Autre



Survey Completion
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4. Quelle est votre langue maternelle?

Anglais

Français

Une autre langue (veuillez préciser) :

5. Quel type de programme de sciences infirmières de **base** vous a qualifié(e) pour vous présenter à l'examen IA canadien?

(Sélectionnez une **SEULE** réponse)

IAA/IAI canadien - Diplôme en soins infirmiers auxiliaires

II/IA canadien- Baccalauréat

N'importe quel programme de sciences infirmières NON canadien

Autre programme (veuillez préciser) :

6. Combien de mois se sont écoulés depuis que vous avez terminé les cours exigés dans le cadre du programme de formation en sciences infirmières de la question 5?

Veuillez entrer un nombre entier positif (p. ex., 15).

7. Êtes-vous actuellement inscrit(e) à un programme de formation d'infirmier/infirmière autorisé(e)?

Oui

Non

J'ai fait une demande, sans être encore inscrit(e)



Survey Completion
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SECTION 6 : COMMENTAIRES

Si nous avons besoin de renseignements supplémentaires pour clarifier les résultats de cette étude, nous pourrions tenter de joindre certains participants par téléphone ou par courriel. Si vous souhaitez répondre à quelques questions supplémentaires par téléphone ou par courriel, veuillez fournir l'adresse de courriel et le numéro de téléphone où l'on pourra vous joindre pendant la journée ou en début de soirée.

Nom

Numéro de téléphone avec l'indicatif régional pour vous joindre pendant la journée ou en début de soirée

Adresse de courriel

Vous pouvez nous faire part de commentaires ou de suggestions dans l'espace ci-dessous.

Pour soumettre vos réponses, veuillez cliquer sur la flèche en bas à droite de la page. A partir d'ici, vous ne pouvez plus accéder à vos réponses précédentes.



Survey Completion
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Form 2 — French



NATIONAL COUNCIL OF STATE BOARDS OF NURSING

SONDAGE AUPRÈS DES INFIRMIERS ET INFIRMIÈRES AUXILIAIRES AUTORISÉ(E)S/IMMATRICULÉ(E)S -2

Le Collège des infirmières et infirmiers de la Colombie-Britannique et l'Ordre des infirmières et infirmiers de l'Ontario collaborent sur un nouvel examen. Le sondage est réalisé avec le concours du National Council of State Boards of Nursing (NCSBN). Ce sondage fait partie d'une étude exhaustive sur l'exercice de la profession d'infirmier/infirmière auxiliaire nouvellement autorisé(e) (IAA) ou immatriculé(e) (IAI) en Colombie-Britannique et en Ontario par l'intermédiaire de l'examen d'infirmier/infirmière auxiliaire autorisé(e) canadien pour les décisions sur l'attribution de l'autorisation d'exercer. Veuillez répondre à ce sondage dès que possible. C'est l'occasion pour vous de contribuer au développement de l'examen d'IA canadien auquel les futur(e)s candidat(e)s se présenteront.

INSTRUCTIONS

Veuillez lire attentivement chaque question et y répondre en choisissant l'option qui correspond le mieux à votre réponse. Choisissez la réponse qui correspond le **mieux** à l'exercice de votre profession et choisissez la ou les réponses appropriées. Pour quelques questions, vous serez invité(e) à saisir des informations.

Vous remarquerez que pour nombreuses questions, vous serez invité(e) à indiquer ce que vous avez fait lors de votre **dernière journée complète** de travail. Il est important que nous obtenions l'information du personnel infirmier dont certaines journées de travail sont typiques et d'autres inhabituelles; veuillez donc répondre aux questions en fonction de ce que vous avez fait lors de votre **dernière journée complète** de travail, même s'il ne s'agissait pas d'une journée typique.

Au sens de ce sondage, le « **client** » peut être une personne, un membre de la famille ou un groupe qui comprend les partenaires et des membres de la population. Les « clients » sont l'équivalent de « résidents » ou « patients ». Vos réponses seront traitées de façon confidentielle et aucune de vos réponses individuelles aux questions ne sera divulguée.

Progression du sondage

Pour progresser tout au long du sondage, veuillez utiliser les boutons de navigation situés au bas de chaque page.

Continuez à la page suivante du sondage en cliquant sur la flèche en bas à droite de chaque page.

Revenez à la page précédente du sondage en cliquant sur la flèche en bas à gauche de chaque page. Cela vous permettra de revenir en arrière dans le sondage pour revoir les réponses précédentes.

Finissez le sondage en cliquant sur la flèche en bas à droite de chaque page pour avancer à la page finale. Une fois complété, vous verrez un message indiquant que vos réponses sont bien enregistrées.

0% 100% Survey Completion





1. Quel(s) type(s) de permis d'exercer la profession infirmière détenez-vous?

(Sélectionnez TOUTES les réponses qui s'appliquent)

Infirmier/Infirmière auxiliaire nouvellement immatriculé(e) (IAI)

Infirmier/Infirmière auxiliaire nouvellement autorisé(e) (IAA)

2. Exercez-vous actuellement en qualité d'IAI ou d'IAA au Canada?

Oui

Non



Survey Completion
0% — 100%



3. Dans quel(le) province/territoire exercez-vous?

Colombie-Britannique

Ontario

Autre



Survey Completion
0% — 100%





4. Dans le cadre de vos fonctions actuelles, fournissez-vous des soins directs aux clients?

(Remarque : Les activités cliniques d'un(e) étudiant(e) supervisées par un membre du corps professoral ne sont pas considérées comme des « soins directs ».)

Oui, 16 heures ou plus par semaine, en moyenne

Oui, moins de 16 heures ou plus par semaine, en moyenne

Non



Survey Completion
0% 100%



SECTION 1 : ACTIVITÉS DE SOINS INFIRMIERS

Cette section comprend une liste des activités décrivant la pratique des soins infirmiers dans différents environnements. Veuillez noter que certaines activités pourraient ne pas s'appliquer à votre milieu de travail. Pour chaque activité, deux questions sont posées. Veuillez répondre aux deux questions.

QUESTION A - FRÉQUENCE : Si l'activité est exécutée dans votre milieu de travail, à quelle fréquence (0 fois, 1 fois, 2 fois, 3 fois, 4 fois ou 5 fois+) avez-vous exécuté personnellement cette activité au cours de votre dernière journée complète de travail? Si elle n'est jamais exécutée dans votre milieu de travail ou n'est pas applicable, sélectionnez « JAMAIS exécutée dans le milieu de travail », puis répondez à la Question B - Importance.

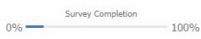
QUESTION B - IMPORTANCE : Dans quelle mesure est-il important d'exécuter cette activité de soins infirmiers du point de vue de la sécurité du client? Évaluez l'importance du point de vue du risque de complications inutiles, d'invalidité fonctionnelle, ou d'une grande détresse pour les clients. Notez toutes les activités.

REMARQUE : L'inclusion d'une activité dans ce sondage d'analyse de la pratique ne signifie pas que cette activité est ou serait incluse dans le champ de pratique des IAI/IAA défini par une juridiction en particulier. Pour obtenir des informations sur votre champ de pratique, veuillez vous adresser à votre organisme de réglementation local.

Question A - FRÉQUENCE – Si une activité ne s'applique pas à votre milieu de travail, indiquez « Jamais exécutée dans le milieu de travail », sélectionnez quand même la note de l'importance, tel qu'indiqué dans la Question B, puis passez à l'activité suivante. Si l'activité est exécutée dans votre milieu de travail, donnez une note de 0 à 5+ reflétant la fréquence à laquelle vous l'avez exécutée lors de votre **dernière journée de travail**, puis répondez à la Question B.

Question B - IMPORTANCE – Notez l'importance globale de cette activité du point de vue de la sécurité et/ou du risque de complications inutiles ou de détresse pour le client, comme suit : 1 = Non important, 2 = Légèrement important, 3 = Modérément important, 4 = Important, 5 = Très important.

	A - FRÉQUENCE							B - IMPORTANCE				
	JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important
1. Prodiger des soins dans les champs d'exercice imposés par la loi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Défendre les droits et besoins des clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Établir, évaluer et mettre à jour le plan de soins des clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Exercer conformément au code de déontologie de la profession infirmière	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Organiser la charge de travail pour gérer le temps de manière efficace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Évaluer le besoin de recommandations/consultations et obtenir les prescriptions nécessaires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Obtenir le consentement pour des soins infirmiers et des procédures et faire l'éducation appropriée aux clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important
8. Collaborer avec les membres d'une équipe interprofessionnelle lors de la fourniture des soins aux clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Reconnaître les limites de sa compétence et demander de l'aide au besoin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Exécuter les procédures nécessaires pour admettre, transférer un client et/ou lui donner son congé en toute sécurité	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Participer à des projets d'amélioration du rendement et à des processus d'amélioration de la qualité	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Réagir à toute pratique dangereuse d'un prestataire de soins de santé (par ex., intervenir, le signaler)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Assurer l'identification appropriée des clients lors de l'administration de soins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Vérifier la pertinence et l'exactitude de la prescription du prestataire de soins de santé	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important
15. Enseigner les mesures de contrôle des infections aux clients et au personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Utiliser l'équipement de façon sécuritaire et appropriée	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Respecter les procédures de sécurité (par ex., sécurité des pouponnières de nouveau-nés, accès contrôlé)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Participer aux plans internes/externes d'intervention en cas d'urgence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Suivre les procédures de manipulation des substances représentant un danger biologique ou autre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Prodiger des soins et de l'enseignement à une cliente avant l'accouchement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Question A – FRÉQUENCE – Si une activité ne s'applique pas à votre milieu de travail, indiquez « Jamais exécutée dans le milieu de travail », sélectionnez quand même la note de l'importance, tel qu'indiqué dans la Question B, puis passez à l'activité suivante. Si l'activité est exécutée dans votre milieu de travail, donnez une note de 0 à 5+ reflétant la fréquence à laquelle vous l'avez exécutée lors de votre **dernière journée de travail**, puis répondez à la Question B.

Question B – IMPORTANCE – Notez l'importance globale de cette activité du point de vue de la sécurité et/ou du risque de complications inutiles ou de détresse pour le client, comme suit : 1 = Non important, 2 = Légèrement important, 3 = Modérément important, 4 = Important, 5 = Très important.

	A - FRÉQUENCE							B - IMPORTANCE				
	JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important
21. Prodiger des soins et de l'enseignement postnatals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Prodiger des soins et de l'enseignement pour les clients d'âge préscolaire, scolaire et adolescents de 3 à 17 ans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Prodiger des soins et de l'enseignement pour les clients de 65 ans et plus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Évaluer la faculté du client à apprendre, ses préférences en matière d'apprentissage et ses obstacles à l'apprentissage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Sensibiliser le client à la prévention et au traitement des comportements à haut risque pour la santé (p. ex., arrêt du tabagisme, pratiques sexuelles sécuritaires, échange d'aiguilles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Planifier et participer à des activités communautaires de soins de santé destinées aux clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Évaluer les facteurs déterminants de santé du client et mettre en œuvre des interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important
28. Identifier les problèmes de communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Utiliser des techniques de communication thérapeutiques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Gérer et aider les clients souffrant de problèmes émotifs ou comportementaux	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Évaluer le client pour détecter tout cas de mauvais usage, de sevrage, de dépendance ou d'intoxication et intervenir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Incorporer des pratiques culturelles et des croyances du client lors de la planification et de la fourniture des soins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Évaluer les clients pour déterminer s'ils ont subi des abus ou des négligences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Évaluer les dynamiques familiales afin d'établir le plan de soins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important	
35. Prodiguer des soins à un client qui vit un deuil ou une perte	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Reconnaître les stressseurs du client qui affectent les soins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Explorer les raisons de la non-adhésion du client au traitement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Surveiller l'état nutritionnel du client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Évaluer l'élimination du client et intervenir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Évaluer la structure de sommeil/repos du client et intervenir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Survey Completion
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Question A – FRÉQUENCE – Si une activité ne s'applique pas à votre milieu de travail, indiquez « Jamais exécutée dans le milieu de travail », sélectionnez quand même la note de l'importance, tel qu'indiqué dans la Question B, puis passez à l'activité suivante. Si l'activité est exécutée dans votre milieu de travail, donnez une note de 0 à 5+ reflétant la fréquence à laquelle vous l'avez exécutée lors de votre **dernière journée de travail**, puis répondez à la Question B.

Question B – IMPORTANCE – Notez l'importance globale de cette activité du point de vue de la sécurité et/ou du risque de complications inutiles ou de détresse pour le client, comme suit : 1 = Non important, 2 = Légèrement important, 3 = Modérément important, 4 = Important, 5 = Très important.

	A - FRÉQUENCE							B - IMPORTANCE				
	JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important
41. Aider les clients et les renseigner sur les façons de penser pour une détérioration physique ou sensorielle (par ex., accessoires fonctionnels, positionnement, techniques compensatoires)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Effectuer les soins après décès	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Identifier les thérapies alternatives utilisées par le client et les contre-indications potentielles (par ex., aromathérapie, acupression, suppléments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Évaluer le client pour détecter les douleurs et intervenir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Mettre en place des mesures pour encourager la circulation (par ex. amplitude de mouvement active ou passive, positionnement et mobilisation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




46. Participer au processus de bilan comparatif des médicaments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Renseigner les clients sur les médicaments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	JAMAIS exécutée dans le milieu de travail							Non Important	Légèrement Important	Modérément Important	Important	Très Important
48. Examiner les données pertinentes avant l'administration de médicaments (par ex. contre-indications, résultats des tests de laboratoire, allergies, interactions potentielles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Administrer des produits sanguins et évaluer la réaction des clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Manipuler et/ou administrer les substances réglementées conformément aux directives imposées par la loi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Accéder aux dispositifs d'accès veineux périphérique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Administrer la nutrition parentérale et évaluer la réaction du client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Administrer les médicaments par voie orale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Administrer les médicaments par voie sous-cutanée, intradermique ou intramusculaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	JAMAIS exécutée dans le milieu de travail							Non Important	Légèrement Important	Modérément Important	Important	Très Important
55. Administrer des médicaments intraveineux par l'entremise d'une voie secondaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Maintenir les dispositifs de contrôle de la douleur (par ex., anesthésie épidurale, analgésie contrôlée par le patient, cathéter nerveux périphérique)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Prendre les précautions nécessaires pour éviter des lésions et/ou des complications associées à une procédure ou à un diagnostic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Effectuer des évaluations ciblées	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Obtenir des spécimens non sanguins pour des tests de diagnostic (par ex. plaie, selles, urine)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Dispenser des soins préopératoires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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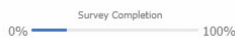




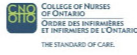
Question A – FRÉQUENCE – Si une activité ne s'applique pas à votre milieu de travail, indiquez « Jamais exécutée dans le milieu de travail », sélectionnez quand même la note de l'importance, tel qu'indiqué dans la Question B, puis passez à l'activité suivante. Si l'activité est exécutée dans votre milieu de travail, donnez une note de 0 à 5+ reflétant la fréquence à laquelle vous l'avez exécutée lors de votre **dernière journée de travail**, puis répondez à la Question B.

Question B – IMPORTANCE – Notez l'importance globale de cette activité du point de vue de la sécurité et/ou du risque de complications

inutiles ou de détresse pour le client, comme suit : 1 = Non important, 2 = Légèrement important, 3 = Modérément important, 4 = Important, 5 = Très important.

	A - FRÉQUENCE							B - IMPORTANCE				
	JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important
61. Renseigner les clients sur les traitements et les procédures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Insérer une sonde gastrique nasale/orale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Effectuer des tests de diagnostic (par ex., balayage de la vessie, saturation en oxygène, surveillance de la glycémie) et intervenir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Insérer une voie intraveineuse périphérique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Prendre en charge le client après une procédure effectuée sous sédation modérée	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Reconnaître la physiopathologie liée à une affection aiguë ou chronique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Renseigner les clients sur les conditions aiguës ou chroniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Surveiller et maintenir les dispositifs et l'équipement utilisés pour le drainage (par ex. drains de lésions chirurgicales, drains thoraciques, traitement de lésions par pression négative)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	JAMAIS exécutée dans le milieu de travail	0 Fois	1 Fois	2 Fois	3 Fois	4 Fois	5 Fois ou Plus	Non Important	Légèrement Important	Modérément Important	Important	Très Important
69. Gérer les soins de clients ayant des troubles de ventilation/d'oxygénation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Maintenir une température optimale du client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Effectuer une aspiration (orale, trachéale, naso-pharyngienne)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Aider avec les procédures invasives (par ex. voie centrale, thoracentèse, bronchoscopie)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Gérer les soins d'un client qui a une altération hémodynamique, de l'irrigation des tissus et/ou de l'hémostase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Effectuer le retrait d'un dispositif de drainage de plaie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Évaluer et développer la compétence professionnelle (par ex., introspection, activités professionnelles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Administrer, maintenir et retirer une infusion sous-cutanée continue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Dans quelle mesure le sondage couvre-t-il les activités importantes qu'une infirmière ou un infirmier auxiliaire nouvellement immatriculé(e)/autorisé(e) devrait connaître, indépendamment de son champ de pratique?

Très bien


Bien

Suffisamment

Insuffisamment

Veuillez citer les activités importantes qui, selon vous, sont manquantes dans le sondage :



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SECTION 2 : EXPÉRIENCE ET ORIENTATION

1. Depuis combien de **mois** travaillez-vous comme IAI/IAA au Canada?

Veillez entrer un nombre entier positif (p. ex., 1-12).

2. Lequel des énoncés suivants décrit le **mieux** l'orientation que vous avez reçue dans vos fonctions actuelles?

(Sélectionnez une **SEULE** réponse)

- Sans orientation formelle
- Enseignement en classe/laboratoire sur les compétences uniquement (y compris apprentissage en ligne)
- Enseignement en classe/laboratoire sur les compétences, plus du travail supervisé auprès des clients (y compris apprentissage en ligne)
- Travail auprès d'un ou de plusieurs précepteurs ou mentors désignés, avec ou sans travail en classe ou laboratoire sur les compétences en plus (y compris apprentissage en ligne)
- Stage formel/résidence, avec ou sans travail en classe ou laboratoire sur les compétences en plus
- Autre (veuillez préciser) :



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3. Si vous avez eu une période d'orientation, combien de **jours** a-t-elle duré?

Veillez entrer un nombre entier positif (p. ex., 10).

4. Parmi les cours suivants, quels sont ceux pour lesquels vous avez obtenu un certificat ou que vous avez terminés depuis que vous avez fini vos cours en sciences infirmières?

(Sélectionnez TOUTES les réponses qui s'appliquent)

<input type="checkbox"/>	Technique spécialisée de réanimation cardiorespiratoire
<input type="checkbox"/>	Soins de base
<input type="checkbox"/>	Gestion du comportement
<input type="checkbox"/>	Chimiothérapie
<input type="checkbox"/>	Soins de plaies complexes
<input type="checkbox"/>	Sédation consciente/modérée
<input type="checkbox"/>	Soins coronariens
<input type="checkbox"/>	Soins intensifs
<input type="checkbox"/>	Intraveino-thérapie
<input type="checkbox"/>	Premiers soins en santé mentale
<input type="checkbox"/>	Soins néonataux avancés
<input type="checkbox"/>	Réanimation néonatale
<input type="checkbox"/>	Soins pédiatriques avancés
<input type="checkbox"/>	Phlébotomie
<input type="checkbox"/>	Dialyse péritonéale/ Soins infirmiers en néphrologie
<input type="checkbox"/>	Soins infirmiers périopératoires
<input type="checkbox"/>	Réadaptation
<input type="checkbox"/>	Aucun
<input type="checkbox"/>	Autre (veuillez préciser) :
	<input type="text"/>

5a. Assumez-vous régulièrement des responsabilités administratives dans vos fonctions d'infirmière/infirmier (p. ex., gestionnaire d'unité, chef d'équipe, infirmière/infirmier responsable, coordonnatrice/coordonnateur)?

<input type="radio"/>	Oui
<input type="radio"/>	Non



Survey Completion
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5b. Si oui, s'agit-il de votre fonction principale?

Oui

Non



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SECTION 3 : MILIEU DE TRAVAIL

1. Lesquels des choix suivants décrivent le **mieux** la **plupart** de vos clients lors de votre dernière journée de travail?

(Sélectionnez TOUTES les réponses qui s'appliquent)

Clients en bonne santé, possiblement atteints d'affections mineures

Clientes nécessitant des soins obstétricaux (maternité)

Clients atteints d'affections chroniques contrôlées

Clients atteints d'affections chroniques non contrôlées

Clients atteints d'affections aiguës, y compris les clients atteints de troubles médicaux ou chirurgicaux

Clients dans des états critiques

Clients en fin de vie

Clients qui ont des troubles du comportement/émotionnels

Autre (veuillez préciser) :

2. Lesquels des choix suivants décrivent le **mieux** les âges de la **plupart** de vos clients lors de votre dernière journée de travail?

(Sélectionnez TOUTES les réponses qui s'appliquent)

Nouveaux-nés (moins de 1 mois)

Nourrissons/trottineurs (1 mois à 2 ans)

Âge préscolaire (3 à 5 ans)

Âge scolaire (6 à 12 ans)

Adolescents (13 à 17 ans)

Adultes (18 à 64 ans)

Adultes (65 à 85 ans)

Adultes (plus de 85 ans)



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College of Nursing
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3. Lesquels des choix suivants décrivent le **mieux** votre milieu de travail/domaine de spécialité **lors de votre dernière journée complète de travail**? Si vous avez travaillé essentiellement dans un seul milieu de travail, sélectionnez la réponse correspondant à ce milieu de travail. Si vous avez travaillé dans plus d'un milieu de travail, sélectionnez les réponses correspondant à tous ces milieux de travail dans lesquels vous avez passé au moins la moitié de votre temps.

(Ne sélectionnez pas plus de DEUX réponses)

Soins Directs

Médecine / chirurgie

Psychiatrie / santé mentale

Pédiatrie

Maternité / Nouveau-nés

Gériatrie / soins de longue durée

Soins critiques

Santé communautaire

Soins ambulatoires

Soins à domicile

Santé du travail

Salle d'opération / salle de réveil Soins d'urgence Plusieurs domaines cliniques Oncologie Réhabilitation Santé publique Télésanté Autre soins directs**Administration** Service infirmier Enseignement infirmier Autre administration**Pédagogie** L'enseignement aux étudiants L'enseignement aux employées L'enseignement aux patients/clients Autre pédagogie**Recherche** Que de recherche en sciences infirmières Autre recherche0% Survey Completion 100%



4. Lequel des types d'établissement/organisation suivants décrit le **mieux** celui dans lequel se situe votre milieu de travail/domaine de spécialité?

(Sélectionnez une **SEULE** réponse)

- Hôpital (général, maternelle, pédiatrique, psychiatrique)
- Centre de santé mentale
- Poste de soins infirmiers (avant-poste ou clinique)
- Centre de rééducation / convalescence
- Maison de retraite / Établissement de soins de longue durée
- Une agence de soins à domicile
- Établissement/organisation de soins communautaires
- Entreprise / industrie / bureau de santé au travail
- Agence infirmière privée / infirmier/infirmière particulière
- Travailleur indépendant
- Cabinet de médecin / unité de médecine familiale
- Établissement d'enseignement
- Association / gouvernement
- Département / unité de santé publique
- Autre lieu de travail :

5. Si vous travaillez dans un hôpital ou une maison de soins infirmiers/établissement de soins de longue durée, quelle est sa capacité?

(Sélectionnez une **SEULE** réponse)

- Moins de 50 lits
- 50 à 99 lits
- 100 à 299 lits
- 300 à 499 lits
- 500 lits ou plus
- Je ne sais pas
- Je ne travaille ni dans un hôpital ni dans une maison de soins infirmiers



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6. Lequel des choix suivants décrit le **mieux** votre quart de travail **au cours d'une journée de travail typique**?

(Sélectionnez une **SEULE** réponse)

Journée

Soirée

Nuit

Quart rotatif

Autre (veuillez préciser) :

7. Quelle est la durée de votre quart de travail **au cours d'une journée de travail typique**?

(Sélectionnez une **SEULE** réponse)

8 heures

10 heures

12 heures

Horaires variables 8 et 12 heures

Autre (veuillez préciser) :

8. Lequel des choix suivants décrit le **mieux** le lieu de votre emploi?

(Sélectionnez une **SEULE** réponse)

Zone urbaine/métropolitaine

Banlieue

Zone rurale

Travail périphérique



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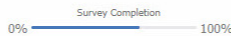
SECTION 4 : DESCRIPTION DE VOTRE DERNIÈRE JOURNÉE DE TRAVAIL

1. Pendant combien d'heures avez-vous travaillé lors de votre **dernier quart de travail complet**?

Veillez entrer uniquement un nombre entier positif, arrondi (p. ex., 1-16).

2. De combien de clients étiez-vous affecté(e) de votre **dernière journée complète de travail**? Cela comprend les clients auxquels vous étiez affecté(e) pour fournir des soins directs.

Veillez entrer uniquement un nombre entier positif, arrondi (p. ex., 5).



3. Combien de temps avez-vous passé à exécuter chacun des types d'activités suivants lors de votre **dernière journée complète de travail**? Pour chacun des ensembles d'activités, veuillez noter le temps approximatif que vous avez passé à exécuter ce type d'activité lors de votre **dernière journée complète de travail** en arrondissant à l'heure la plus proche. Par exemple, si vous avez passé 2 heures $\frac{1}{4}$ à exécuter un ensemble d'activités, sélectionnez l'option « 2 ». Si vous avez passé 3 heures $\frac{3}{4}$ à exécuter un ensemble d'activités, sélectionnez l'option « 4 ». De nombreuses catégories peuvent être exécutées simultanément; par conséquent, le nombre total des heures passées pourrait être supérieur au nombre total des heures de votre quart de travail.

Temps approximatif (heures) consacré à un ensemble d'activités

	0	1	2	3	4	5	6	7	8	>8
1. Gestion des soins : Fournir et diriger des soins infirmiers qui rehaussent le milieu de prestation de soins afin de protéger les clients et le personnel soignant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Sécurité et contrôle des infections : Protéger les clients et le personnel soignant contre les dangers pour la santé et l'environnement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Promotion et préservation de la santé : Fournir et diriger des soins infirmiers directs au client en incorporant les connaissances des principes de croissance et de développement attendus, la prévention et/ou la détection précoce des problèmes de santé ainsi que des stratégies pour obtenir une santé optimale.

4. Intégrité psychologique : Fournir et diriger des soins infirmiers qui encouragent et appuient le bien-être émotionnel, mental et social du client qui vit des événements stressants et des clients atteints d'une maladie mentale aiguë ou chronique

5. Soins de base et confort : Assurer le confort et fournir de l'aide dans le cadre de l'exécution des activités de la vie quotidienne.

6. Thérapies pharmacologiques et parentérales : Fournir des soins liés à l'administration de thérapies médicamenteuses et parentérales

7. Réduction du risque potentiel : Réduire la probabilité que les clients développent des complications ou des problèmes de santé liés aux affections existantes, aux traitements et aux procédures.

8. Adaptation physiologique : Gérer et fournir des soins aux clients atteints d'affections aiguës, chroniques ou qui mettent leur vie en danger.



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SECTION 5 : DONNÉES DÉMOGRAPHIQUES

Dans cette section, on vous demande de fournir des renseignements généraux qui seront résumés pour décrire le groupe qui a répondu au sondage. Aucune réponse individuelle ne sera communiquée.

1. De quel sexe identifiez-vous?

Masculin

Féminin

Je préfère me décrire

2. Quel âge avez-vous?

Veuillez répondre en donnant un nombre entier positif (p. ex., 35).

3. Laquelle des options suivantes **décrit le mieux** votre origine raciale/ethnique?

(Sélectionnez une **SEULE** réponse)

Arabe

Noire

Chinoise

Philippine

Inuit

Japonaise

Coréenne

Amérique latine

Métisse

Premières nations

Sud-asiatique (p. ex., des Indes orientales, du Pakistan, du Sri Lanka, etc.)

Asiatique du Sud-Est (p. ex. Cambodge, Laos, Thai, Vietnam, etc.)

Asiatique de l'Ouest (p. ex., Irani, Afghanistan, etc.)

Blanche

Autre



Survey Completion
0% 100%





4. Quelle est votre langue maternelle?

Anglais

Français

Une autre langue (veuillez préciser) :

5. Quel type de programme de sciences infirmières de **base** vous a qualifié(e) pour vous présenter à l'examen IA canadien?

(Sélectionnez une **SEULE** réponse)

IAA/IAI canadien - Diplôme en soins infirmiers auxiliaires

II/IA canadien- Baccalauréat

N'importe quel programme de sciences infirmières NON canadien

Autre programme (veuillez préciser):

6. Combien de mois se sont écoulés depuis que vous avez terminé les cours exigés dans le cadre du programme de formation en sciences infirmières de la question 5?

Veuillez entrer un nombre entier positif (p. ex., 15).

7. Êtes-vous actuellement inscrit(e) à un programme de formation d'infirmier/infirmière autorisé(e)?

Oui

Non

J'ai fait une demande, sans être encore inscrit(e)



Survey Completion
0% 100%





SECTION 6 : COMMENTAIRES

Si nous avons besoin de renseignements supplémentaires pour clarifier les résultats de cette étude, nous pourrions tenter de joindre certains participants par téléphone ou par courriel. Si vous souhaitez répondre à quelques questions supplémentaires par téléphone ou par courriel, veuillez fournir l'adresse de courriel et le numéro de téléphone où l'on pourra vous joindre pendant la journée ou en début de soirée.

Nom

Numéro de téléphone avec l'indicatif régional pour vous joindre pendant la journée ou en début de soirée

Adresse de courriel

Vous pouvez nous faire part de commentaires ou de suggestions dans l'espace ci-dessous.

Pour soumettre vos réponses, veuillez cliquer sur la flèche en bas à droite de la page. A partir d'ici, vous ne pouvez plus accéder à vos réponses précédentes.



Survey Completion
0% ————— 100%



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

Activities Rank Ordered by Average Setting-Specific Frequency				
Activity Number	Activity	N	Avg	Std. Err
124	Insert a nasal/oral gastrointestinal tube	132	0.85	0.14
144	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	109	0.86	0.16
137	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	250	0.92	0.11
84	Perform postmortem care	243	1.23	0.11
148	Perform wound drainage device removal	183	1.26	0.14
149	Remove wound sutures or staples	274	1.38	0.11
152	Initiate, maintain and remove a continuous subcutaneous infusion	231	1.38	0.13
42	Provide postpartum care and education	107	1.40	0.18
131	Monitor continuous or intermittent suction of nasogastric (NG) tube	211	1.46	0.14
123	Maintain or remove a nasal/oral gastrointestinal tube	214	1.49	0.13
143	Manage the care of a client with a permanent pacing device	267	1.50	0.12
153	Incorporate the use of indigenous health knowledge and practices when planning and providing care to indigenous clients	267	1.53	0.12
98	Administer blood products and evaluate client response	177	1.55	0.15
142	Perform suctioning (oral, tracheal, nasopharyngeal)	236	1.56	0.13
146	Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	191	1.62	0.15
127	Insert a peripheral intravenous line	190	1.66	0.15
86	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	286	1.68	0.11
130	Maintain percutaneous feeding tube	210	1.73	0.14
120	Provide preoperative care	188	1.78	0.15
145	Provide postoperative care	248	1.80	0.13
19	Report client information as required by law (e.g., abuse/neglect and communicable disease)	448	1.83	0.10
128	Provide preoperative or postoperative education	190	1.84	0.15
129	Manage client following a procedure with moderate sedation	236	1.84	0.14
112	Maintain pain control devices (e.g., epidural, patient control analgesia, peripheral nerve catheter)	205	1.86	0.15
44	Provide care and education for the preschool, school age and adolescent client ages 3 through 17 years	133	1.87	0.18
104	Administer parenteral nutrition and evaluate client response	244	1.95	0.13
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	468	1.97	0.09
89	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	290	1.97	0.12
136	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	221	1.97	0.14
36	Participate in internal/external emergency response plans	435	2.08	0.10
29	Identify practice errors/near misses and intervene	530	2.11	0.08

Activities Rank Ordered by Average Setting-Specific Frequency				
Activity Number	Activity	N	Avg	Std. Err
43	Provide care and education for the newborn, infant and toddler client from birth through 2 years	100	2.12	0.21
141	Provide ostomy care and/or education (e.g., tracheal, enteral)	311	2.13	0.12
151	Provides support and facilitates learning to new staff and health care students	340	2.15	0.11
126	Maintain or remove a peripheral intravenous line	217	2.20	0.14
66	Assess client for abuse or neglect and intervene	387	2.22	0.11
70	Provide care for a client experiencing grief or loss	417	2.22	0.10
41	Provide care and education to a client in labour	90	2.23	0.24
110	Administer intravenous medications via secondary line	217	2.27	0.15
139	Manage the care of the client with a fluid and electrolyte imbalance	328	2.27	0.11
62	Assess client for substance misuse, dependency, withdrawal or toxicities, and intervene	357	2.29	0.11
22	Participate in performance improvement projects and quality improvement processes	462	2.35	0.09
111	Calculate and monitor intravenous flow rate	285	2.35	0.13
102	Access peripheral venous access devices	229	2.38	0.13
117	Insert, maintain or remove a urinary catheter	370	2.39	0.11
57	Assess client's growth and development throughout the lifespan	323	2.40	0.11
39	Provide prenatal care and education	198	2.41	0.16
118	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	379	2.47	0.10
83	Perform irrigations (e.g., bladder, wound, eye)	351	2.48	0.11
40	Provide care and education to an antepartum client	197	2.53	0.15
103	Titrate dosage of medication based on assessment and ordered parameters	329	2.54	0.12
55	Identify and facilitate access to community resources for clients	371	2.55	0.10
91	Assess and maintain site care for client with enteral tubes	334	2.55	0.11
132	Identify pathophysiology related to an acute or chronic condition	325	2.56	0.11
134	Educate client regarding an acute or chronic condition	351	2.56	0.10
52	Plan and/or participate in health care activities for clients in community setting	275	2.58	0.13
68	Assess family dynamics to determine care plan	421	2.58	0.10
54	Assess client about determinants of health and implement interventions	409	2.59	0.09
119	Monitor the results of diagnostic testing and intervene	369	2.61	0.11
50	Educate client about prevention and treatment of high risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	373	2.63	0.11
107	Administer medication by enteral/gastrointestinal tube	332	2.64	0.11
17	Participates in conflict resolution	529	2.68	0.08
77	Provide enteral nutrition	378	2.69	0.11
65	Provide end-of-life care to clients	408	2.70	0.10
74	Explore reasons for client non-adherence with treatment plan	452	2.71	0.09
15	Integrate advance directives into client care plan	502	2.74	0.09
92	Participate in medication reconciliation process	373	2.75	0.11

Activities Rank Ordered by Average Setting-Specific Frequency				
Activity Number	Activity	N	Avg	Std. Err
101	Monitor intravenous infusion and maintain site	314	2.75	0.12
49	Perform preventative screening assessments (e.g., vision, hearing, cognitive, nutrition)	377	2.79	0.10
138	Manage the care of a client with impaired ventilation/oxygenation	335	2.80	0.10
133	Recognize signs and symptoms of client complications and intervene	370	2.81	0.10
150	Assess and develop professional competence (e.g., self-reflection, professional activities)	344	2.84	0.11
147	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	349	2.87	0.10
64	Incorporate client cultural practices and beliefs when planning and providing care	454	2.91	0.09
7	Recognize ethical dilemmas and take appropriate action	545	3.00	0.08
53	Assess client ability to manage care in home environment and plan care accordingly	357	3.00	0.11
21	Provide education to clients and staff about client rights and responsibilities	536	3.01	0.08
51	Educate client about health promotion and maintenance recommendations (e.g., physician visits, immunizations)	436	3.01	0.09
20	Perform procedures necessary to safely admit, transfer and/or discharge a client	499	3.03	0.09
27	Assess client for allergies and sensitivities and intervene as needed	526	3.06	0.09
30	Educate client and staff regarding infection control measures	518	3.07	0.08
73	Recognize health care provider stressors that affect client care	453	3.10	0.09
33	Follow policies and procedures for use of restraints	485	3.11	0.09
59	Assess client's ability to cope with life changes and provide support	433	3.15	0.09
122	Educate client about treatments and procedures	357	3.17	0.10
140	Maintain optimal temperature of client	350	3.19	0.10
61	Assess the potential for violence/aggression and use safety precautions	443	3.22	0.09
71	Assist client to cope/adapt to stressful events and changes in health status	454	3.22	0.08
38	Follow procedures for handling biohazardous and hazardous materials	505	3.28	0.09
18	Recognize limitations of one's competence and seek assistance when needed	538	3.31	0.07
108	Administer a subcutaneous, intradermal or intramuscular medication	396	3.31	0.09
135	Perform wound care and/or dressing change	378	3.31	0.09
48	Assess client's readiness to learn, learning preferences and barriers to learning	440	3.32	0.08
72	Recognize client stressors that affect care	471	3.33	0.08
56	Identify barriers to communication	470	3.35	0.08
34	Adhere to security procedures (e.g., newborn nursery security, controlled access)	421	3.37	0.09
67	Provide care and support to clients with acute and chronic mental health disorders	419	3.37	0.09
95	Perform calculations needed for medication administration	401	3.37	0.09
114	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	377	3.41	0.10
121	Evaluate responses to procedures and treatments and intervene	376	3.41	0.09
6	Initiate, evaluate and update client care plan	523	3.42	0.07
90	Implement measures to promote circulation and venous return (e.g., active or passive range of motion, anti-embolic stockings, sequential compression devices, positioning and mobilization)	396	3.44	0.09

Activities Rank Ordered by Average Setting-Specific Frequency				
Activity Number	Activity	N	Avg	Std. Err
80	Assess client sleep/rest pattern and intervene	463	3.45	0.08
12	Assess the need for referrals/consults and obtain necessary orders	532	3.48	0.07
82	Educate and assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	388	3.51	0.09
11	Delegate and supervise care of client provided by others (e.g., unregulated care providers)	493	3.53	0.08
79	Assess client intake and output and intervene	453	3.53	0.08
13	Receive and transcribe health care provider orders	538	3.56	0.07
94	Educate client about medications	410	3.60	0.08
113	Recognize trends and changes in client condition and intervene	418	3.61	0.08
69	Recognize non-verbal cues to physical and/or psychological stressors	467	3.66	0.08
63	Provide care for a client experiencing sensory and/or cognitive distortions	445	3.69	0.08
35	Promote and educate client on safety and injury prevention (e.g., falls, electrical hazards)	550	3.72	0.07
76	Monitor the client's nutritional status	466	3.73	0.08
87	Provide non-pharmacological comfort measures	416	3.74	0.08
105	Handle and/or administer high-alert medications	393	3.74	0.09
115	Assess and respond to changes and/or trends in client vital signs	421	3.74	0.08
75	Provide care of the cognitively impaired client	451	3.76	0.08
116	Perform focused assessments	405	3.77	0.08
78	Assess client elimination and intervene	458	3.79	0.08
81	Assess client ability to perform activities of daily living and intervene	408	3.84	0.08
96	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	410	3.84	0.08
109	Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	412	3.88	0.08
4	Advocate for client rights and needs	537	3.89	0.06
47	Perform comprehensive health assessments	463	3.89	0.07
45	Provide care and education for the adult client ages 18 through 64 years	415	3.91	0.08
125	Perform diagnostic testing (e.g., bladder scanning, oxygen saturation, glucose monitoring) and intervene	365	3.93	0.08
28	Verify appropriateness and accuracy of health care provider order	528	3.96	0.07
85	Perform skin assessment and/or implement measures to maintain skin integrity	414	3.96	0.07
3	Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	559	3.97	0.06
60	Manage and support clients with emotional/behavioural issues	476	3.97	0.07
100	Handle and/or administer controlled substances within legislated guidelines	381	3.99	0.08
25	Involve client in care decision making	548	4.01	0.06
5	Provide and receive hand off of care (report) on assigned clients	557	4.02	0.06
14	Obtain consent for nursing care and procedures and provide appropriate client education	536	4.06	0.06
16	Collaborate with interprofessional team members when providing client care	537	4.17	0.05

Activities Rank Ordered by Average Setting-Specific Frequency				
Activity Number	Activity	N	Avg	Std. Err
31	Use ergonomic principles when providing care (e.g., safe patient handling, proper lifting)	556	4.29	0.05
32	Safely and appropriately use equipment	531	4.34	0.05
88	Assess client for pain and intervene	414	4.34	0.06
23	Use approved abbreviations and standard terminology when documenting care	556	4.35	0.05
58	Use therapeutic communication techniques	475	4.37	0.06
46	Provide care and education for the adult client ages 65 years and over	459	4.39	0.06
99	Evaluate client response to medication	421	4.40	0.06
9	Prioritize the delivery of client care	556	4.53	0.04
106	Administer medication by oral route	399	4.59	0.06
8	Practice in a manner consistent with a code of ethics for nurses	543	4.60	0.04
10	Organize workload to manage time effectively	537	4.63	0.04
97	Prepare and administer medications using rights of medication administration	419	4.67	0.05
93	Handle and maintain medication in a safe and controlled environment	419	4.68	0.05
1	Maintain client confidentiality and privacy	565	4.73	0.03
2	Provide care within the legislated scope of practice	542	4.75	0.03
26	Ensure proper identification of client when providing care	532	4.79	0.03
37	Apply principles of infection control (e.g., hand hygiene, aseptic technique, universal precautions)	561	4.80	0.03

APPENDIX D: ACTIVITIES RANK ORDERED BY AVERAGE TOTAL GROUP FREQUENCY

Activities Rank Ordered by Average Total Group Frequency				
Activity Number	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
144	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	385	0.24	0.05
124	Insert a nasal/oral gastrointestinal tube	385	0.29	0.05
42	Provide postpartum care and education	482	0.31	0.05
41	Provide care and education to a client in labour	483	0.42	0.06
43	Provide care and education for the newborn, infant and toddler client from birth through 2 years	483	0.44	0.06
44	Provide care and education for the preschool, school age and adolescent client ages 3 through 17 years	480	0.52	0.06
137	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	389	0.59	0.07
148	Perform wound drainage device removal	384	0.60	0.07
98	Administer blood products and evaluate client response	416	0.66	0.07
84	Perform postmortem care	416	0.72	0.07
131	Monitor continuous or intermittent suction of nasogastric (NG) tube	391	0.79	0.08
146	Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	385	0.80	0.08
120	Provide preoperative care	417	0.80	0.08
123	Maintain or remove a nasal/oral gastrointestinal tube	393	0.81	0.08
127	Insert a peripheral intravenous line	392	0.81	0.08
152	Initiate, maintain and remove a continuous subcutaneous infusion	387	0.82	0.08
39	Provide prenatal care and education	563	0.85	0.07
128	Provide preoperative or postoperative education	383	0.91	0.09
40	Provide care and education to an antepartum client	545	0.91	0.08
112	Maintain pain control devices (e.g., epidural, patient control analgesia, peripheral nerve catheter)	415	0.92	0.09
130	Maintain percutaneous feeding tube	386	0.94	0.09
149	Remove wound sutures or staples	394	0.96	0.09
142	Perform suctioning (oral, tracheal, nasopharyngeal)	386	0.96	0.09
143	Manage the care of a client with a permanent pacing device	392	1.02	0.09
153	Incorporate the use of indigenous health knowledge and practices when planning and providing care to indigenous clients	394	1.04	0.09
129	Manage client following a procedure with moderate sedation	390	1.11	0.09
136	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	387	1.13	0.09
145	Provide postoperative care	393	1.14	0.09
86	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	417	1.15	0.08
104	Administer parenteral nutrition and evaluate client response	414	1.15	0.09

Activities Rank Ordered by Average Total Group Frequency				
Activity Number	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
110	Administer intravenous medications via secondary line	416	1.19	0.09
126	Maintain or remove a peripheral intravenous line	385	1.24	0.10
102	Access peripheral venous access devices	415	1.31	0.09
89	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	431	1.32	0.09
19	Report client information as required by law (e.g., abuse/neglect and communicable disease)	563	1.45	0.08
52	Plan and/or participate in health care activities for clients in community setting	479	1.48	0.09
111	Calculate and monitor intravenous flow rate	431	1.56	0.10
57	Assess client's growth and development throughout the lifespan	481	1.61	0.09
36	Participate in internal/external emergency response plans	541	1.67	0.09
141	Provide ostomy care and/or education (e.g., tracheal, enteral)	393	1.68	0.10
62	Assess client for substance misuse, dependency, withdrawal or toxicities, and intervene	478	1.71	0.09
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	536	1.72	0.09
66	Assess client for abuse or neglect and intervene	474	1.81	0.09
151	Provides support and facilitates learning to new staff and health care students	393	1.86	0.10
139	Manage the care of the client with a fluid and electrolyte imbalance	394	1.89	0.10
103	Titrate dosage of medication based on assessment and ordered parameters	432	1.93	0.11
70	Provide care for a client experiencing grief or loss	478	1.94	0.09
55	Identify and facilitate access to community resources for clients	480	1.97	0.09
91	Assess and maintain site care for client with enteral tubes	431	1.98	0.10
29	Identify practice errors/near misses and intervene	559	2.00	0.08
101	Monitor intravenous infusion and maintain site	431	2.00	0.11
22	Participate in performance improvement projects and quality improvement processes	536	2.03	0.09
83	Perform irrigations (e.g., bladder, wound, eye)	430	2.03	0.10
107	Administer medication by enteral/gastrointestinal tube	431	2.03	0.10
117	Insert, maintain or remove a urinary catheter	431	2.05	0.10
50	Educate client about prevention and treatment of high risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	478	2.05	0.10
77	Provide enteral nutrition	481	2.11	0.10
132	Identify pathophysiology related to an acute or chronic condition	385	2.16	0.10
49	Perform preventative screening assessments (e.g., vision, hearing, cognitive, nutrition)	480	2.19	0.10
54	Assess client about determinants of health and implement interventions	475	2.23	0.09
118	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	418	2.24	0.10
119	Monitor the results of diagnostic testing and intervene	429	2.25	0.10
53	Assess client ability to manage care in home environment and plan care accordingly	476	2.25	0.10
68	Assess family dynamics to determine care plan	474	2.29	0.09
65	Provide end-of-life care to clients	480	2.30	0.10

Activities Rank Ordered by Average Total Group Frequency				
Activity Number	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
134	Educate client regarding an acute or chronic condition	385	2.34	0.10
138	Manage the care of a client with impaired ventilation/oxygenation	384	2.44	0.10
15	Integrate advance directives into client care plan	558	2.46	0.09
92	Participate in medication reconciliation process	412	2.49	0.10
17	Participates in conflict resolution	562	2.52	0.08
150	Assess and develop professional competence (e.g., self-reflection, professional activities)	384	2.54	0.10
147	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	391	2.56	0.10
74	Explore reasons for client non-adherence with treatment plan	477	2.57	0.09
34	Adhere to security procedures (e.g., newborn nursery security, controlled access)	541	2.62	0.09
133	Recognize signs and symptoms of client complications and intervene	388	2.68	0.10
33	Follow policies and procedures for use of restraints	558	2.71	0.09
51	Educate client about health promotion and maintenance recommendations (e.g., physician visits, immunizations)	481	2.73	0.09
64	Incorporate client cultural practices and beliefs when planning and providing care	478	2.77	0.09
20	Perform procedures necessary to safely admit, transfer and/or discharge a client	540	2.80	0.09
59	Assess client's ability to cope with life changes and provide support	481	2.84	0.09
27	Assess client for allergies and sensitivities and intervene as needed	559	2.87	0.09
21	Provide education to clients and staff about client rights and responsibilities	559	2.89	0.08
140	Maintain optimal temperature of client	385	2.90	0.11
7	Recognize ethical dilemmas and take appropriate action	561	2.91	0.08
73	Recognize health care provider stressors that affect client care	478	2.94	0.09
30	Educate client and staff regarding infection control measures	538	2.95	0.08
122	Educate client about treatments and procedures	384	2.95	0.10
67	Provide care and support to clients with acute and chronic mental health disorders	479	2.95	0.10
61	Assess the potential for violence/aggression and use safety precautions	477	2.99	0.09
71	Assist client to cope/adapt to stressful events and changes in health status	480	3.05	0.09
48	Assess client's readiness to learn, learning preferences and barriers to learning	479	3.05	0.09
38	Follow procedures for handling biohazardous and hazardous materials	541	3.06	0.09
114	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	416	3.09	0.10
11	Delegate and supervise care of client provided by others (e.g., unregulated care providers)	561	3.11	0.08
95	Perform calculations needed for medication administration	428	3.16	0.10
108	Administer a subcutaneous, intradermal or intramuscular medication	413	3.17	0.10
135	Perform wound care and/or dressing change	390	3.21	0.10
90	Implement measures to promote circulation and venous return (e.g., active or passive range of motion, anti-embolic stockings, sequential compression devices, positioning and mobilization)	417	3.27	0.09

Activities Rank Ordered by Average Total Group Frequency				
Activity Number	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
82	Educate and assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	416	3.27	0.09
72	Recognize client stressors that affect care	479	3.28	0.08
56	Identify barriers to communication	478	3.29	0.08
18	Recognize limitations of one's competence and seek assistance when needed	540	3.30	0.07
6	Initiate, evaluate and update client care plan	542	3.30	0.08
121	Evaluate responses to procedures and treatments and intervene	387	3.32	0.09
79	Assess client intake and output and intervene	481	3.32	0.08
80	Assess client sleep/rest pattern and intervene	478	3.35	0.09
45	Provide care and education for the adult client ages 18 through 64 years	479	3.38	0.09
12	Assess the need for referrals/consults and obtain necessary orders	542	3.42	0.07
13	Receive and transcribe health care provider orders	560	3.42	0.08
105	Handle and/or administer high-alert medications	430	3.42	0.10
63	Provide care for a client experiencing sensory and/or cognitive distortions	477	3.44	0.08
113	Recognize trends and changes in client condition and intervene	427	3.53	0.08
75	Provide care of the cognitively impaired client	480	3.54	0.08
94	Educate client about medications	415	3.55	0.08
69	Recognize non-verbal cues to physical and/or psychological stressors	480	3.56	0.08
87	Provide non-pharmacological comfort measures	429	3.62	0.08
76	Monitor the client's nutritional status	479	3.63	0.08
78	Assess client elimination and intervene	478	3.63	0.08
35	Promote and educate client on safety and injury prevention (e.g., falls, electrical hazards)	562	3.64	0.07
116	Perform focused assessments	418	3.65	0.09
115	Assess and respond to changes and/or trends in client vital signs	430	3.66	0.08
81	Assess client ability to perform activities of daily living and intervene	428	3.66	0.08
125	Perform diagnostic testing (e.g., bladder scanning, oxygen saturation, glucose monitoring) and intervene	392	3.66	0.09
100	Handle and/or administer controlled substances within legislated guidelines	415	3.66	0.09
109	Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	428	3.74	0.09
47	Perform comprehensive health assessments	477	3.77	0.08
96	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	415	3.80	0.08
85	Perform skin assessment and/or implement measures to maintain skin integrity	429	3.82	0.08
4	Advocate for client rights and needs	541	3.86	0.06
28	Verify appropriateness and accuracy of health care provider order	534	3.91	0.07
3	Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	563	3.94	0.06
60	Manage and support clients with emotional/behavioural issues	480	3.94	0.07

Activities Rank Ordered by Average Total Group Frequency				
Activity Number	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
25	Involve client in care decision making	554	3.97	0.06
5	Provide and receive hand off of care (report) on assigned clients	564	3.97	0.06
14	Obtain consent for nursing care and procedures and provide appropriate client education	543	4.01	0.07
16	Collaborate with interprofessional team members when providing client care	541	4.14	0.06
46	Provide care and education for the adult client ages 65 years and over	478	4.22	0.07
31	Use ergonomic principles when providing care (e.g., safe patient handling, proper lifting)	561	4.25	0.06
32	Safely and appropriately use equipment	538	4.28	0.06
88	Assess client for pain and intervene	416	4.32	0.06
23	Use approved abbreviations and standard terminology when documenting care	559	4.33	0.05
58	Use therapeutic communication techniques	479	4.33	0.06
99	Evaluate client response to medication	425	4.36	0.06
106	Administer medication by oral route	412	4.44	0.07
9	Prioritize the delivery of client care	558	4.51	0.04
97	Prepare and administer medications using rights of medication administration	427	4.58	0.06
93	Handle and maintain medication in a safe and controlled environment	429	4.58	0.06
8	Practice in a manner consistent with a code of ethics for nurses	544	4.59	0.04
10	Organize workload to manage time effectively	539	4.61	0.04
1	Maintain client confidentiality and privacy	565	4.73	0.03
2	Provide care within the legislated scope of practice	544	4.73	0.03
26	Ensure proper identification of client when providing care	535	4.76	0.04
37	Apply principles of infection control (e.g., hand hygiene, aseptic technique, universal precautions)	561	4.80	0.03

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

Activities Rank Ordered by Average Setting-Specific Importance				
Activity Number	Activity	Setting-Specific Importance		
		N	Avg	Std. Err.
86	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupuncture, supplements)	269	4.05	0.05
84	Perform postmortem care	229	4.21	0.05
89	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	267	4.21	0.05
149	Remove wound sutures or staples	254	4.22	0.05
55	Identify and facilitate access to community resources for clients	346	4.22	0.04
22	Participate in performance improvement projects and quality improvement processes	434	4.22	0.04
11	Delegate and supervise care of client provided by others (e.g., unregulated care providers)	473	4.22	0.04
57	Assess client's growth and development throughout the lifespan	305	4.23	0.05
42	Provide postpartum care and education	99	4.25	0.10
153	Incorporate the use of indigenous health knowledge and practices when planning and providing care to indigenous clients	243	4.27	0.05
52	Plan and/or participate in health care activities for clients in community setting	255	4.27	0.06
39	Provide prenatal care and education	193	4.28	0.07
54	Assess client about determinants of health and implement interventions	384	4.28	0.04
44	Provide care and education for the preschool, school age and adolescent client ages 3 through 17 years	125	4.29	0.08
17	Participates in conflict resolution	498	4.29	0.03
126	Maintain or remove a peripheral intravenous line	198	4.32	0.05
143	Manage the care of a client with a permanent pacing device	249	4.34	0.05
70	Provide care for a client experiencing grief or loss	389	4.35	0.04
124	Insert a nasal/oral gastrointestinal tube	121	4.36	0.07
152	Initiate, maintain and remove a continuous subcutaneous infusion	210	4.36	0.05
51	Educate client about health promotion and maintenance recommendations (e.g., physician visits, immunizations)	407	4.36	0.04
48	Assess client's readiness to learn, learning preferences and barriers to learning	414	4.36	0.03
41	Provide care and education to a client in labour	84	4.37	0.09
141	Provide ostomy care and/or education (e.g., tracheal, enteral)	290	4.37	0.04
62	Assess client for substance misuse, dependency, withdrawal or toxicities, and intervene	338	4.37	0.04
80	Assess client sleep/rest pattern and intervene	441	4.37	0.03
43	Provide care and education for the newborn, infant and toddler client from birth through 2 years	92	4.38	0.08
123	Maintain or remove a nasal/oral gastrointestinal tube	192	4.38	0.05
130	Maintain percutaneous feeding tube	195	4.38	0.05
64	Incorporate client cultural practices and beliefs when planning and providing care	429	4.38	0.03
23	Use approved abbreviations and standard terminology when documenting care	533	4.38	0.03

Activities Rank Ordered by Average Setting-Specific Importance				
Activity Number	Activity	Setting-Specific Importance		
		N	Avg	Std. Err.
151	Provides support and facilitates learning to new staff and health care students	319	4.39	0.04
68	Assess family dynamics to determine care plan	396	4.39	0.04
134	Educate client regarding an acute or chronic condition	324	4.39	0.04
59	Assess client's ability to cope with life changes and provide support	408	4.39	0.03
40	Provide care and education to an antepartum client	176	4.40	0.06
83	Perform irrigations (e.g., bladder, wound, eye)	327	4.40	0.04
49	Perform preventative screening assessments (e.g., vision, hearing, cognitive, nutrition)	360	4.40	0.04
74	Explore reasons for client non-adherence with treatment plan	429	4.40	0.03
45	Provide care and education for the adult client ages 18 through 64 years	392	4.40	0.03
131	Monitor continuous or intermittent suction of nasogastric (NG) tube	195	4.41	0.05
129	Manage client following a procedure with moderate sedation	220	4.41	0.05
118	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	357	4.41	0.04
50	Educate client about prevention and treatment of high risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	356	4.42	0.04
132	Identify pathophysiology related to an acute or chronic condition	302	4.42	0.04
87	Provide non-pharmacological comfort measures	392	4.42	0.03
127	Insert a peripheral intravenous line	176	4.43	0.06
15	Integrate advance directives into client care plan	476	4.43	0.03
122	Educate client about treatments and procedures	334	4.43	0.04
71	Assist client to cope/adapt to stressful events and changes in health status	428	4.44	0.03
82	Educate and assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	370	4.44	0.04
128	Provide preoperative or postoperative education	177	4.45	0.05
72	Recognize client stressors that affect care	444	4.45	0.03
56	Identify barriers to communication	443	4.45	0.03
76	Monitor the client's nutritional status	443	4.45	0.03
81	Assess client ability to perform activities of daily living and intervene	384	4.45	0.03
144	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	101	4.46	0.08
36	Participate in internal/external emergency response plans	405	4.46	0.03
91	Assess and maintain site care for client with enteral tubes	313	4.46	0.04
150	Assess and develop professional competence (e.g., self-reflection, professional activities)	326	4.46	0.04
147	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	330	4.46	0.03
140	Maintain optimal temperature of client	329	4.46	0.04
6	Initiate, evaluate and update client care plan	488	4.46	0.03
148	Perform wound drainage device removal	167	4.47	0.05
146	Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	178	4.47	0.06
145	Provide postoperative care	232	4.47	0.05

Activities Rank Ordered by Average Setting-Specific Importance				
Activity Number	Activity	Setting-Specific Importance		
		N	Avg	Std. Err.
117	Insert, maintain, or remove a urinary catheter	347	4.47	0.04
53	Assess client ability to manage care in home environment and plan care accordingly	335	4.47	0.04
120	Provide preoperative care	172	4.48	0.05
73	Recognize health care provider stressors that affect client care	430	4.48	0.03
46	Provide care and education for the adult client ages 65 years and over	433	4.48	0.03
142	Perform suctioning (oral, tracheal, nasopharyngeal)	219	4.49	0.05
136	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	203	4.49	0.05
102	Access peripheral venous access devices	216	4.49	0.05
20	Perform procedures necessary to safely admit, transfer and/or discharge a client	469	4.49	0.03
121	Evaluate responses to procedures and treatments and intervene	351	4.49	0.04
77	Provide enteral nutrition	350	4.50	0.03
119	Monitor the results of diagnostic testing and intervene	349	4.50	0.04
21	Provide education to clients and staff about client rights and responsibilities	511	4.50	0.03
7	Recognize ethical dilemmas and take appropriate action	522	4.50	0.03
79	Assess client intake and output and intervene	426	4.50	0.03
63	Provide care for a client experiencing sensory and/or cognitive distortions	420	4.50	0.03
112	Maintain pain control devices (e.g., epidural, patient control analgesia, peripheral nerve catheter)	193	4.51	0.06
104	Administer parenteral nutrition and evaluate client response	232	4.51	0.05
110	Administer intravenous medications via secondary line	207	4.51	0.05
109	Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	392	4.51	0.03
139	Manage the care of the client with a fluid and electrolyte imbalance	304	4.52	0.04
12	Assess the need for referrals/consults and obtain necessary orders	500	4.52	0.03
78	Assess client elimination and intervene	432	4.52	0.03
3	Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	536	4.52	0.03
135	Perform wound care and/or dressing change	352	4.53	0.03
90	Implement measures to promote circulation and venous return (e.g., active or passive range of motion, anti-embolic stockings, sequential compression devices, positioning and mobilization)	375	4.54	0.03
69	Recognize non-verbal cues to physical and/or psychological stressors	442	4.54	0.03
66	Assess client for abuse or neglect and intervene	365	4.55	0.03
111	Calculate and monitor intravenous flow rate	275	4.56	0.04
67	Provide care and support to clients with acute and chronic mental health disorders	392	4.56	0.03
60	Manage and support clients with emotional/behavioural issues	449	4.56	0.03
92	Participate in medication reconciliation process	354	4.57	0.03
75	Provide care of the cognitively impaired client	424	4.57	0.03
61	Assess the potential for violence/aggression and use safety precautions	422	4.58	0.03
34	Adhere to security procedures (e.g., newborn nursery security, controlled access)	395	4.59	0.03

Activities Rank Ordered by Average Setting-Specific Importance				
Activity Number	Activity	Setting-Specific Importance		
		N	Avg	Std. Err.
116	Perform focused assessments	384	4.59	0.03
33	Follow policies and procedures for use of restraints	462	4.60	0.03
30	Educate client and staff regarding infection control measures	489	4.60	0.03
114	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	357	4.60	0.03
94	Educate client about medications	386	4.60	0.03
58	Use therapeutic communication techniques	449	4.60	0.03
103	Titrate dosage of medication based on assessment and ordered parameters	310	4.61	0.03
125	Perform diagnostic testing (e.g., bladder scanning, oxygen saturation, glucose monitoring) and intervene	341	4.61	0.03
107	Administer medication by enteral/gastrointestinal tube	314	4.62	0.03
138	Manage the care of a client with impaired ventilation/oxygenation	321	4.62	0.03
47	Perform comprehensive health assessments	438	4.62	0.03
25	Involve client in care decision making	526	4.62	0.02
16	Collaborate with interprofessional team members when providing client care	503	4.62	0.02
133	Recognize signs and symptoms of client complications and intervene	346	4.63	0.03
85	Perform skin assessment and/or implement measures to maintain skin integrity	391	4.63	0.03
65	Provide end-of-life care to clients	386	4.64	0.03
108	Administer a subcutaneous, intradermal or intramuscular medication	374	4.64	0.03
19	Report client information as required by law (e.g., abuse/neglect and communicable disease)	425	4.65	0.03
101	Monitor intravenous infusion and maintain site	296	4.65	0.04
38	Follow procedures for handling biohazardous and hazardous materials	470	4.65	0.03
35	Promote and educate client on safety and injury prevention (e.g., falls, electrical hazards)	524	4.65	0.02
5	Provide and receive hand off of care (report) on assigned clients	534	4.65	0.02
106	Administer medication by oral route	379	4.65	0.03
18	Recognize limitations of one's competence and seek assistance when needed	507	4.67	0.02
113	Recognize trends and changes in client condition and intervene	399	4.67	0.03
31	Use ergonomic principles when providing care (e.g., safe patient handling, proper lifting)	532	4.67	0.02
27	Assess client for allergies and sensitivities and intervene as needed	506	4.68	0.03
4	Advocate for client rights and needs	506	4.68	0.02
9	Prioritize the delivery of client care	534	4.68	0.02
10	Organize workload to manage time effectively	507	4.69	0.02
98	Administer blood products and evaluate client response	169	4.70	0.05
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	438	4.70	0.03
14	Obtain consent for nursing care and procedures and provide appropriate client education	503	4.70	0.02
88	Assess client for pain and intervene	395	4.70	0.03

Activities Rank Ordered by Average Setting-Specific Importance				
Activity Number	Activity	Setting-Specific Importance		
		N	Avg	Std. Err.
29	Identify practice errors/near misses and intervene	507	4.72	0.02
13	Receive and transcribe health care provider orders	515	4.72	0.02
137	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	234	4.73	0.04
96	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	387	4.73	0.02
115	Assess and respond to changes and/or trends in client vital signs	398	4.74	0.02
32	Safely and appropriately use equipment	499	4.74	0.02
100	Handle and/or administer controlled substances within legislated guidelines	366	4.75	0.03
2	Provide care within the legislated scope of practice	509	4.76	0.02
99	Evaluate client response to medication	403	4.77	0.02
8	Practice in a manner consistent with a code of ethics for nurses	509	4.77	0.02
105	Handle and/or administer high-alert medications	373	4.79	0.02
28	Verify appropriateness and accuracy of health care provider order	501	4.81	0.02
95	Perform calculations needed for medication administration	384	4.82	0.02
97	Prepare and administer medications using rights of medication administration	400	4.84	0.02
93	Handle and maintain medication in a safe and controlled environment	399	4.85	0.02
1	Maintain client confidentiality and privacy	544	4.86	0.02
37	Apply principles of infection control (e.g., hand hygiene, aseptic technique, universal precautions)	535	4.87	0.02
26	Ensure proper identification of client when providing care	502	4.88	0.02

APPENDIX F: ACTIVITIES RANK ORDERED BY AVERAGE TOTAL GROUP IMPORTANCE

Activities Rank Ordered by Average Total Group Importance				
Activity Number	Activity	Average Importance (Total Group)		
		N	Avg	Std. Err.
86	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	378	3.88	0.05
39	Provide prenatal care and education	500	3.92	0.06
44	Provide care and education for the preschool, school age and adolescent client ages 3 through 17 years	421	3.95	0.06
41	Provide care and education to a client in labour	411	3.96	0.06
42	Provide postpartum care and education	415	3.97	0.06
43	Provide care and education for the newborn, infant and toddler client from birth through 2 years	407	3.99	0.06
84	Perform postmortem care	377	4.00	0.05
40	Provide care and education to an antepartum client	476	4.01	0.06
57	Assess client's growth and development throughout the lifespan	434	4.02	0.05
52	Plan and/or participate in health care activities for clients in community setting	419	4.05	0.05
89	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	385	4.08	0.05
149	Remove wound sutures or staples	355	4.08	0.05
124	Insert a nasal/oral gastrointestinal tube	342	4.09	0.06
11	Delegate and supervise care of client provided by others (e.g., unregulated care providers)	529	4.10	0.04
123	Maintain or remove a nasal/oral gastrointestinal tube	340	4.11	0.06
144	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	346	4.11	0.06
55	Identify and facilitate access to community resources for clients	433	4.12	0.04
120	Provide preoperative care	368	4.13	0.06
22	Participate in performance improvement projects and quality improvement processes	497	4.14	0.04
148	Perform wound drainage device removal	347	4.14	0.06
153	Incorporate the use of Indigenous health knowledge and practices when planning and providing care to Indigenous clients	355	4.15	0.05
126	Maintain or remove a peripheral intravenous line	346	4.17	0.05
131	Monitor continuous or intermittent suction of nasogastric (NG) tube	348	4.17	0.06
143	Manage the care of a client with a permanent pacing device	354	4.19	0.05
152	Initiate, maintain and remove a continuous subcutaneous infusion	344	4.19	0.05
127	Insert a peripheral intravenous line	346	4.21	0.06
128	Provide preoperative or postoperative education	341	4.23	0.06
129	Manage client following a procedure with moderate sedation	348	4.23	0.06
146	Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	346	4.23	0.06
54	Assess client about determinants of health and implement interventions	434	4.24	0.04
130	Maintain percutaneous feeding tube	345	4.24	0.05

Activities Rank Ordered by Average Total Group Importance				
Activity Number	Activity	Average Importance (Total Group)		
		N	Avg	Std. Err.
17	Participates in conflict resolution	527	4.26	0.03
83	Perform irrigations (e.g., bladder, wound, eye)	393	4.26	0.04
102	Access peripheral venous access devices	371	4.26	0.06
141	Provide ostomy care and/or education (e.g., tracheal, enteral)	354	4.26	0.05
62	Assess client for substance misuse, dependency, withdrawal or toxicities, and intervene	441	4.28	0.04
110	Administer intravenous medications via secondary line	373	4.29	0.06
112	Maintain pain control devices (e.g., epidural, patient control analgesia, peripheral nerve catheter)	369	4.29	0.06
49	Perform preventative screening assessments (e.g., vision, hearing, cognitive, nutrition)	439	4.30	0.04
70	Provide care for a client experiencing grief or loss	442	4.31	0.04
136	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	346	4.31	0.05
145	Provide postoperative care	351	4.31	0.05
50	Educate client about prevention and treatment of high risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	441	4.32	0.04
51	Educate client about health promotion and maintenance recommendations (e.g., physician visits, immunizations)	444	4.32	0.04
53	Assess client ability to manage care in home environment and plan care accordingly	429	4.32	0.04
91	Assess and maintain site care for client with enteral tubes	391	4.32	0.04
104	Administer parenteral nutrition and evaluate client response	373	4.32	0.05
45	Provide care and education for the adult client ages 18 through 64 years	446	4.33	0.04
48	Assess client's readiness to learn, learning preferences and barriers to learning	443	4.34	0.03
59	Assess client's ability to cope with life changes and provide support	440	4.34	0.04
64	Incorporate client cultural practices and beliefs when planning and providing care	450	4.34	0.04
80	Assess client sleep/rest pattern and intervene	452	4.35	0.03
118	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	392	4.35	0.04
134	Educate client regarding an acute or chronic condition	355	4.36	0.04
142	Perform suctioning (oral, tracheal, nasopharyngeal)	353	4.36	0.05
151	Provides support and facilitates learning to new staff and health care students	362	4.36	0.04
23	Use approved abbreviations and standard terminology when documenting care	536	4.37	0.03
15	Integrate advance directives into client care plan	523	4.38	0.03
36	Participate in internal/external emergency response plans	495	4.38	0.04
68	Assess family dynamics to determine care plan	441	4.38	0.04
74	Explore reasons for client non-adherence with treatment plan	449	4.38	0.03
117	Insert, maintain or remove a urinary catheter	398	4.38	0.04
132	Identify pathophysiology related to an acute or chronic condition	352	4.38	0.04
77	Provide enteral nutrition	431	4.39	0.04
87	Provide non-pharmacological comfort measures	404	4.39	0.04
98	Administer blood products and evaluate client response	372	4.39	0.06

Activities Rank Ordered by Average Total Group Importance				
Activity Number	Activity	Average Importance (Total Group)		
		N	Avg	Std. Err.
122	Educate client about treatments and procedures	358	4.39	0.04
147	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	362	4.39	0.04
150	Assess and develop professional competence (e.g., self-reflection, professional activities)	358	4.39	0.04
111	Calculate and monitor intravenous flow rate	394	4.40	0.05
71	Assist client to cope/adapt to stressful events and changes in health status	450	4.41	0.03
82	Educate and assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	391	4.41	0.04
81	Assess client ability to perform activities of daily living and intervene	402	4.42	0.04
119	Monitor the results of diagnostic testing and intervene	396	4.42	0.04
140	Maintain optimal temperature of client	355	4.42	0.04
76	Monitor the client's nutritional status	453	4.43	0.03
139	Manage the care of the client with a fluid and electrolyte imbalance	360	4.44	0.04
6	Initiate, evaluate and update client care plan	505	4.45	0.03
20	Perform procedures necessary to safely admit, transfer and/or discharge a client	505	4.45	0.03
46	Provide care and education for the adult client ages 65 years and over	451	4.45	0.03
56	Identify barriers to communication	451	4.45	0.03
72	Recognize client stressors that affect care	449	4.45	0.03
121	Evaluate responses to procedures and treatments and intervene	359	4.45	0.04
34	Adhere to security procedures (e.g., newborn nursery security, controlled access)	492	4.46	0.04
73	Recognize health care provider stressors that affect client care	450	4.46	0.03
7	Recognize ethical dilemmas and take appropriate action	537	4.48	0.03
63	Provide care for a client experiencing sensory and/or cognitive distortions	445	4.48	0.03
79	Assess client intake and output and intervene	446	4.48	0.03
92	Participate in medication reconciliation process	388	4.48	0.04
21	Provide education to clients and staff about client rights and responsibilities	533	4.49	0.03
78	Assess client elimination and intervene	447	4.49	0.03
67	Provide care and support to clients with acute and chronic mental health disorders	440	4.50	0.03
107	Administer medication by enteral/gastrointestinal tube	392	4.50	0.04
109	Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	405	4.50	0.03
12	Assess the need for referrals/consults and obtain necessary orders	509	4.51	0.03
101	Monitor intravenous infusion and maintain site	387	4.51	0.05
103	Titrate dosage of medication based on assessment and ordered parameters	394	4.51	0.04
135	Perform wound care and/or dressing change	359	4.51	0.04
3	Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	539	4.52	0.03
66	Assess client for abuse or neglect and intervene	439	4.52	0.03

Activities Rank Ordered by Average Total Group Importance				
Activity Number	Activity	Average Importance (Total Group)		
		N	Avg	Std. Err.
90	Implement measures to promote circulation and venous return (e.g., active or passive range of motion, anti-embolic stockings, sequential compression devices, positioning and mobilization)	394	4.52	0.03
33	Follow policies and procedures for use of restraints	528	4.53	0.03
69	Recognize non-verbal cues to physical and/or psychological stressors	451	4.53	0.03
61	Assess the potential for violence/aggression and use safety precautions	445	4.54	0.03
75	Provide care of the cognitively impaired client	449	4.54	0.03
125	Perform diagnostic testing (e.g., bladder scanning, oxygen saturation, glucose monitoring) and intervene	361	4.54	0.04
65	Provide end-of-life care to clients	444	4.55	0.03
114	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	386	4.56	0.03
60	Manage and support clients with emotional/behavioural issues	452	4.57	0.03
30	Educate client and staff regarding infection control measures	508	4.58	0.03
138	Manage the care of a client with impaired ventilation/oxygenation	362	4.58	0.04
47	Perform comprehensive health assessments	450	4.59	0.03
58	Use therapeutic communication techniques	453	4.59	0.03
94	Educate client about medications	391	4.59	0.03
116	Perform focused assessments	393	4.59	0.03
133	Recognize signs and symptoms of client complications and intervene	358	4.59	0.04
38	Follow procedures for handling biohazardous and hazardous materials	502	4.60	0.03
85	Perform skin assessment and/or implement measures to maintain skin integrity	403	4.60	0.03
25	Involve client in care decision making	532	4.61	0.02
108	Administer a subcutaneous, intradermal or intramuscular medication	390	4.61	0.03
16	Collaborate with interprofessional team members when providing client care	506	4.62	0.02
106	Administer medication by oral route	391	4.62	0.03
5	Provide and receive hand off of care (report) on assigned clients	541	4.63	0.03
19	Report client information as required by law (e.g., abuse/neglect and communicable disease)	530	4.63	0.03
35	Promote and educate client on safety and injury prevention (e.g., falls, electrical hazards)	535	4.63	0.03
27	Assess client for allergies and sensitivities and intervene as needed	532	4.64	0.03
137	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	352	4.64	0.04
13	Receive and transcribe health care provider orders	534	4.66	0.03
31	Use ergonomic principles when providing care (e.g., safe patient handling, proper lifting)	537	4.66	0.03
113	Recognize trends and changes in client condition and intervene	407	4.66	0.03
4	Advocate for client rights and needs	509	4.67	0.02
9	Prioritize the delivery of client care	536	4.68	0.02
18	Recognize limitations of one's competence and seek assistance when needed	508	4.68	0.02

Activities Rank Ordered by Average Total Group Importance				
Activity Number	Activity	Average Importance (Total Group)		
		N	Avg	Std. Err.
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	499	4.68	0.03
100	Handle and/or administer controlled substances within legislated guidelines	395	4.68	0.03
10	Organize workload to manage time effectively	508	4.69	0.02
14	Obtain consent for nursing care and procedures and provide appropriate client education	509	4.70	0.02
88	Assess client for pain and intervene	397	4.70	0.03
29	Identify practice errors/near misses and intervene	532	4.71	0.02
32	Safely and appropriately use equipment	505	4.73	0.02
96	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	391	4.74	0.02
115	Assess and respond to changes and/or trends in client vital signs	406	4.74	0.02
2	Provide care within the legislated scope of practice	510	4.75	0.02
95	Perform calculations needed for medication administration	406	4.76	0.03
99	Evaluate client response to medication	407	4.76	0.02
105	Handle and/or administer high-alert medications	404	4.76	0.03
8	Practice in a manner consistent with a code of ethics for nurses	509	4.77	0.02
28	Verify appropriateness and accuracy of health care provider order	504	4.81	0.02
97	Prepare and administer medications using rights of medication administration	407	4.83	0.02
93	Handle and maintain medication in a safe and controlled environment	407	4.84	0.02
1	Maintain client confidentiality and privacy	544	4.86	0.02
37	Apply principles of infection control (e.g., hand hygiene, aseptic technique, universal precautions)	535	4.87	0.02
26	Ensure proper identification of client when providing care	504	4.88	0.02

APPENDIX G: 2019 LPN/RPN PRACTICE ANALYSIS SURVEY NONRESPONDER STUDY

Introduction

The British Columbia College of Nurses and Midwives (BCCNM) and the College of Nurses of Ontario (CNO) will conduct a practice analysis study every five years to assess the practice environment and emerging practice changes. Although the response rate for the 2019 LPN/RPN Practice Analysis survey had an adequate return rate of approximately 32.7% for the survey, many individuals did not respond to the survey. Out of the 6,625 newly licensed LPN/RPNs who were invited to take the survey, 2,164 returned the survey. BCCNM and CNO wanted to contact a sample of the invitees who chose not to participate in the survey and compare a sample of activity statements, as well as demographic information against the 2019 LPN/RPN Practice Analysis survey responders.

Background of Study

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

The findings from the 2019 LPN/RPN Practice Analysis Nonresponder Study will provide possible reasons why individuals do not participate in surveys and differences between survey responders and nonresponders to determine if the nonresponders were systematically different in terms of demographics and ratings of the activity statements. This study was conducted to determine any potential bias of the results for the practice analysis.

Methodology

Sample Selection

A random sample of newly licensed LPN/RPNs who were invited, but did not respond to the 2019 LPN/RPN Practice Analysis survey were contacted via telephone. The sample was derived from the

invitees who received an email invitation for the survey but did not submit their responses. A total of 50 LPN/RPNs from this sample completed the telephone interview.

Survey Instrument and Process

Nonresponders were contacted via telephone, using telephone numbers provided by BCCNM and CNO. First, nonresponders were asked about their reasons for not completing the survey. In order to facilitate the gathering of data from nonresponders, a list of possible reasons was developed as to why invitees may not have responded to the survey based on prior research. Possible reasons included “too busy”, “did not care,” “do not like/trust surveys,” “did not receive” or “other.” Second, individuals were asked demographic information in order to provide background on nonresponders, including employment setting/specialty and length of time since they graduated with a nursing degree. In addition, nonresponders were asked to rate the frequency of performance and importance of 10 activities that were listed in the 2019 LPN/RPN Practice Analysis survey. Nonresponders were thanked for their time and the data was recorded.

Nonresponder Results

Reasons for Not Responding

Reasons provided by the nonresponder LPN/RPNs included “too busy” (32 responses or 64.0%), “do not like/trust surveys”, (5 responses or 10.0%), or “did not receive” (4 responses or 8.0%).

Months since Graduation

Nonresponders were asked how long it has been since they graduated from a nursing program. Nonresponders indicated an average of 18.3 months of work experience, while responders averaged 16.9 months. Overall, nonresponders averaged a longer time in their position compared to original survey responders because they were contacted one month or more after the 2019 LPN/RPN Practice Analysis survey was completed.

Employment Setting/Specialty

Nonresponders were asked to provide their setting/specialty. The different nursing specialties/employment settings were well represented in this sample and are included in Table G1. The largest percentage (24.0% or 12 nonresponders) worked in geriatrics/long-term care. The community health setting was also frequently cited (20.0% or 10 nonresponders). See Table G1.

Importance Ratings

In general, the activity importance ratings between nonresponders and responders were similar, with no activity statement importance rating differing by more than one point. See Table G2.

Frequency Ratings

Frequency ratings provided by the nonresponders were compared to the average response rating of the 2019 LPN/RPN Practice Analysis survey responders. Overall, the frequency ratings were similar between nonresponders and responders. See Table G3.

Summary

The nonresponder study suggests that the main reasons individuals did not complete the 2019 LPN/RPN Practice Analysis survey were they either were too busy or do not like/trust surveys. In summary, most of the activity statement ratings were similar, which indicates that the results of the survey are not systematically biased. The nonresponder study provides support for the validity of the 2019 LPN/RPN Practice Analysis results.

Table G1. Employment Setting/Specialty*				
Employment Settings	Nonresponders		Responders	
	Frequency	%	Frequency	%
Ambulatory care	3	6.0	5	0.4
Community health	10	20.0	74	5.2
Critical care	1	2.0	7	0.5
Emergency care	5	10.0	7	0.5
Geriatrics/long-term care	12	24.0	435	30.6
Home care	4	8.0	75	5.3
Maternity/newborn	0	0	7	0.5
Medical/surgery	3	6.0	192	13.5
Nursing education	0	0	6	0.4
Nursing research only	0	0	6	0.4
Nursing service	1	2.0	101	7.1
Occupational health	0	0	2	0.1
Oncology	0	0	10	0.7
Operating room/recovery room	0	0	7	0.5
Other administration	0	0	6	0.4
Other direct care	1	2.0	26	1.8
Other education	0	0	1	0.1
Other research	0	0	1	0.1
Pediatrics	0	0	17	1.2
Psychiatry/mental health	6	12.0	62	4.4
Public health	2	4.0	6	0.4
Rehabilitation	1	2.0	55	3.9
Several clinical areas	1	2.0	8	0.6
Teaching employees	0	0	10	0.7
Teaching patients/clients	0	0	82	5.8
Teaching students	0	0	10	0.7
Telehealth	0	0	1	0.1

*Individuals may have indicated multiple responses

Table G2. Activity Statement Importance Ratings

Activity #	Activity Statement	Nonresponder Rating	Responder Rating
11	Delegate and supervise care of client provided by others (e.g., unregulated care providers)	4.98 (N=50)	4.10 (N=529)
22	Participate in performance improvement projects and quality improvement processes	4.96 (N=50)	4.14 (N=497)
34	Adhere to security procedures (e.g., newborn nursery security, controlled access)	4.98 (N=50)	4.46 (N=492)
53	Assess client ability to manage care in home environment and plan care accordingly	4.50 (N=50)	4.32 (N=429)
59	Assess client's ability to cope with life changes and provide support	4.88 (N=50)	4.34 (N=440)
86	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	4.62 (N=50)	3.88 (N=378)
92	Participate in medication reconciliation process	5.00 (N=50)	4.48 (N=388)
99	Evaluate client response to medication	4.74 (N=50)	4.76 (N=407)
113	Recognize trends and changes in client condition and intervene	4.88 (N=50)	4.66 (N=407)
132	Identify pathophysiology related to an acute or chronic condition	4.76 (N=50)	4.38 (N=352)

Table G3. Activity Statement Frequency Ratings

Activity #	Activity Statement	Nonresponder Rating	Responder Rating
11	Delegate and supervise care of client provided by others (e.g., unregulated care providers)	4.92 (N=49)	3.11 (N=561)
22	Participate in performance improvement projects and quality improvement processes	4.64 (N=50)	2.03 (N=536)
34	Adhere to security procedures (e.g., newborn nursery security, controlled access)	4.80 (N=50)	2.62 (N=541)
53	Assess client ability to manage care in home environment and plan care accordingly	3.72 (N=50)	2.25 (N=476)
59	Assess client's ability to cope with life changes and provide support	4.38 (N=50)	2.84 (N=481)
86	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	3.74 (N=50)	1.15 (N=417)
92	Participate in medication reconciliation process	4.31 (N=49)	2.49 (N=412)
99	Evaluate client response to medication	3.66 (N=50)	4.36 (N=425)
113	Recognize trends and changes in client condition and intervene	3.48 (N=50)	3.53 (N=427)
132	Identify pathophysiology related to an acute or chronic condition	3.86 (N=50)	2.16 (N=385)



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