



**NCSBN**  
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## **2024 RN Practice Analysis: Linking the NCLEX-RN® Examination to Practice**

**U.S. and Canada**



**2024 RN Practice Analysis:  
Linking the NCLEX-RN®  
Examination to Practice  
U.S. and Canada**

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

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## **Part 1**

# **2024 RN Practice Analysis: Linking the NCLEX-RN® Examination to Practice**

## **U.S. Respondents**

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

## EXECUTIVE SUMMARY

The National Council of State Boards of Nursing (NCSBN®) is responsible to its members, the nursing regulatory bodies in the U.S., its territories and Canada (who use the NCLEX-RN® for licensure purposes), for the preparation of psychometrically sound and legally defensible licensure examinations. The periodic performance of practice analysis (i.e., job analysis) studies assists NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure examinations. Because the U.S. health care industry is rapidly changing, practice analysis studies are traditionally conducted by NCSBN on a three-year cycle.

The 2013-2014 NCSBN Strategic Practice Analysis highlighted the increasingly complex decisions newly licensed nurses make during the course of patient care. These increasingly complex decisions often require the use of clinical judgment to support patient safety. NCSBN has conducted several years of research and study to understand and isolate the individual factors that contribute to the process of nursing clinical judgment. When the concept of clinical judgment is explored relative to nursing, it is expected the individual contributing factors to clinical judgment will closely align with the performance of activities involved in the delivery of nursing care. In other words, those contributing factors align with nursing behavior and therefore remain an important underpinning in the nursing decision-making process. As a result, NCSBN wanted to understand the relevance of clinical judgment in the performance of entry-level activities. The 2024 RN Practice Analysis includes survey questions to gather data to explore this subject. The following clinical judgment definition was provided to survey respondents:

Clinical judgment is defined as the observed outcome of critical thinking and decision making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

A number of steps are necessary to perform an analysis of newly licensed registered nurse (RN) practice. A panel of subject matter experts (SMEs) was assembled, a list of RN activities was created and incorporated into a survey that was sent to a randomly drawn sample of newly licensed RNs, and data were collected and analyzed.

### Methodology Reviewers

Three methodology reviewers were chosen for their expertise in practice/job analysis and certification exam development as reviewers of the methodologies and procedures for NCSBN's previous practice analysis studies. All three reviewers indicated that this methodology was psychometrically sound, legally defensible and in compliance with industry standards for practice analyses. Once a sound methodology has been validated and approved by an external panel of SMEs in the area of psychometrics and practice analysis methodologies, that methodology remains in effect until new procedures or methodologies are suggested. Should substantial changes to the methodology occur in future practice analyses, NCSBN Examinations staff shall ensure that a thorough review of the methodology is undertaken by external SMEs.

### Panel of SMEs

A panel of 10 RNs was assembled to assist with the practice analysis. Panel members worked with, educated and/or supervised the practice of RNs within their first 12 months of practice or were themselves newly licensed RNs. Panel members represented geographic areas of the U.S. territories/jurisdictions using the NCLEX for licensure decisions, all major nursing specialties and varied practice settings.

The panel used the current test plan category structure describing the types of activities performed by newly licensed RNs and developed a list of activities performed within each category of the structure.

## Survey Development

A total of 149 nursing activity statements were incorporated into the practice analysis survey. The survey also included questions about the nurses' practice settings, past experiences and demographics. Six forms of the survey were created to reduce the number of activity statements on each survey and sent via the internet to a sample of newly licensed RNs. Five of the survey forms contained 25 activity statements each, and one survey form contained 24 activity statements. Except for the activity statements unique to each survey form, the surveys were identical.

## Survey Process

### Sample Selection

A sample of 23,747 recipients was randomly selected from the candidates who passed the NCLEX-RN® examination from April 8, 2023, through Feb. 15, 2024.

### Representativeness

The sample selected for this study was proportionally equivalent to the population from which the sample was drawn with respect to each NCSBN jurisdiction.

### Emailing Procedure

Six forms of the survey were distributed evenly among 23,747 newly licensed RNs. A five-stage emailing process was used to engage respondents in the study. All potential respondents were promised confidentiality with regard to their participation and their responses. The survey was conducted from April through May 2024.

### Return Rates

Out of the 23,747 surveys sent, a total of 4,471 surveys were returned (700 were returned from Form 1; 743 from Form 2; 798 from Form 3; 743 from Form 4; 726 from Form 5; and 761 from Form 6). A total of 170 surveys were identified as undeliverable. Therefore, the adjusted return rate was 19.0%. Of the 23,577 surveys sent, 4,471 respondents returned the survey. A total of

574 individuals did not qualify for survey ratings based on one of the following reasons: (a) They did not indicate having an RN license; (b) they were not currently working in the U.S.; (c) they were working fewer than 20 hours per week as an RN; and/or (d) they failed to answer the previous three demographic questions. After adjusting for incorrect addresses and removals, the analyzable response rate was 16.5%.

## RN Practice Analysis Nonrespondent Study

In order to ensure the validity of the results, NCSBN conducted an email survey of nonrespondents to determine if those RNs not responding would have rated the survey activity statements differently. The nonrespondents rated the activity statements similarly to the respondents, which provides support for the validity of the survey results. When comparing the respondent and nonrespondent ratings, a few statements have variances in frequencies, possibly indicating that the activity statements carry a different frequency in certain practice settings. The importance and clinical judgment relevancy ratings remain comparable between these two groups.

## Demographics, Experiences and Practice Environments of Respondents

### Demographics/Past Experiences

The majority of survey respondents (87.4%) indicated their gender as female. The age of respondent nurses averaged 31.7 years (SD = 9.0 years). Respondents indicated their racial/ethnic background as follows: 54.8% White, 20.0% Black or African American, 11.0% Hispanic, 10.8% Asian, 0.8% American Indian or Alaska Native, 0.1% Native Hawaiian or Pacific Islander, and 2.7% other.

Newly licensed RNs listed obtaining an associate degree (45.3%) or a baccalaureate degree (45.3%) most frequently as the educational preparation for initial RN licensure.

Respondents indicated working an average of 6.6 months as RNs in the U.S. and its territories. On average, RNs reported earning a nursing degree 13.4 months prior to taking the survey. Approximately 15.3% of newly licensed RNs reported previous experience as a licensed practical/vocational nurse (LPN/VN), and 46.6% reported previous experience as unlicensed assistive personnel (UAP). The average experience in those positions was 7.1 years as an LPN/VN and 3.3 years as a UAP.

## Orientation

The majority of newly licensed RNs (97.9%) received some form of formal orientation. No formal orientation was reported by 2.1%, and 1.2% reported having only classroom instruction or skills lab work for their orientation. The majority of newly licensed RNs reported working with an assigned preceptor (53.8%) for an average of 10.2 weeks. In the next largest group, 33.6% reported having a formal internship, which lasted an average of 13.4 weeks, while just 7.0% of respondents indicated performing supervised work with clients for an average of 7.9 weeks.

## Certifications Earned

In the current study, Basic Life Support (96.3%), Advanced Cardiac Life Support (53.0%) and Pediatric Advanced Life Support (20.0%) were the most frequently reported certifications.

## Facilities

The majority of newly licensed RNs (81.9%) in this study reported working in hospitals. Only 6.9% indicated working in long-term care facilities, and 8.1% indicated working in community-based or ambulatory care facilities/organizations.

Overall, the number of beds reported in hospitals or nursing homes was most commonly distributed among 500 or more beds (24.1%), 100-299 beds (19.7%) and fewer than 100 beds (19.1%). Only 16.9% reported working in facilities with 300-499 beds.

The majority of newly licensed RNs (57.8%) reported working in urban or metropolitan areas; 28.3% work in suburban areas, and 13.9% work in rural areas.

## Practice Settings

Most frequently, newly licensed RNs reported working in medical-surgical (36.2%) and critical care (28.0%) settings. Other commonly reported settings include pediatrics (8.8%), long-term care (7.9%) and rehabilitation (6.6%).

## Client Health Conditions and Ages

A majority of the newly licensed RNs reported that they care for clients with acute conditions (72.8%). The next highest percentage of respondents reported caring for clients with stable chronic conditions (61.2%), clients with unstable chronic conditions (54.3%) and clients with behavioral/emotional conditions (46.3%).

In terms of age, the majority of newly licensed RNs reported caring for adults aged 18 to 64 (76.1%) and/or caring for older adults aged 65 to 85 (74.6%) on their last day of work prior to completing the survey. Newly licensed RNs also indicated caring for adults over the age of 85 (50.9%) and pediatric clients aged 0 to 17 (23.9%). Survey respondents 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 RNs were days (43.3%) and nights (40.3%). Only 10.4% reported working rotating shifts.

## Time Spent in Different Categories of Nursing Activities

Newly licensed RNs reported spending the greatest amount of time in management of care (15.1%) and physiological adaptation (14.0%).

## **Administrative Responsibilities/Primary Administrative Position**

Of the respondents, 20.3% reported having administrative responsibilities, and of those respondents, 16.7% reported having a primary administrative position. RNs working in long-term care facilities were far more likely to report having administrative responsibilities than RNs working in hospitals (66.7% in long-term care compared to 13.8% in hospitals). In addition, of the RNs working in long-term care with administrative responsibilities, 27.6% reported having a primary administrative position. Of the RNs working in community-based settings, 37.3% reported having administrative responsibilities. Of those respondents, 30.0% reported holding a primary administrative position.

## **Activity Performance Findings**

### **Reliability**

Reliability indices were calculated to assess the capability of the survey to measure the activities relevant to safe and effective practice of newly licensed RNs. Standardized Cronbach's alpha coefficients were calculated for frequency, importance, and clinical judgment ratings for the survey forms. The surveys had a reliability index of 0.92 for frequency, importance and clinical judgment ratings, respectively. These high reliability indices indicate the survey reliably measures the nursing activities necessary for competent RN practice.

### **SME Panel Validation of Survey Findings**

The SME panel for the 2024 RN Practice Analysis was asked to provide independent ratings of the 149 activity statements. In general, the importance ratings of SMEs and survey respondents were somewhat similar; however, respondents regarded most of the activity statements as more important than the SMEs did.

## **Applicability of Activities to Practice Setting**

Respondents indicated if each of the activities was applicable to their work setting. The activities ranged from 21.9% applicability (i.e., 21.9% of RNs reported that the activity was performed in their work setting) to 100%.

## **Frequency of Activity Performance**

Respondents were asked to rate the frequency of performance of all activities that were applicable to their work setting on a six-point scale: "0 times" to "5 times or more." Average frequency statistics were calculated in two ways: setting-specific and total group. Average setting-specific frequencies ranged from 1.96 to 4.88. Average total group frequencies ranged from 0.59 to 4.88.

## **Importance of Activity Performance**

Respondents were asked to rate the importance of performing each nursing activity in regard to the maintenance of client safety and/or threat of complications or distress using a five-point scale: "1" (not important) to "5" (critically important). Average setting-specific importance ratings ranged from 3.89 to 4.93. Average total group importance ratings ranged from 3.35 to 4.91.

## **Clinical Judgment Relevancy of Activity Performance**

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

Respondents were asked to rate the relevance of performing each nursing activity with regard to clinical judgment using a four-point scale: "1" (not relevant) to "4" (essential). Average setting-specific clinical judgment ratings ranged from 3.04 to 3.93. Average total group clinical judgment ratings ranged from 2.69 to 3.92.

## Summary

Respondents to the 2024 RN Practice Analysis found the activities listed in the survey to be representative of the work they perform in their practice settings. In general, the importance ratings of SMEs and newly licensed RNs supported the validity of the results. The reliability of the survey instrument was quite good. Activities with the lowest average total group frequency and importance ratings corresponded, in general, to those activities performed in specialized areas of nursing practice. In addition, the correlation between total group importance and total group clinical judgment ratings is 0.95, indicating a strong relationship between the two ratings.

## Conclusion

The 2024 RN Practice Analysis used several methods to describe the practice of newly licensed RNs in the U.S.: (1) document reviews; (2) activity logs of newly licensed RNs; (3) SMEs' 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 RN test plan.

## BACKGROUND OF STUDY

The National Council of State Boards of Nursing (NCSBN®) is responsible to its members, the nursing regulatory bodies in the U.S., its territories and Canada (who use the NCLEX-RN® for licensure purposes), for the preparation of psychometrically sound and legally defensible licensure examinations. The periodic performance of practice analysis (i.e., job analysis) studies assists NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure 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 U.S. health care industry is rapidly changing, practice analysis studies are traditionally conducted by NCSBN on a three-year cycle. The previous registered nurse (RN) practice analysis was conducted in 2021.

### Methodology

A number of steps are necessary to perform an analysis of newly licensed RN practice. This section provides a description of the methodology used to conduct the 2024 RN Practice Analysis study. 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 RNs.

### 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 contacted regarding their opinions. The information that these nursing leaders provided was documented, and after leaders' identifying information was removed to provide anonymity, a summary of the interviews was made available for

the SME panel to consider when developing the activity statements. In addition, two NCSBN nursing staff members reviewed the results of the interviews, noting any themes or trends. This information was then provided to the SME panel for consideration when developing activity statements.

### Methodology Reviewers

Three methodology reviewers were chosen for their expertise in practice/job analysis and certification exam development as reviewers of the methodologies and procedures for NCSBN's previous practice analysis studies. All three reviewers indicated that this methodology was psychometrically sound, legally defensible and in compliance with industry standards for practice analyses. Once a sound methodology has been validated and approved by an external panel of SMEs in the area of psychometrics and practice analysis methodologies, that methodology remains in effect until new procedures or methodologies are suggested. Should substantial changes to the methodology occur in future practice analyses, NCSBN Examinations staff shall ensure that a thorough review of the methodology is undertaken by external SMEs.

### Panel of Subject Matter Experts (SMEs)

A panel of 10 RNs was assembled to assist with the practice analysis. Panel members worked with and/or supervised the practice of RNs within their first 12 months of practice or were themselves newly licensed RNs and represented all geographic areas of the U.S., varied major nursing specialties and practice settings. See [Appendix A](#) for a list of panel members.

The panel of experts performed several tasks crucial to the success of the practice analysis study. The SMEs were requested to ask at least four newly licensed RNs whom they worked with or supervised to submit activity logs describing the activities they performed on the job. Additionally, SMEs were asked to submit job descriptions, orientation and professional evaluations

from their work setting. Using activity logs, past activity statements, job descriptions, performance evaluation documents, as well as their own knowledge of newly licensed RN practices, the panel members worked to create a list of activities performed within each category of the current test plan category structure. Each activity was reviewed for applicability to 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 2024 RN Practice Analysis study. The activity statements created by the panel of experts were reviewed, edited and approved by the NCLEX Examination Committee. The committee also approved the survey form. For this survey, only internet-based versions of the survey were used.

There were 149 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. Six forms of the survey were created to decrease the number of activity statements contained in each survey. Five survey forms contained 25 activity statements, and one form contained 24 activity statements. There were no shared activity statements between the survey forms. Except for the activity statements, these surveys were identical.

The survey contained six sections. In the first section, there were questions related to type of RN license, working in the U.S. 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 RN, type and length of work orientation, and certifications earned. The third section focused on work environment including type and age of clients, employment setting, and type and size of facility. The fourth section requested information on

the respondents' last day of work including number of hours worked, number of clients for whom care was provided and the amount of time spent on various types of nursing activities. The fifth section pertained to basic demographic information. The sixth section provided space for respondents to write comments or suggestions about the study. All forms of the survey used in the 2024 RN Practice Analysis may be found in [Appendix B](#).

## Survey Process

### Sample Selection

A sample of 23,747 recipients were randomly selected from the candidates who passed the NCLEX-RN® from April 8, 2023, through Feb. 15, 2024, and were not previously included in the 2024 RN Nursing Knowledge Survey. A total of 170 surveys were removed from the initial sample because they were undeliverable.

### Representativeness

The sample selected for this study was proportionally equivalent to the population from which the sample was drawn with respect to each NCSBN jurisdiction. [Table 1](#) presents the correspondence between the population, the sample size and the respondents by NCSBN jurisdiction.

### Emailing Procedure

Six forms of the survey were distributed evenly among 23,747 newly licensed RNs.

A five-stage emailing process was used to engage the respondents in the study. A presurvey email was sent to each individual selected for the sample in April 2024. One week later, recipients were sent an email invitation with the survey link. Two weeks later, a reminder email was sent to nonrespondents reiterating the importance of the study and urging participation. Approximately two weeks after the first email, a second reminder was sent to nonrespondents, and two weeks later, a third email was sent to remaining nonrespondents. The survey was conducted from April through May 2024.



**Table 1. Correspondence of Population, Sample and Respondents for the 2024 RN Practice Analysis**

Jurisdiction	Population	2024 Sample		2024 Respondents		Response Rate
	%	N	%	N	%	%
ALABAMA	1.8	381	1.6	76	1.7	19.9
ALASKA	0.2	36	0.2	8	0.2	22.2
AMERICAN SAMOA	0.0	2	0.0	0	0.0	0.0
ARIZONA	2.3	526	2.2	105	2.4	20.0
ARKANSAS	1.0	238	1.0	51	1.1	21.4
CALIFORNIA	8.4	2041	8.6	387	8.7	19.0
COLORADO	1.3	299	1.3	57	1.3	19.1
CONNECTICUT	1.2	283	1.2	56	1.3	19.8
DELAWARE	0.3	63	0.3	9	0.2	14.3
DISTRICT OF COLUMBIA	0.3	72	0.3	13	0.3	18.1
FLORIDA	8.1	1956	8.2	334	7.5	17.1
GEORGIA	2.9	684	2.9	141	3.2	20.6
GUAM	0.0	3	0.0	0	0.0	0.0
HAWAII	0.4	85	0.4	24	0.5	28.2
IDAHO	0.6	138	0.6	30	0.7	21.7
ILLINOIS	4.3	1005	4.2	229	5.1	22.8
INDIANA	2.1	495	2.1	97	2.2	19.6
IOWA	1.0	205	0.9	49	1.1	23.9
KANSAS	0.9	214	0.9	36	0.8	16.8
KENTUCKY	1.7	395	1.7	60	1.3	15.2
LOUISIANA	1.3	322	1.4	64	1.4	19.9
MAINE	0.5	115	0.5	18	0.4	15.7
MARYLAND	1.5	363	1.5	84	1.9	23.1
MASSACHUSETTS	2.1	506	2.1	83	1.9	16.4
MICHIGAN	2.6	614	2.6	110	2.5	17.9
MINNESOTA	2.1	514	2.2	97	2.2	18.9
MISSISSIPPI	1.1	257	1.1	37	0.8	14.4
MISSOURI	2.0	466	2.0	91	2.0	19.5
MONTANA	0.4	87	0.4	19	0.4	21.8
NEBRASKA	0.6	149	0.6	21	0.5	14.1
NEVADA	0.9	215	0.9	35	0.8	16.3
NEW HAMPSHIRE	0.4	80	0.3	10	0.2	12.5
NEW JERSEY	2.2	527	2.2	94	2.1	17.8
NEW MEXICO	0.7	159	0.7	27	0.6	17.0
NEW YORK	7.7	1825	7.7	417	9.3	22.8
NORTH CAROLINA	3.0	742	3.1	101	2.3	13.6
NORTH DAKOTA	0.4	88	0.4	15	0.3	17.0

**Table 1. Correspondence of Population, Sample and Respondents for the 2024 RN Practice Analysis**

Jurisdiction	Population	2024 Sample		2024 Respondents		Response Rate
	%	N	%	N	%	%
NORTHERN MARIANA ISLANDS	0.1	25	0.1	7	0.2	28.0
OHIO	4.6	1077	4.5	197	4.4	18.3
OKLAHOMA	1.2	287	1.2	49	1.1	17.1
OREGON	1.0	234	1.0	40	0.9	17.1
PENNSYLVANIA	4.1	999	4.2	178	4.0	17.8
RHODE ISLAND	0.3	72	0.3	12	0.3	16.7
SOUTH CAROLINA	1.4	328	1.4	63	1.4	19.2
SOUTH DAKOTA	0.4	94	0.4	11	0.3	11.7
TENNESSEE	1.9	471	2.0	82	1.8	17.4
TEXAS	8.8	2110	8.9	397	8.9	18.8
UTAH	1.3	288	1.2	49	1.1	17.0
VERMONT	0.2	38	0.2	8	0.2	21.1
VIRGIN ISLANDS	0.0	2	0.0	1	0.0	50.0
VIRGINIA	2.2	509	2.1	111	2.5	21.8
WASHINGTON	1.7	400	1.7	63	1.4	15.8
WEST VIRGINIA	0.7	167	0.7	36	0.8	21.6
WISCONSIN	2.0	455	1.9	73	1.6	16.0
WYOMING	0.2	41	0.2	9	0.2	22.0
<b>TOTAL</b>	<b>100.0</b>	<b>23747</b>	<b>100.0</b>	<b>4471</b>	<b>100.0</b>	<b>18.8</b>

## Confidentiality

All potential respondents were promised confidentiality regarding their participation and their responses. Files containing personally identifiable information (PII) were kept separate from the data files. The study protocol was reviewed and approved by NCSBN's CEO for compliance with organizational guidelines for research studies involving human subjects.

## Return Rates

Out of the 23,747 surveys sent, a total of 4,471 surveys were returned (700 from Form 1, 743 from Form 2, 798 from Form 3, 743 from Form 4, 726 from Form 5, and 761 from Form 6). A total of 170 surveys were identified as undeliverable due to incorrect email addresses. Therefore, the adjusted return rate was 19.0%. Of the 23,577 surveys sent, 4,471 respondents completed

the survey. A total of 574 individuals did not qualify for survey ratings based on one of the following reasons: (a) They did not indicate having an RN license; (b) they were not currently working in the U.S.; (c) they were working fewer than 20 hours per week as an RN; and/or (d) they failed to answer the previous three demographic questions. After adjusting for incorrect addresses and removals, the analyzable response rate was 16.5%.

## RN Practice Analysis Nonrespondent Study

In order to ensure the validity of the results, NCSBN conducted an email survey of nonrespondents to determine if those RNs not responding would have rated the survey activity statements differently than the respondents. If there were no systematic differences in respondents versus nonrespondents, there would be further evidence signifying that the survey results are unbiased, which supports the validity of the 2024 RN

Practice Analysis results. The nonrespondents rated the activity statements similar to the respondents, lending support for the validity of the results. When comparing the respondent and nonrespondent ratings, a few statements have variances in frequencies, possibly indicating that the activity statements carry a different frequency in certain practice settings. The importance and clinical judgment relevancy ratings remain comparable between these two groups. See [Appendix I](#) for a full report of the nonrespondent study.

## Summary

A panel of 10 RNs, SMEs in the practice of newly licensed RNs, met and created a comprehensive list of RN activity statements. A survey was developed and revised before being sent to 23,747 newly licensed RNs selected from lists of candidates who passed the NCLEX-RN between April 8, 2023, through Feb. 15, 2024. The survey response rate was 16.5%. This practice analysis contains the responses of 3,897 newly licensed RNs.

## DEMOGRAPHICS, EXPERIENCES AND PRACTICE ENVIRONMENTS OF RESPONDENTS

### Demographics/Past Experiences

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

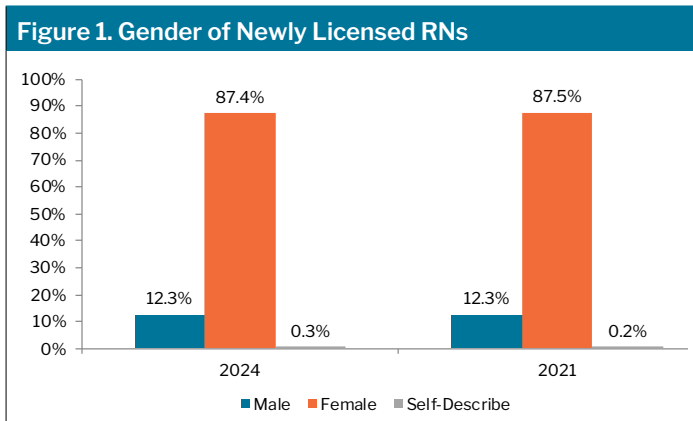
#### Age and Gender

The majority of newly licensed RNs (87.4%) indicated their gender as female, similar to the percentage found in the 2021 survey (NCSBN, 2022). See [Figure 1](#) for gender. The age of respondent nurses averaged 31.7 years (SD = 9.0 years), similar to the average of 31.2 years from the 2021 survey.

#### Race/Ethnicity of Newly Licensed RNs

In the study, 54.8% of respondents reported their race/ethnicity as White – not of Hispanic origin. Respondents also reported their race/ethnicity as follows: 20.0% Black or African American, 11.0% Hispanic or Latino, 10.8% Asian, 0.8% American Indian or Alaska Native, 0.1% Native Hawaiian or Pacific Islander, and 2.7% other. See [Figure 2](#). for race/ethnicity reported by newly licensed RNs.

Of the respondents, 78.9% reported English as their primary language, and 16.4% reported both English and another language as their primary languages.

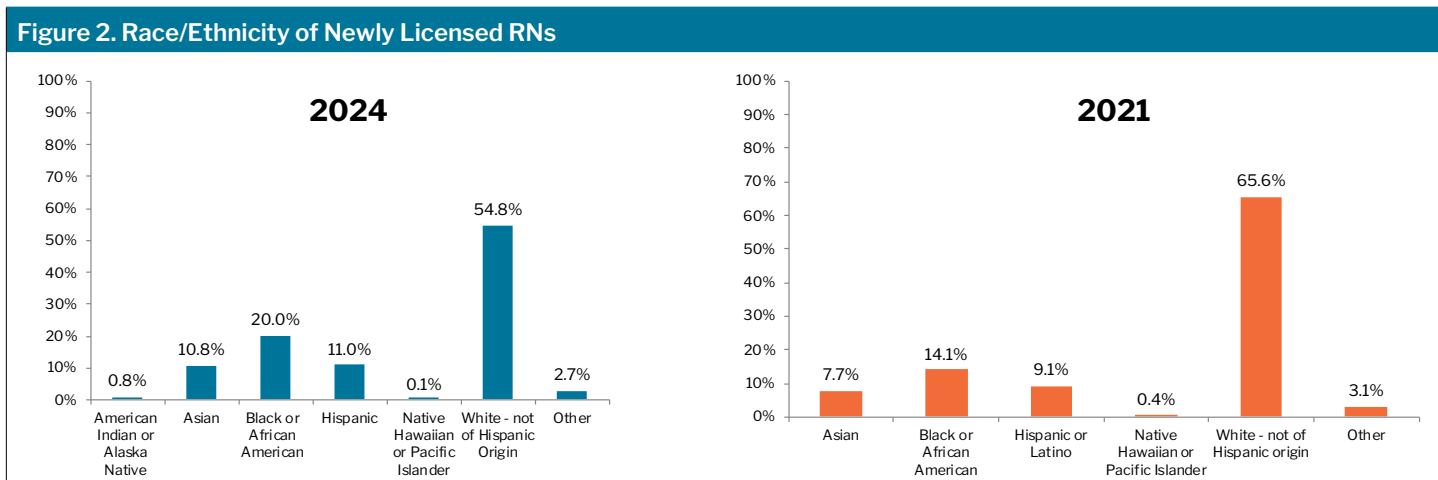


#### Educational Background

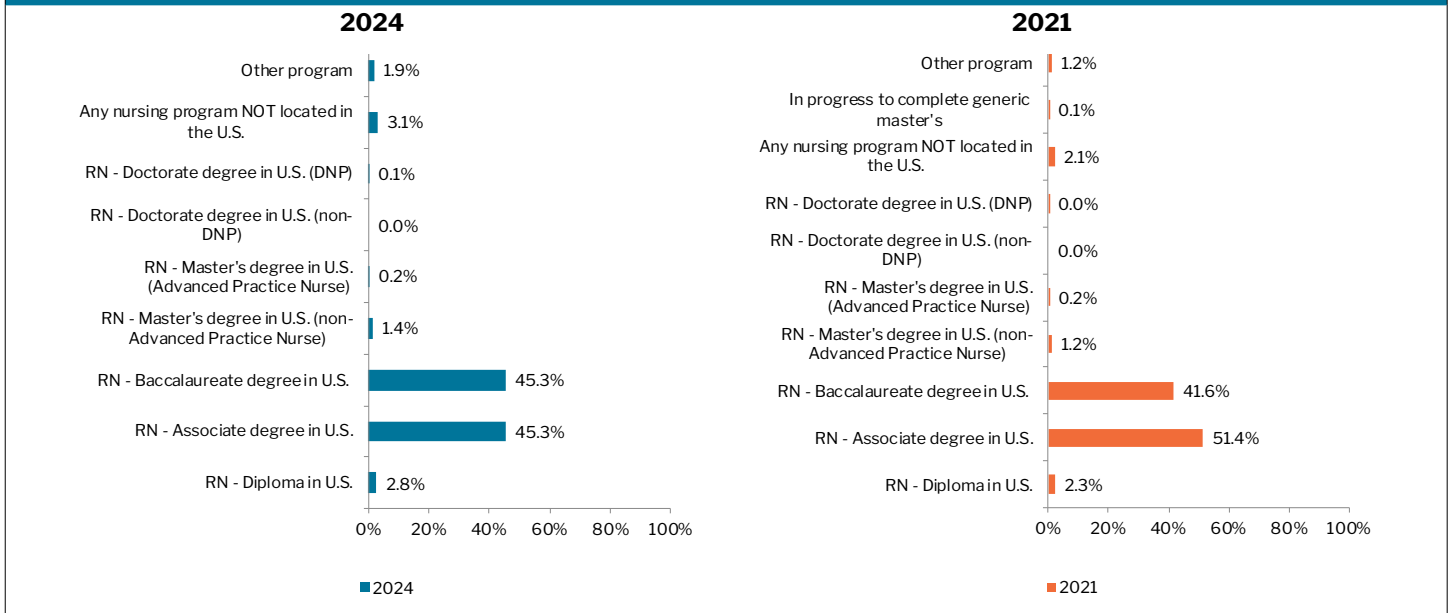
Newly licensed RNs indicated obtaining an associate degree (45.3%) or a baccalaureate degree (45.3%) most frequently as the educational preparation for initial RN licensure. The percentage for an associate degree decreased slightly, and the percentage for a baccalaureate degree slightly increased compared to those reported in 2021. See [Figure 3](#). for respondents’ educational backgrounds.

#### Previous LPN/VN or UAP Experience

Respondents reported working an average of 6.6 months as an RN in the U.S. and reported being an average of 13.4 months post graduation. On average, the data reflect newly licensed nurses were employed approximately 6 months after graduation during both the 2024 and 2021 practice analysis periods. The data are presented in [Figure 4](#).



**Figure 3. Educational Programs of Newly Licensed RNs**

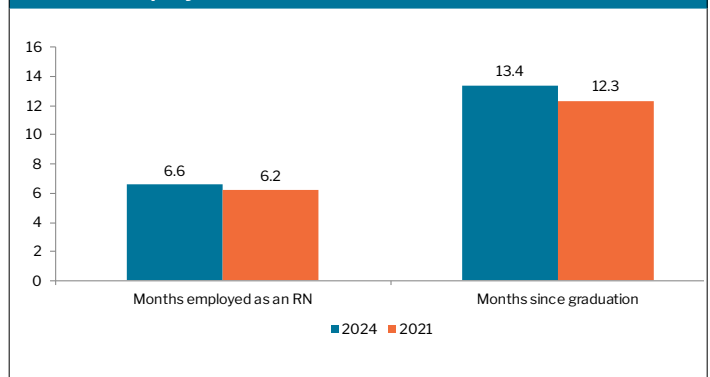


Approximately 15.3% of RNs reported previous experience as a licensed practical nurse/vocational nurse (LPN/VN) (a slight decrease since 2021) and 46.6% reported previous experience as unlicensed assistive personnel (UAP) (a slight increase since 2021). The average experience in those positions was 7.1 years as an LPN/VN and 3.3 years as a UAP. The data are presented in [Table 2](#).

**Orientation**

The majority of newly licensed RNs (97.9%) reported receiving some form of formal orientation, a slight increase from the 96.0% in 2021. No formal orientation was reported by 2.1%, and 1.2% reported having only classroom instruction or skills lab work for their orientation. Newly licensed RNs reported working with an assigned preceptor (53.8%) for an average of 10.2 weeks, and 7.0% reported having a classroom and/or skills lab plus supervised work with clients for an average of 7.9 weeks. An increased percentage from 2021, 33.6% of respondents reported having a formal internship, which lasted an average of 13.4 weeks. The percentage of entry-level nurses having formal internships has seen an increase over the past several practice analyses studies. See [Table 3](#) for type of orientation with average time spent in each.

**Figure 4. Average Months Since Graduation and Months Employed**



**Table 2. Average Years LPN/VN or UAP Experience**

	2024		2021	
	Yrs. Exp.	%*	Yrs. Exp.	%*
LPN/VN	7.1	15.3	6.3	17.9
UAP	3.3	46.6	3.5	45.2

\* Indicates the percentage of newly licensed RNs with previous LPN/VN or UAP experience.

## Certifications Earned

In the current study, 98.4% of respondents reported earning additional certifications or completing coursework compared to 93.1% of respondents in 2021. Basic Life Support (96.3%), Advanced Cardiac Life Support (53.0%) and Pediatric Advanced Life Support (20.0%) were the most frequently reported certifications. See [Table 4](#) for a complete list of additional coursework and/or certifications completed. To compare with 2024, 2021 results have been recalculated by excluding the missing responses. Survey respondents could select more than one certification, resulting in a sum greater than 100%.

## Work Settings

### Facilities

The majority of newly licensed RNs (81.9%) reported working in hospitals. Only 6.9% reported working in long-term care facilities, and 8.1% reported working in community-based or ambulatory care facilities/organizations. Compared to 2021, there was an increase in the percentage of newly licensed RNs working in hospitals and a decrease in the percentage of newly licensed RNs working in long-term care facilities and community-based or ambulatory care facilities/organizations. The data are presented in [Table 5](#).

Overall, the number of beds reported in hospitals or nursing homes where newly licensed RNs work was most commonly distributed among 500 or more beds (24.1%), 100-299 beds (19.7%) and fewer than 100 beds (19.1%). Only 16.9% reported working in facilities with 300-499 beds. The majority of newly licensed RNs (57.8%) reported working in urban or metropolitan areas; 28.3% work in suburban areas, and 13.9% work in rural areas. Data for the size and location of the facilities where respondents reported working are presented in [Table 6](#).

### Practice Settings

Newly licensed RNs reported most frequently working in medical-surgical (36.2%) and critical care (28.0%)

**Table 3. Type and Length of Orientation**

	2024		2021	
	%	Avg. Weeks	%	Avg. Weeks
No formal orientation	2.1	N/A	4.0	N/A
Classroom instruction/ skills lab work only	1.2	4.2	1.2	2.2
Classroom and/or skills lab plus supervised work with clients	7.0	7.9	6.8	7.7
Work with an assigned preceptor(s) or mentor(s) with or without additional classroom or skills lab work	53.8	10.2	59.9	9.5
A formal internship/ residency with or without additional classroom instruction/ skills lab work	33.6	13.4	25.7	12.4
Other	2.3	6.5	2.4	7.7

**Table 4. Additional Coursework/Certification**

Type of Additional Coursework/ Certification	2024	2021
	%	%
Advanced Cardiac Life Support (ACLS)	53.0	46.8
Basic Life Support (BLS/CPR)	96.3	86.2
Behavioral Management	10.6	8.7
Cardiac Care	12.6	12.9
Chemotherapy	1.7	2.0
Community Health	3.5	NA
Critical Care	11.7	10.4
Dialysis	3.9	3.1
Intravenous Therapy	19.4	19.7
Moderate Sedation	9.1	8.1
Neonatal Advanced Life Support	3.9	2.3
Neonatal Resuscitation	9.7	7.1
Palliative Care	5.8	NA
Pediatric Advanced Life Support (PALS)	20.0	13.6
Rehabilitation	3.2	3.2
None	1.6	6.9
Other	10.6	10.5

*Note: Respondents could select all that apply.*

**Table 5. Employment Facilities**

Type of Facility/Organization	2024	2021
	%	%
Hospital	81.9	77.3
Long-term care facility	6.9	8.8
Community-based or ambulatory care facility/organization (including public health department, home health, clinics, school, prison, etc.)	8.1	9.8
Other	3.1	4.1

**Table 6. Employment Setting Characteristics**

Type of Facility/Organization	2024	2021
	%	%
Number of Hospital or Nursing Home Beds		
Less than 50 beds	10.1	9.6
50-99 beds	9.0	9.6
100-299 beds	19.7	23.5
300-499 beds	16.9	16.9
500 or more beds	24.1	20.2
I do not know	10.7	9.8
I do not work in a hospital or long-term care facility	9.6	10.4
Location of Employment Setting		
Urban/Metropolitan area	57.8	52.5
Suburban	28.3	30.4
Rural	13.9	17.2

settings. Long-term care (e.g., nursing home, skilled or intermediate care) (7.9%) showed a slight decrease from 2021, whereas ambulatory care (5.6%), labor and delivery (4.1%) and pediatrics (8.8%) are areas that have seen slight increases from 2021. See [Table 7](#). To compare with 2024, 2021 results have been recalculated by excluding the missing responses.

## Client Health Conditions

A majority of the newly licensed RNs reported that they care for clients with acute conditions (72.8%). The next highest percentage of respondents reported caring for clients with stable chronic conditions (61.2%), clients with unstable chronic conditions (54.3%) and clients with

**Table 7. Practice Settings**

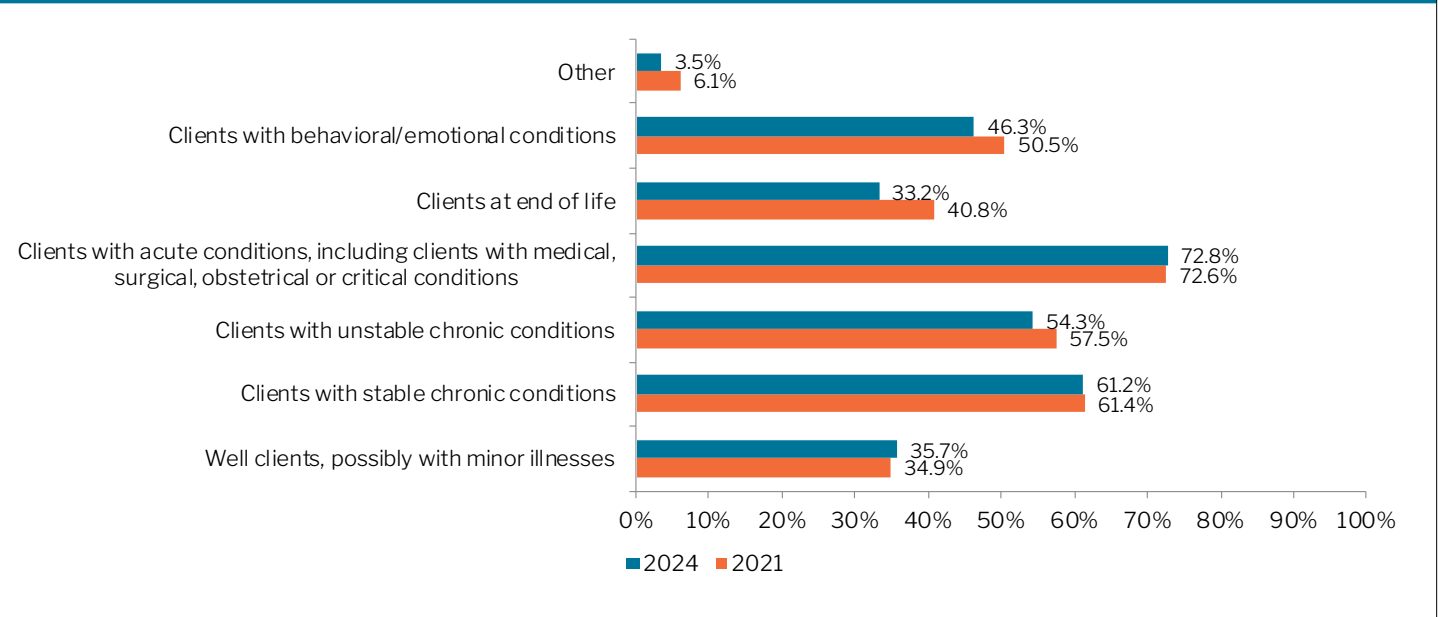
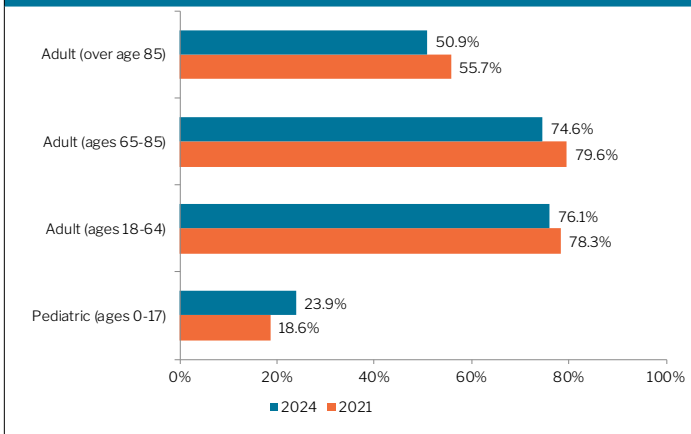
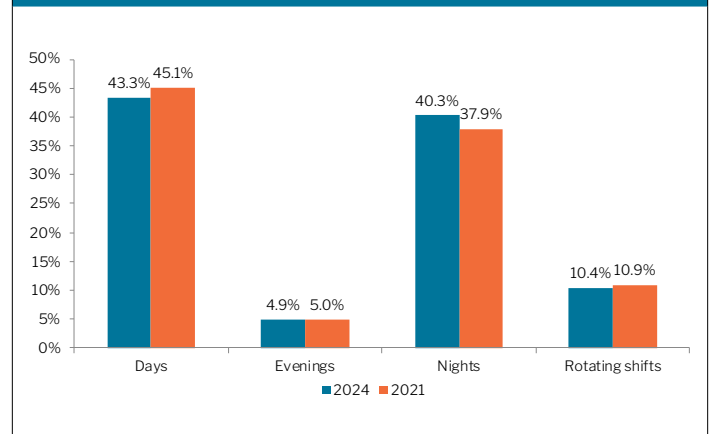
Type of Facility/Organization	2024	2021
	%	%
Ambulatory care, physician office or clinics	5.6	4.1
Critical care	28.0	28.0
Home health	4.0	3.8
Hospice	2.2	2.8
Inpatient medical-surgical	36.2	37.6
Labor and delivery	4.1	3.1
Long-term care	7.9	9.7
Operating room	3.3	3.5
Palliative care	1.3	2.5
Pediatric	8.8	5.9
Psychiatry or subspecialties (detox, inpatient, outpatient)	5.9	5.5
Public health/Occupational health	0.7	2.0
Rehabilitation	6.6	8.1
Residential	1.0	0.7
Other	17.4	17.4

*Note: Respondents could select two answers.*

behavioral/emotional conditions (46.3%). These results are somewhat similar to the 2021 results; however, there was a decrease in the percentage of nurses reporting caring for clients at end of life, caring for clients with behavioral/emotional conditions and caring for clients with unstable chronic conditions. Survey respondents could select more than one client health condition, resulting in a sum greater than 100%. See [Figure 5](#). To compare with 2024, 2021 results have been recalculated by excluding the missing responses.

## Client Ages

The majority of newly licensed RNs reported caring for adults aged 18 to 64 (76.1%) and/or caring for older adults aged 65 to 85 (74.6%) on their last day of work prior to completing the survey. Newly licensed RNs also indicated caring for adults over the age of 85 (50.9%) and pediatric clients aged 0 to 17 (23.9%). There was a decrease in the percentage of nurses reporting caring for adults aged 65 to 85 and adults aged 85 or older,

**Figure 5. Client Health Conditions****Figure 6. Client Ages****Figure 7. Shifts Worked by Newly Licensed RNs**

and there was an increase in the percentage of nurses reporting caring for pediatric clients aged 0 to 17. See [Figure 6](#) for client ages. To compare with 2024, 2021 results have been recalculated by excluding the missing responses. Survey respondents could select more than one client age, resulting in a sum greater than 100%.

On average, the respondents were responsible for 9.1 clients on their last workday with a standard deviation of 22.3.

## Shifts Worked

The shifts most commonly worked by newly licensed RNs were days (43.3%, a slight decrease from 2021) and nights (40.3%, a slight increase from 2021). Only 10.4% of respondents reported working rotating shifts. See [Figure 7](#) for shifts reported.

On a typical workday, the majority of the respondents (78.7%) worked a 12-hour shift, while 11.4% worked an 8-hour shift and 3.8% worked a 10-hour shift.



## Time Spent in Different Categories of Nursing Activities

Respondents were asked to record the number of hours they spent performing specific categories of activities (see [Table 8](#)). 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 teaching while giving medications or providing emotional support while giving 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 NCLEX-RN® 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 RNs reported spending the greatest amount of time in management of care (15.1%), physiological adaptation (14.0%), safety and infection prevention (12.2%), pharmacological and parenteral therapies (12.1%), reduction of risk potential (11.8%), and basic care and comfort (12.3%). The least amount of time was reportedly spent on psychosocial integrity (11.2%) and health promotion and maintenance (11.4%). These results are very similar to 2021 results.

## Administrative Responsibilities/Primary Administrative Position

The newly licensed RNs responding to the practice analysis survey were asked if they had administrative responsibilities in their nursing position such as being a unit manager, team leader, charge nurse or coordinator. If RNs reported having such responsibilities, they were

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

Categories of Activities		2024	2024	2024	2021
		Average Hours	Proportion of Work Hours	Standardized Proportion	Standardized Proportion
Management of Care	Provide and direct nursing care that enhances the care delivery setting to protect clients and health care personnel.	6.38	51.1%	15.1%	15.3%
Safety and Infection Prevention and Control	Protect clients and health care personnel from health and environmental hazards.	5.19	41.5%	12.2%	12.7%
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.	4.83	38.7%	11.4%	11.4%
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.	4.73	37.9%	11.2%	11.1%
Basic Care and Comfort	Provide comfort and assistance in the performance of activities of daily living.	5.20	41.6%	12.3%	12.5%
Pharmacological and Parenteral Therapies	Provide care related to the administration of medications and parenteral therapies.	5.11	40.9%	12.1%	12.5%
Reduction of Risk Potential	Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures.	4.99	40.0%	11.8%	11.5%
Physiological Adaptation	Manage and provide care for clients with acute, chronic or life-threatening physical health conditions.	5.91	47.3%	14.0%	13.4%

**Table 9. Administrative Responsibilities**

	2024		2021	
	Administrative Responsibility	Primary Administrative Position*	Administrative Responsibility	Primary Administrative Position*
Facilities	%	%	%	%
All	20.3	16.7	22.3	82.4
Hospital	13.8	8.1	14.1	78.4
Long-term care	66.7	27.6	62.0	85.9
Community-based care	37.3	30.0	37.3	91.6
Other	45.1	21.7	51.9	80.0

\* Percent of all relevant respondents.

asked if they had a primary administrative position. Of all respondents, 20.3% reported having such responsibilities, and of those, 16.7% reported having a primary administrative position. RNs working in long-term care facilities were more likely to report having administrative responsibilities than RNs working in hospitals (66.7% in long-term care facilities compared to 13.8% in hospitals). In addition, RNs working in long-term care with administrative responsibilities were slightly more likely to report being in a primary administrative position than those working in hospitals (27.6% in long-term care facilities compared to 8.1% in hospitals). Of the RNs working in community-based settings, 37.3% reported having administrative responsibilities. Of those respondents, 30.0% reported holding a primary administrative position. Compared to 2021, the results represent a slight percentage decrease in administrative responsibilities overall (from 22.3% to 20.3%), a slight decrease in administrative responsibilities in hospitals (from 14.1% to 13.8%) and an increase in long-term care facilities (from 62.0% to 66.7%). See [Table 9](#) for detailed results of administrative responsibilities.

## Summary

The newly licensed RNs responding to the 2024 RN Practice Analysis survey were primarily female with an average age of 31.7 years. The majority worked day or night shifts in medical-surgical or critical care units of hospitals. The majority of respondents were provided with an orientation with an assigned preceptor or mentor for an average of 10.2 weeks. The respondents cared mostly for clients with acute conditions who were either 18 to 64 years of age or 65 to 85 years of age.

## ACTIVITY STATEMENT PERFORMANCE FINDINGS

Findings relative to the activities performed by newly licensed registered nurses (RNs) are presented in this section of the report. The methods used to collect and analyze activity statement findings, applicability to practice setting, frequency of performance, importance of the activities and relevance to clinical judgment are discussed. A validation of survey findings with estimates provided by the subject matter expert (SME) panel is also provided.

### Overview of Methods

The 2024 RN Practice Analysis survey asked respondents to answer three 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.” Respondents were instructed to select “never performed in work setting” if an activity did not apply to their work setting and then to move to the next activity. If the activity did apply to their work setting, they were asked to select, on a six-point scale of “0 times” to “5 times or more,” the frequency with which they had performed the activity on their last day of work. In question B, respondents were 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.” In question C, the relevance to clinical judgment when performing the nursing activity was

addressed. The respondents could choose from four ratings: “1” (not relevant), “2” (helpful), “3” (important) or “4” (essential). Each activity statement’s applicability to practice setting was assessed by analyzing the number of respondents having performed each activity, excluding those that were marked “never performed.”

### Activity Performance Characteristics

#### Reliability

Reliability indices were calculated to assess the survey’s capability to measure the activities relevant to safe and effective practice of newly licensed RNs. Standardized Cronbach’s alpha coefficients were calculated for frequency, importance and clinical judgment ratings of the survey to measure the internal consistency of the instrument (Cronbach, 1951). Alpha coefficients range from 0 to 1; a value of 0.70 or greater is generally considered adequate. The surveys had a reliability index of 0.92 for frequency, importance and clinical judgment ratings. **Table 10** shows that the data suggest strong evidence for the reliability of the measured outcomes in this survey.

#### Subject Matter Expert (SME) Panel Validation of Survey Findings

The SME panel for the 2024 RN Practice Analysis was asked to provide independent ratings of the 149 activity statements. SMEs estimated the percentage of newly

**Table 10. Reliability Estimates**

Form	Frequency			Importance			Clinical Judgment		
	N Items	N Cases	Scale Reliability	N Items	N Cases	Scale Reliability	N Items	N Cases	Scale Reliability
Form 1	25	604	0.93	25	604	0.92	25	604	0.91
Form 2	25	653	0.92	25	653	0.93	25	653	0.93
Form 3	25	691	0.90	25	691	0.91	25	691	0.91
Form 4	25	641	0.94	25	641	0.94	25	641	0.94
Form 5	25	650	0.93	25	650	0.93	25	650	0.92
Form 6	24	658	0.92	24	658	0.92	24	658	0.92

licensed RNs performing the activities within their practice setting, the average setting-specific frequency with which the activities were performed during one day, the average importance of the activities and the average relevance of clinical judgment to 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 11** illustrates that there were no differences greater than 1.14 with respect to importance between the SME ratings and the newly licensed RNs. In general, the importance ratings of SMEs and survey respondents were somewhat similar; however, respondents regarded most of the activity statements as more important than the SMEs did.

### Applicability of Activities to Practice Setting

The percentages of newly licensed RNs indicating that the activities were applicable are included in **Table 12**. The activities ranged from 21.9% applicability (i.e., 21.9% of the respondents reported that the activity was performed in their work setting) to 100%. The activities with the lowest percentage of applicability were “Provide care and education to an antepartum client or a client in labor” (21.9%), “Implement and monitor phototherapy” (27.4%) and “Provide postpartum care and education” (28.8%). The activities with the highest percentage of applicability for respondents were “Receive, verify and implement health care provider orders” (100.0%), “Recognize limitations of self and others and utilize resources” (100%), “Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)” (100%), “Properly identify client when providing care” (100%), “Maintain client dignity and privacy during care” (100%) and

“Handle and maintain medication in a safe and controlled environment” (100%).

### Frequency of Activity Performance

Respondents were asked to rate the frequency of performance of all activities that were applicable to their work setting. Newly licensed RNs reported how frequently they performed the activity on the last day they worked using a six-point scale: “0 times” to “5 times or more.” 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 respondents providing ratings (i.e., respondents indicating that the activity applied to their work setting). The total group frequency was calculated by including the missing frequency ratings (i.e., respondents 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 12** for setting-specific and total group frequency.

### Setting-Specific

Average setting-specific frequencies ranged from 1.96 to 4.88. The activities performed with the lowest frequencies were “Perform and manage care of client receiving peritoneal dialysis” (1.96), “Perform postmortem care” (1.97) and “Provide postpartum care and education” (2.05). The activities with the highest setting-specific average frequencies of performance were “Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)” (4.88), “Properly identify client when providing care” (4.83), “Handle and maintain medication in a safe and controlled environment” (4.83) and “Provide care within the legal scope of practice” (4.83). **Appendix C** presents activity statements rank ordered by average setting-specific frequency.

**Table 11. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from RN Practice Analysis Survey and RN Practice Analysis Survey SME Panel**

Activity #	Activity	Newly Licensed RN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)
1	Perform procedures necessary to safely admit, transfer and/or discharge a client	96.4	3.81	4.48	3.51	100.0	4.10	4.60	3.70	-3.6	-0.29	-0.12	-0.19
2	Provide and receive handoff of care (report) on assigned clients	99.1	4.37	4.70	3.64	100.0	4.60	4.60	3.40	-0.9	-0.23	0.10	0.24
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	93.8	3.71	4.13	3.40	100.0	4.10	4.30	3.50	-6.2	-0.39	-0.17	-0.10
4	Advocate for client rights and needs	99.7	4.23	4.73	3.70	100.0	4.50	4.60	3.80	-0.3	-0.27	0.13	-0.10
5	Prioritize the delivery of client care based on acuity	99.0	4.59	4.70	3.80	100.0	5.00	5.00	4.00	-1.0	-0.41	-0.30	-0.20
6	Participate in performance improvement projects and quality improvement processes	79.9	1.75	3.77	3.02	100.0	2.60	3.30	2.50	-20.1	-0.85	0.47	0.52
7	Identify and collaborate with multidisciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker)	98.4	4.15	4.51	3.57	100.0	4.70	4.60	3.80	-1.6	-0.55	-0.09	-0.23
8	Receive, verify and implement health care provider orders	100.0	4.70	4.82	3.83	100.0	5.00	5.00	3.90	0.0	-0.30	-0.18	-0.07
9	Integrate advance directives into client plan of care	81.5	2.25	4.10	3.16	100.0	2.90	3.90	3.30	-18.5	-0.65	0.20	-0.14
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	98.7	4.34	4.68	3.54	100.0	4.70	4.40	3.40	-1.3	-0.36	0.28	0.14
11	Verify the client receives education and consents for care and procedures	98.7	4.05	4.47	3.39	100.0	3.80	4.30	3.20	-1.3	0.25	0.17	0.19

**Table 11. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from RN Practice Analysis Survey and RN Practice Analysis Survey SME Panel**

Activity #	Activity	Newly Licensed RN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)
12	Provide education to clients and staff about client rights and responsibilities	94.6	3.59	4.37	3.32	100.0	3.70	4.10	3.11	-5.4	-0.11	0.27	0.21
13	Assess the need for referrals and obtain necessary orders	94.8	3.54	4.20	3.38	100.0	3.20	3.90	3.50	-5.2	0.34	0.30	-0.12
14	Initiate, evaluate and update client plan of care	97.7	4.15	4.29	3.47	100.0	4.40	4.40	3.78	-2.3	-0.25	-0.11	-0.31
15	Maintain client confidentiality and privacy (e.g., social media, disclosure of information)	98.8	4.56	4.70	3.55	100.0	4.80	4.70	3.00	-1.2	-0.24	0.00	0.55
16	Recognize limitations of self and others and utilize resources	100.0	4.17	4.68	3.68	100.0	4.40	4.50	3.80	0.0	-0.23	0.18	-0.12
17	Report client conditions as required by law (e.g., abuse/neglect, communicable diseases)	85.2	2.06	4.50	3.49	100.0	1.70	4.20	3.44	-14.8	0.36	0.30	0.05
18	Manage conflict among clients and staff	84.1	1.93	3.94	2.96	90.0	1.90	3.40	3.12	-5.9	0.03	0.54	-0.16
19	Utilize resources to promote quality client care (e.g., evidence-based research, information technology, policies and procedures)	98.6	4.04	4.44	3.51	100.0	4.30	4.60	3.89	-1.4	-0.26	-0.16	-0.38
20	Recognize and report ethical dilemmas	94.2	2.50	4.37	3.43	100.0	1.90	4.40	3.30	-5.8	0.60	-0.03	0.13
21	Use approved terminology when documenting care	99.3	4.67	4.35	3.41	100.0	4.90	4.20	2.80	-0.7	-0.23	0.15	0.61
22	Organize workload to manage time effectively	99.7	4.71	4.71	3.76	100.0	5.00	4.70	3.90	-0.3	-0.29	0.01	-0.14
23	Practice in a manner consistent with the nurses' code of ethics	99.7	4.71	4.70	3.67	100.0	5.00	4.90	3.60	-0.3	-0.29	-0.20	0.07
24	Provide care within the legal scope of practice	98.2	4.74	4.80	3.80	100.0	5.00	4.90	3.70	-1.8	-0.26	-0.10	0.10

**Table 11. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from RN Practice Analysis Survey and RN Practice Analysis Survey SME Panel**

Activity #	Activity	Newly Licensed RN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)
25	Practice and advocate for quality and cost-effective care	94.5	3.41	4.07	3.19	100.0	3.60	4.30	3.40	-5.5	-0.19	-0.23	-0.21
26	Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)	100.0	4.88	4.85	3.65	100.0	4.80	4.80	3.60	0.0	0.08	0.05	0.05
27	Protect client from injury	99.8	4.66	4.87	3.84	100.0	4.90	4.80	3.90	-0.2	-0.24	0.07	-0.06
28	Verify appropriateness and accuracy of a treatment order	99.7	4.43	4.77	3.84	100.0	4.40	4.50	4.00	-0.3	0.03	0.27	-0.16
29	Follow procedures for handling biohazardous and hazardous materials	98.0	3.96	4.54	3.44	100.0	4.20	4.30	3.10	-2.0	-0.24	0.24	0.34
30	Follow security plan and procedures (e.g., newborn security, violence, controlled access, environmental)	92.5	3.10	4.50	3.35	100.0	3.80	4.60	3.30	-7.5	-0.70	-0.10	0.05
31	Use ergonomic principles when providing care	97.0	4.02	4.26	3.24	100.0	3.90	4.40	3.20	-3.0	0.12	-0.14	0.04
32	Acknowledge and document practice errors and near misses	91.1	2.11	4.61	3.59	100.0	2.70	4.60	3.40	-8.9	-0.59	0.01	0.19
33	Properly identify client when providing care	100.0	4.83	4.82	3.68	100.0	5.00	5.00	3.30	0.0	-0.17	-0.18	0.38
34	Facilitate appropriate and safe use of equipment	99.2	4.43	4.65	3.65	100.0	4.70	4.40	3.40	-0.8	-0.27	0.25	0.25
35	Educate client on safety concerns	99.5	4.21	4.55	3.53	100.0	4.20	4.50	3.40	-0.5	0.01	0.05	0.13
36	Participate in emergency planning and response	83.2	1.89	4.25	3.33	100.0	2.40	4.20	3.30	-16.8	-0.51	0.05	0.03
37	Follow requirements when using restraints	73.6	2.35	4.24	3.35	100.0	3.00	4.80	3.80	-26.4	-0.65	-0.56	-0.45

**Table 11. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from RN Practice Analysis Survey and RN Practice Analysis Survey SME Panel**

Activity #	Activity	Newly Licensed RN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)
38	Educate client and staff regarding infection prevention measures	97.7	3.48	4.54	3.46	100.0	4.30	4.60	3.50	-2.3	-0.82	-0.06	-0.04
39	Assess client for allergies and intervene as needed	97.8	4.08	4.67	3.68	100.0	3.40	4.50	3.70	-2.2	0.68	0.17	-0.02
40	Report, intervene and/or escalate unsafe practice of staff (e.g., substance misuse, improper care, staffing practices)	80.7	1.98	4.59	3.51	100.0	1.40	4.20	3.40	-19.3	0.58	0.39	0.11
41	Assess client care environment	98.5	4.36	4.43	3.47	100.0	4.60	4.20	3.50	-1.5	-0.24	0.23	-0.03
42	Promote staff and workplace safety	96.1	3.47	4.50	3.46	100.0	3.20	3.90	3.20	-3.9	0.27	0.60	0.26
43	Provide prenatal care and education	35.2	0.97	3.47	2.79	50.0	0.90	3.90	3.30	-14.8	0.07	-0.43	-0.51
44	Plan and/or participate in community health education	70.1	1.88	3.84	3.03	60.0	1.50	3.30	2.70	10.1	0.38	0.54	0.33
45	Perform targeted screening assessments (e.g., vision, nutrition, depression)	93.3	3.68	4.28	3.45	100.0	3.50	3.60	3.50	-6.7	0.18	0.68	-0.05
46	Educate client about prevention and treatment of high-risk health behaviors	95.4	3.79	4.53	3.56	100.0	3.60	3.80	3.30	-4.6	0.19	0.73	0.26
47	Educate client about preventive care and health maintenance recommendations	96.2	3.66	4.30	3.39	100.0	3.60	3.90	3.10	-3.8	0.06	0.40	0.29
48	Provide postpartum care and education	28.8	0.59	3.68	3.01	60.0	0.90	4.00	3.40	-31.2	-0.31	-0.32	-0.39
49	Perform comprehensive health assessments	96.4	4.35	4.66	3.76	100.0	4.80	4.70	4.00	-3.6	-0.45	-0.04	-0.24
50	Assess client's readiness to learn, learning preferences and barriers to learning	98.1	4.01	4.36	3.44	100.0	4.30	4.30	3.60	-1.9	-0.29	0.06	-0.16



**Table 11. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from RN Practice Analysis Survey and RN Practice Analysis Survey SME Panel**

Activity #	Activity	Newly Licensed RN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)
51	Provide care and education for the newborn, infant and toddler client from birth through 2 years	35.7	1.25	3.48	2.88	50.0	1.40	4.60	3.80	-14.3	-0.15	-1.12	-0.92
52	Provide care and education for the preschool, school-age and adolescent client ages 3 through 17 years	48.3	1.59	4.03	3.18	50.0	1.50	4.60	3.80	-1.7	0.09	-0.57	-0.62
53	Provide care and education for the adult client ages 18 through 64 years	92.9	4.18	4.41	3.54	90.0	4.40	4.60	3.80	2.9	-0.22	-0.19	-0.26
54	Provide care and education for the adult client ages 65 years and over	87.7	3.96	4.44	3.56	100.0	4.40	4.40	3.90	-12.3	-0.44	0.04	-0.34
55	Assess client ability to manage care in home environment and plan care accordingly	86.5	3.19	4.23	3.34	100.0	4.00	4.30	3.70	-13.5	-0.81	-0.07	-0.36
56	Assess and educate clients about health risks based on family, population and community	92.8	3.26	4.15	3.27	100.0	3.20	4.10	3.20	-7.2	0.06	0.05	0.07
57	Provide care and education to an antepartum client or a client in labor	21.9	0.64	3.36	2.77	40.0	1.00	4.50	3.70	-18.1	-0.36	-1.14	-0.93
58	Provide resources to minimize communication and learning barriers	97.7	3.41	4.47	3.36	100.0	3.30	4.50	3.30	-2.3	0.11	-0.03	0.06
59	Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial)	96.2	3.51	4.08	3.25	100.0	4.60	4.30	3.40	-3.8	-1.09	-0.22	-0.15
60	Assess client for abuse or neglect and report, intervene and/or escalate	87.0	2.89	4.57	3.56	100.0	3.50	4.80	3.70	-13.0	-0.61	-0.23	-0.14

**Table 11. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from RN Practice Analysis Survey and RN Practice Analysis Survey SME Panel**

Activity #	Activity	Newly Licensed RN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)
61	Assess client for substance misuse and/or toxicities and intervene as appropriate (e.g., dependency, withdrawal)	86.9	2.90	4.29	3.42	100.0	4.30	4.60	3.80	-13.1	-1.40	-0.31	-0.38
62	Provide care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating disorders)	89.7	3.10	4.26	3.41	100.0	4.00	4.40	3.90	-10.3	-0.90	-0.14	-0.49
63	Promote a therapeutic environment	99.2	4.55	4.28	3.36	100.0	4.70	4.30	3.30	-0.8	-0.15	-0.02	0.06
64	Incorporate client cultural practices and beliefs when planning and providing care	96.0	3.24	4.32	3.33	100.0	4.00	4.20	3.10	-4.0	-0.76	0.12	0.23
65	Provide end-of-life care and education to clients	74.8	1.65	4.14	3.27	90.0	1.50	4.30	3.33	-15.2	0.15	-0.16	-0.06
66	Assess the potential for violence and use safety precautions	95.2	3.39	4.60	3.55	100.0	3.40	4.80	3.80	-4.8	-0.01	-0.20	-0.25
67	Assess client support system to aid in plan of care	93.9	3.45	4.23	3.28	100.0	4.20	4.10	3.20	-6.1	-0.75	0.13	0.08
68	Assess client's ability to cope with life changes and provide support	96.6	3.54	4.29	3.35	100.0	3.50	4.10	3.40	-3.4	0.04	0.19	-0.05
69	Use therapeutic communication techniques	99.4	4.60	4.39	3.41	100.0	4.70	4.20	3.00	-0.6	-0.10	0.19	0.41
70	Incorporate behavioral management techniques when caring for a client	97.3	3.69	4.38	3.47	100.0	3.70	4.30	3.60	-2.7	-0.01	0.08	-0.13
71	Recognize nonverbal cues to physical and/or psychological stressors	98.7	4.14	4.53	3.64	100.0	4.80	4.60	3.60	-1.3	-0.66	-0.07	0.04
72	Provide appropriate care for a client experiencing visual, auditory and/or cognitive alterations	96.3	3.57	4.50	3.56	100.0	3.00	4.40	3.50	-3.7	0.57	0.10	0.06

**Table 11. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from RN Practice Analysis Survey and RN Practice Analysis Survey SME Panel**

Activity #	Activity	Newly Licensed RN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)
73	Provide care for a client experiencing grief or loss	86.9	2.29	4.07	3.13	100.0	2.00	4.10	3.40	-13.1	0.29	-0.03	-0.27
74	Assess client performance of activities of daily living and assist when needed	95.9	4.05	4.44	3.46	100.0	4.90	4.40	3.22	-4.1	-0.85	0.04	0.24
75	Provide client nutrition through tube feedings	78.9	2.62	4.16	3.35	90.0	2.10	4.30	3.40	-11.1	0.52	-0.14	-0.05
76	Perform postmortem care	67.7	1.33	3.94	2.97	90.0	1.60	3.90	3.00	-22.3	-0.27	0.04	-0.03
77	Perform irrigations (e.g., of bladder, ear, eye)	76.4	1.69	3.80	3.12	90.0	1.70	3.80	3.00	-13.6	-0.01	0.00	0.12
78	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning)	95.9	3.86	4.48	3.50	100.0	4.00	4.50	3.50	-4.1	-0.14	-0.02	0.00
79	Perform skin assessment and implement measures to maintain skin integrity	97.3	4.39	4.64	3.66	100.0	4.70	4.60	3.80	-2.7	-0.31	0.04	-0.14
80	Assess and manage client with an alteration in bowel and bladder elimination	96.3	4.00	4.43	3.50	100.0	4.20	4.50	3.80	-3.8	-0.20	-0.07	-0.30
81	Apply, maintain or remove orthopedic devices	73.1	2.24	3.76	3.03	90.0	1.90	3.60	2.90	-16.9	0.34	0.16	0.13
82	Maintain client dignity and privacy during care	100.0	4.72	4.69	3.48	100.0	4.90	4.00	2.90	0.0	-0.18	0.69	0.58
83	Provide nonpharmacological comfort measures	98.4	4.20	4.22	3.35	100.0	4.90	4.10	3.40	-1.6	-0.70	0.12	-0.05
84	Evaluate the client's nutritional status and intervene as needed	96.3	3.63	4.39	3.50	100.0	4.50	4.20	3.30	-3.7	-0.87	0.19	0.20
85	Assess client's sleep/rest pattern and intervene as needed	88.9	3.10	3.91	3.11	100.0	3.70	3.80	3.10	-11.1	-0.60	0.11	0.01
86	Evaluate client's intake and output and intervene as needed	97.8	4.21	4.50	3.55	100.0	4.60	4.70	3.70	-2.2	-0.39	-0.20	-0.15

**Table 11. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from RN Practice Analysis Survey and RN Practice Analysis Survey SME Panel**

Activity #	Activity	Newly Licensed RN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)
87	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	92.8	3.86	4.31	3.39	100.0	4.30	4.10	3.60	-7.2	-0.44	0.21	-0.21
88	Assess client for pain and intervene as appropriate	98.7	4.75	4.72	3.76	100.0	4.90	4.40	3.60	-1.3	-0.15	0.32	0.16
89	Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupuncture, supplements)	75.2	2.03	3.68	3.00	90.0	3.40	3.10	2.70	-14.8	-1.37	0.58	0.30
90	Evaluate appropriateness and accuracy of medication order for client	99.3	4.49	4.80	3.86	100.0	5.00	4.70	4.00	-0.7	-0.51	0.10	-0.14
91	Prepare and administer medications using rights of medication administration	99.3	4.77	4.91	3.89	100.0	5.00	4.90	3.90	-0.7	-0.23	0.01	-0.01
92	Perform calculations needed for medication administration	97.5	3.53	4.66	3.66	100.0	4.10	4.80	3.80	-2.5	-0.57	-0.14	-0.14
93	Monitor intravenous infusion and maintain site	90.3	4.20	4.58	3.66	80.0	3.70	4.50	3.50	10.3	0.50	0.08	0.16
94	Handle and administer controlled substances within regulatory guidelines	96.0	4.29	4.73	3.74	100.0	4.60	4.40	3.40	-4.0	-0.31	0.33	0.34
95	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	99.4	4.55	4.80	3.86	100.0	4.90	4.90	3.90	-0.6	-0.35	-0.10	-0.04
96	Titrate dosage of medication based on assessment and ordered parameters	88.9	3.25	4.69	3.76	70.0	2.40	4.70	3.90	18.9	0.85	-0.01	-0.14
97	Administer blood products and evaluate client response	78.8	2.32	4.62	3.68	80.0	2.50	4.80	4.00	-1.2	-0.18	-0.18	-0.32
98	Access and/or maintain central venous access devices	89.7	3.47	4.55	3.62	80.0	2.50	4.60	3.60	9.7	0.97	-0.05	0.02

**Table 11. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from RN Practice Analysis Survey and RN Practice Analysis Survey SME Panel**

Activity #	Activity	Newly Licensed RN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)
99	Educate client about medications	96.9	4.46	4.60	3.69	100.0	5.00	4.60	3.11	-3.1	-0.54	0.00	0.58
100	Evaluate client response to medication	99.0	4.69	4.78	3.79	100.0	4.90	4.80	3.90	-1.0	-0.21	-0.02	-0.11
101	Administer parenteral nutrition and evaluate client response	81.4	2.44	4.26	3.45	100.0	1.80	4.20	3.60	-18.6	0.64	0.06	-0.15
102	Administer medications for pain management	97.0	4.32	4.61	3.67	100.0	4.80	4.40	3.40	-3.0	-0.48	0.21	0.27
103	Participate in medication reconciliation process	92.6	3.21	4.23	3.31	100.0	3.50	4.10	3.00	-7.4	-0.29	0.13	0.31
104	Handle and maintain medication in a safe and controlled environment	100.0	4.83	4.80	3.71	100.0	5.00	4.40	3.10	0.0	-0.17	0.40	0.61
105	Handle and administer high-risk medications safely	93.5	4.00	4.75	3.81	100.0	4.30	4.60	3.50	-6.5	-0.30	0.15	0.31
106	Dispose of medications safely	97.4	4.21	4.58	3.44	100.0	4.90	4.10	2.80	-2.6	-0.69	0.48	0.64
107	Assess and respond to changes and trends in client vital signs	98.9	4.50	4.84	3.90	100.0	4.90	4.90	4.00	-1.1	-0.40	-0.06	-0.10
108	Perform focused assessments	98.8	4.52	4.69	3.79	100.0	4.80	4.60	3.90	-1.2	-0.28	0.09	-0.11
109	Recognize trends and changes in client condition and intervene as needed	97.8	4.30	4.82	3.87	100.0	4.40	4.80	4.00	-2.2	-0.10	0.02	-0.13
110	Monitor the results of diagnostic testing and intervene as needed	98.0	4.14	4.65	3.71	100.0	4.60	4.60	3.80	-2.0	-0.46	0.05	-0.09
111	Perform testing within scope of practice (e.g., electrocardiogram, point-of-care testing, fetal monitoring)	80.5	3.02	4.31	3.45	100.0	4.50	4.40	3.40	-19.5	-1.48	-0.09	0.05
112	Evaluate client responses to procedures and treatments	98.2	4.45	4.70	3.77	100.0	4.60	4.70	3.90	-1.8	-0.15	0.00	-0.13
113	Provide preoperative and postoperative education	81.5	2.27	4.18	3.27	90.0	2.40	3.90	3.20	-8.5	-0.13	0.28	0.07

**Table 11. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from RN Practice Analysis Survey and RN Practice Analysis Survey SME Panel**

Activity #	Activity	Newly Licensed RN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)
114	Provide preoperative care	74.5	2.02	4.18	3.29	80.0	2.20	3.90	3.30	-5.5	-0.18	0.28	-0.01
115	Manage client during a procedure with moderate sedation	63.3	1.84	4.29	3.47	80.0	1.50	4.50	3.89	-16.7	0.34	-0.21	-0.42
116	Obtain blood specimens	91.2	3.38	4.41	3.39	100.0	3.80	4.40	3.00	-8.8	-0.42	0.01	0.39
117	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	99.7	4.44	4.68	3.73	100.0	4.50	4.80	4.00	-0.3	-0.06	-0.12	-0.27
118	Educate client about treatments and procedures	99.3	4.21	4.55	3.59	100.0	4.50	4.00	3.30	-0.7	-0.29	0.55	0.29
119	Obtain specimens other than blood for diagnostic testing	95.7	3.47	4.28	3.27	100.0	3.20	4.10	3.10	-4.3	0.27	0.18	0.17
120	Insert, maintain or remove a nasal/oral gastrointestinal tube	75.3	1.95	4.09	3.31	90.0	1.90	4.20	3.40	-14.7	0.05	-0.11	-0.09
121	Insert, maintain or remove a urinary catheter	92.2	3.19	4.27	3.44	100.0	3.30	4.50	3.40	-7.8	-0.11	-0.23	0.04
122	Insert, maintain or remove a peripheral intravenous line	92.9	3.71	4.44	3.47	90.0	4.00	4.50	3.30	2.9	-0.29	-0.06	0.17
123	Apply and/or maintain devices used to promote venous return (e.g., antiembolism stockings, sequential compression devices)	85.4	3.45	4.23	3.28	100.0	3.60	4.00	3.10	-14.6	-0.15	0.23	0.18
124	Manage client following a procedure with moderate sedation	80.6	2.68	4.48	3.64	90.0	1.70	4.40	3.90	-9.4	0.98	0.08	-0.26
125	Maintain percutaneous feeding tube	75.1	2.10	4.06	3.23	60.0	1.40	3.60	3.22	15.1	0.70	0.46	0.01
126	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	78.8	2.55	4.29	3.42	80.0	2.00	4.30	3.70	-1.2	0.55	-0.01	-0.28

**Table 11. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from RN Practice Analysis Survey and RN Practice Analysis Survey SME Panel**

Activity #	Activity	Newly Licensed RN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)
127	Perform emergency care procedures	80.4	2.29	4.55	3.66	100.0	3.20	4.80	4.00	-19.6	-0.91	-0.25	-0.34
128	Monitor and care for clients on a ventilator	61.2	1.90	4.48	3.60	70.0	1.20	4.40	3.60	-8.8	0.70	0.08	0.00
129	Perform wound care and dressing change	92.5	3.17	4.33	3.43	100.0	3.80	4.20	3.30	-7.5	-0.63	0.13	0.13
130	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	61.5	1.77	4.18	3.33	60.0	1.40	4.60	3.50	1.5	0.37	-0.42	-0.17
131	Provide ostomy care and education (e.g., tracheal, enteral)	82.2	2.16	4.14	3.28	90.0	2.00	3.90	3.30	-7.8	0.16	0.24	-0.02
132	Provide postoperative care	73.3	2.45	4.30	3.43	80.0	2.20	4.30	3.90	-6.7	0.25	0.00	-0.47
133	Perform and manage care of client receiving peritoneal dialysis	45.2	0.89	3.78	3.05	70.0	1.50	4.10	3.80	-24.8	-0.61	-0.32	-0.75
134	Perform suctioning	82.3	2.58	4.45	3.54	80.0	2.20	4.40	3.50	2.3	0.38	0.05	0.04
135	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	79.5	2.54	4.11	3.21	90.0	3.40	4.40	3.20	-10.5	-0.86	-0.29	0.01
136	Manage the care of a client on telemetry	78.8	3.38	4.40	3.57	100.0	3.50	4.50	3.50	-21.2	-0.12	-0.10	0.07
137	Manage the care of a client with impaired ventilation/oxygenation	91.1	3.48	4.67	3.75	90.0	3.60	4.70	4.00	1.1	-0.12	-0.03	-0.25
138	Maintain optimal temperature of client	90.6	3.48	4.36	3.43	100.0	4.00	4.30	3.60	-9.4	-0.52	0.06	-0.17
139	Implement and monitor phototherapy	27.4	0.67	3.35	2.69	30.0	0.80	3.70	3.11	-2.6	-0.13	-0.35	-0.42
140	Manage the care of a client with a pacing device	78.2	2.23	4.33	3.47	80.0	1.50	4.50	3.60	-1.8	0.73	-0.17	-0.13
141	Monitor and maintain arterial lines	52.9	1.77	4.06	3.29	50.0	1.10	4.00	3.40	2.9	0.67	0.06	-0.11

**Table 11. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from RN Practice Analysis Survey and RN Practice Analysis Survey SME Panel**

Activity #	Activity	Newly Licensed RN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)
142	Manage the care of a client with a fluid and electrolyte imbalance	90.8	3.70	4.59	3.68	90.0	3.00	4.70	3.80	0.8	0.70	-0.11	-0.12
143	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis	89.0	3.26	4.57	3.68	90.0	3.10	4.60	3.90	-1.0	0.16	-0.03	-0.22
144	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	93.7	3.90	4.55	3.67	100.0	4.70	4.60	3.90	-6.3	-0.80	-0.05	-0.23
145	Identify pathophysiology related to an acute or chronic condition	91.5	3.61	4.39	3.52	100.0	4.90	4.50	3.60	-8.5	-1.29	-0.11	-0.08
146	Manage the care of a client receiving hemodialysis or continuous renal replacement therapy	69.7	2.04	4.40	3.53	70.0	1.40	4.00	3.89	-0.3	0.64	0.40	-0.36
147	Recognize signs and symptoms of client complications and intervene	98.7	4.12	4.86	3.92	100.0	4.50	4.90	4.00	-1.3	-0.38	-0.04	-0.08
148	Educate client regarding an acute or chronic condition	96.0	4.00	4.50	3.57	100.0	4.40	4.10	3.50	-4.0	-0.40	0.40	0.07
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	58.4	1.43	4.26	3.42	50.0	1.50	4.50	3.90	8.4	-0.07	-0.24	-0.48



**Table 12. Activity Applicability to Setting and Average Frequency of Performance**

Activity #	Activity	Apply to Setting	Average Frequency (Setting-Specific)			Average Frequency (Total Group)		
		%	N	Avg.	Std. Err.	N	Avg.	Std. Err.
1	Perform procedures necessary to safely admit, transfer and/or discharge a client	96.4	351	3.95	0.08	364	3.81	0.09
2	Provide and receive handoff of care (report) on assigned clients	99.1	424	4.41	0.06	428	4.37	0.06
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	93.8	391	3.96	0.07	417	3.71	0.08
4	Advocate for client rights and needs	99.7	372	4.24	0.07	373	4.23	0.07
5	Prioritize the delivery of client care based on acuity	99.0	388	4.64	0.04	392	4.59	0.05
6	Participate in performance improvement projects and quality improvement processes	79.9	266	2.19	0.11	333	1.75	0.10
7	Identify and collaborate with multidisciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker)	98.4	358	4.22	0.07	364	4.15	0.07
8	Receive, verify and implement health care provider orders	100.0	428	4.70	0.04	428	4.70	0.04
9	Integrate advance directives into client plan of care	81.5	340	2.76	0.11	417	2.25	0.10
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	98.7	368	4.40	0.06	373	4.34	0.07
11	Verify the client receives education and consents for care and procedures	98.7	387	4.11	0.07	392	4.05	0.07
12	Provide education to clients and staff about client rights and responsibilities	94.6	315	3.80	0.09	333	3.59	0.10
13	Assess the need for referrals and obtain necessary orders	94.8	345	3.74	0.09	364	3.54	0.09
14	Initiate, evaluate and update client plan of care	97.7	418	4.25	0.06	428	4.15	0.07
15	Maintain client confidentiality and privacy (e.g., social media, disclosure of information)	98.8	412	4.62	0.05	417	4.56	0.06
16	Recognize limitations of self and others and utilize resources	100.0	373	4.17	0.07	373	4.17	0.07
17	Report client conditions as required by law (e.g., abuse/neglect, communicable diseases)	85.2	334	2.42	0.12	392	2.06	0.11
18	Manage conflict among clients and staff	84.1	280	2.30	0.11	333	1.93	0.10
19	Utilize resources to promote quality client care (e.g., evidence-based research, information technology, policies and procedures)	98.6	359	4.10	0.07	364	4.04	0.08
20	Recognize and report ethical dilemmas	94.2	403	2.66	0.10	428	2.50	0.10
21	Use approved terminology when documenting care	99.3	414	4.71	0.04	417	4.67	0.04
22	Organize workload to manage time effectively	99.7	372	4.72	0.04	373	4.71	0.04
23	Practice in a manner consistent with the nurses' code of ethics	99.7	391	4.72	0.04	392	4.71	0.04
24	Provide care within the legal scope of practice	98.2	327	4.83	0.04	333	4.74	0.05
25	Practice and advocate for quality and cost-effective care	94.5	344	3.61	0.09	364	3.41	0.09
26	Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)	100.0	428	4.88	0.03	428	4.88	0.03

**Table 12. Activity Applicability to Setting and Average Frequency of Performance**

Activity #	Activity	Apply to Setting	Average Frequency (Setting-Specific)			Average Frequency (Total Group)		
		%	N	Avg.	Std. Err.	N	Avg.	Std. Err.
27	Protect client from injury	99.8	416	4.67	0.04	417	4.66	0.04
28	Verify appropriateness and accuracy of a treatment order	99.7	372	4.45	0.06	373	4.43	0.06
29	Follow procedures for handling biohazardous and hazardous materials	98.0	384	4.04	0.08	392	3.96	0.08
30	Follow security plan and procedures (e.g., newborn security, violence, controlled access, environmental)	92.5	308	3.35	0.11	333	3.10	0.11
31	Use ergonomic principles when providing care	97.0	353	4.14	0.07	364	4.02	0.08
32	Acknowledge and document practice errors and near misses	91.1	390	2.32	0.11	428	2.11	0.10
33	Properly identify client when providing care	100.0	417	4.83	0.03	417	4.83	0.03
34	Facilitate appropriate and safe use of equipment	99.2	370	4.46	0.06	373	4.43	0.06
35	Educate client on safety concerns	99.5	390	4.23	0.07	392	4.21	0.07
36	Participate in emergency planning and response	83.2	277	2.27	0.12	333	1.89	0.11
37	Follow requirements when using restraints	73.6	268	3.20	0.12	364	2.35	0.12
38	Educate client and staff regarding infection prevention measures	97.7	418	3.57	0.09	428	3.48	0.09
39	Assess client for allergies and intervene as needed	97.8	408	4.17	0.07	417	4.08	0.08
40	Report, intervene and/or escalate unsafe practice of staff (e.g., substance misuse, improper care, staffing practices)	80.7	301	2.46	0.12	373	1.98	0.11
41	Assess client care environment	98.5	386	4.42	0.06	392	4.36	0.07
42	Promote staff and workplace safety	96.1	320	3.61	0.10	333	3.47	0.10
43	Provide prenatal care and education	35.2	128	2.76	0.19	364	0.97	0.10
44	Plan and/or participate in community health education	70.1	300	2.68	0.12	428	1.88	0.10
45	Perform targeted screening assessments (e.g., vision, nutrition, depression)	93.3	389	3.94	0.08	417	3.68	0.09
46	Educate client about prevention and treatment of high-risk health behaviors	95.4	356	3.97	0.08	373	3.79	0.09
47	Educate client about preventive care and health maintenance recommendations	96.2	377	3.81	0.08	392	3.66	0.09
48	Provide postpartum care and education	28.8	96	2.05	0.23	333	0.59	0.08
49	Perform comprehensive health assessments	96.4	351	4.52	0.06	364	4.35	0.07
50	Assess client's readiness to learn, learning preferences and barriers to learning	98.1	420	4.08	0.07	428	4.01	0.07
51	Provide care and education for the newborn, infant and toddler client from birth through 2 years	35.7	149	3.49	0.17	417	1.25	0.10
52	Provide care and education for the preschool, school-age and adolescent client ages 3 through 17 years	48.3	180	3.29	0.15	373	1.59	0.11
53	Provide care and education for the adult client ages 18 through 64 years	92.9	364	4.50	0.06	392	4.18	0.08
54	Provide care and education for the adult client ages 65 years and over	87.7	292	4.52	0.07	333	3.96	0.10

**Table 12. Activity Applicability to Setting and Average Frequency of Performance**

Activity #	Activity	Apply to Setting	Average Frequency (Setting-Specific)			Average Frequency (Total Group)		
		%	N	Avg.	Std. Err.	N	Avg.	Std. Err.
55	Assess client ability to manage care in home environment and plan care accordingly	86.5	257	3.69	0.10	297	3.19	0.11
56	Assess and educate clients about health risks based on family, population and community	92.8	297	3.51	0.11	320	3.26	0.11
57	Provide care and education to an antepartum client or a client in labor	21.9	79	2.94	0.25	360	0.64	0.08
58	Provide resources to minimize communication and learning barriers	97.7	293	3.49	0.10	300	3.41	0.10
59	Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial)	96.2	306	3.65	0.09	318	3.51	0.09
60	Assess client for abuse or neglect and report, intervene and/or escalate	87.0	235	3.31	0.13	270	2.89	0.13
61	Assess client for substance misuse and/or toxicities and intervene as appropriate (e.g., dependency, withdrawal)	86.9	258	3.34	0.11	297	2.90	0.12
62	Provide care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating disorders)	89.7	287	3.46	0.11	320	3.10	0.11
63	Promote a therapeutic environment	99.2	357	4.59	0.05	360	4.55	0.06
64	Incorporate client cultural practices and beliefs when planning and providing care	96.0	288	3.38	0.11	300	3.24	0.11
65	Provide end-of-life care and education to clients	74.8	238	2.21	0.13	318	1.65	0.11
66	Assess the potential for violence and use safety precautions	95.2	257	3.56	0.11	270	3.39	0.12
67	Assess client support system to aid in plan of care	93.9	279	3.67	0.09	297	3.45	0.10
68	Assess client's ability to cope with life changes and provide support	96.6	309	3.67	0.10	320	3.54	0.10
69	Use therapeutic communication techniques	99.4	358	4.62	0.05	360	4.60	0.05
70	Incorporate behavioral management techniques when caring for a client	97.3	292	3.79	0.09	300	3.69	0.10
71	Recognize nonverbal cues to physical and/or psychological stressors	98.7	314	4.19	0.07	318	4.14	0.08
72	Provide appropriate care for a client experiencing visual, auditory and/or cognitive alterations	96.3	260	3.71	0.11	270	3.57	0.11
73	Provide care for a client experiencing grief or loss	86.9	258	2.63	0.12	297	2.29	0.12
74	Assess client performance of activities of daily living and assist when needed	95.9	307	4.22	0.08	320	4.05	0.09
75	Provide client nutrition through tube feedings	78.9	284	3.32	0.11	360	2.62	0.11
76	Perform postmortem care	67.7	203	1.97	0.14	300	1.33	0.11
77	Perform irrigations (e.g., of bladder, ear, eye)	76.4	243	2.21	0.13	318	1.69	0.11
78	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning)	95.9	259	4.03	0.10	270	3.86	0.11
79	Perform skin assessment and implement measures to maintain skin integrity	97.3	289	4.51	0.06	297	4.39	0.08

**Table 12. Activity Applicability to Setting and Average Frequency of Performance**

Activity #	Activity	Apply to Setting	Average Frequency (Setting-Specific)			Average Frequency (Total Group)		
		%	N	Avg.	Std. Err.	N	Avg.	Std. Err.
80	Assess and manage client with an alteration in bowel and bladder elimination	96.3	308	4.16	0.08	320	4.00	0.09
81	Apply, maintain or remove orthopedic devices	73.1	263	3.06	0.12	360	2.24	0.11
82	Maintain client dignity and privacy during care	100.0	300	4.72	0.05	300	4.72	0.05
83	Provide nonpharmacological comfort measures	98.4	313	4.27	0.07	318	4.20	0.07
84	Evaluate the client's nutritional status and intervene as needed	96.3	260	3.77	0.11	270	3.63	0.11
85	Assess client's sleep/rest pattern and intervene as needed	88.9	264	3.49	0.11	297	3.10	0.11
86	Evaluate client's intake and output and intervene as needed	97.8	313	4.31	0.07	320	4.21	0.08
87	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	92.8	334	4.16	0.08	360	3.86	0.09
88	Assess client for pain and intervene as appropriate	98.7	296	4.81	0.04	300	4.75	0.05
89	Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupuncture, supplements)	75.2	239	2.71	0.13	318	2.03	0.12
90	Evaluate appropriateness and accuracy of medication order for client	99.3	268	4.53	0.07	270	4.49	0.07
91	Prepare and administer medications using rights of medication administration	99.3	295	4.80	0.05	297	4.77	0.05
92	Perform calculations needed for medication administration	97.5	312	3.62	0.10	320	3.53	0.10
93	Monitor intravenous infusion and maintain site	90.3	325	4.65	0.05	360	4.20	0.09
94	Handle and administer controlled substances within regulatory guidelines	96.0	288	4.47	0.07	300	4.29	0.09
95	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	99.4	316	4.58	0.06	318	4.55	0.06
96	Titrate dosage of medication based on assessment and ordered parameters	88.9	240	3.66	0.12	270	3.25	0.13
97	Administer blood products and evaluate client response	78.8	234	2.94	0.13	297	2.32	0.12
98	Access and/or maintain central venous access devices	89.7	287	3.87	0.10	320	3.47	0.11
99	Educate client about medications	96.9	349	4.60	0.05	360	4.46	0.07
100	Evaluate client response to medication	99.0	297	4.74	0.05	300	4.69	0.05
101	Administer parenteral nutrition and evaluate client response	81.4	259	2.99	0.13	318	2.44	0.12
102	Administer medications for pain management	97.0	262	4.45	0.08	270	4.32	0.09
103	Participate in medication reconciliation process	92.6	250	3.46	0.12	270	3.21	0.12
104	Handle and maintain medication in a safe and controlled environment	100.0	294	4.83	0.04	294	4.83	0.04
105	Handle and administer high-risk medications safely	93.5	288	4.28	0.08	308	4.00	0.10
106	Dispose of medications safely	97.4	266	4.32	0.08	273	4.21	0.09

**Table 12. Activity Applicability to Setting and Average Frequency of Performance**

Activity #	Activity	Apply to Setting	Average Frequency (Setting-Specific)			Average Frequency (Total Group)		
		%	N	Avg.	Std. Err.	N	Avg.	Std. Err.
107	Assess and respond to changes and trends in client vital signs	98.9	278	4.55	0.06	281	4.50	0.07
108	Perform focused assessments	98.8	252	4.58	0.06	255	4.52	0.07
109	Recognize trends and changes in client condition and intervene as needed	97.8	264	4.40	0.07	270	4.30	0.08
110	Monitor the results of diagnostic testing and intervene as needed	98.0	288	4.22	0.08	294	4.14	0.09
111	Perform testing within scope of practice (e.g., electrocardiogram, point-of-care testing, fetal monitoring)	80.5	248	3.75	0.11	308	3.02	0.12
112	Evaluate client responses to procedures and treatments	98.2	268	4.54	0.06	273	4.45	0.07
113	Provide preoperative and postoperative education	81.5	229	2.79	0.13	281	2.27	0.12
114	Provide preoperative care	74.5	190	2.71	0.15	255	2.02	0.13
115	Manage client during a procedure with moderate sedation	63.3	171	2.91	0.16	270	1.84	0.13
116	Obtain blood specimens	91.2	268	3.71	0.11	294	3.38	0.12
117	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	99.7	307	4.45	0.06	308	4.44	0.06
118	Educate client about treatments and procedures	99.3	271	4.24	0.08	273	4.21	0.08
119	Obtain specimens other than blood for diagnostic testing	95.7	269	3.63	0.11	281	3.47	0.11
120	Insert, maintain or remove a nasal/oral gastrointestinal tube	75.3	192	2.59	0.14	255	1.95	0.13
121	Insert, maintain or remove a urinary catheter	92.2	249	3.46	0.11	270	3.19	0.12
122	Insert, maintain or remove a peripheral intravenous line	92.9	273	3.99	0.10	294	3.71	0.11
123	Apply and/or maintain devices used to promote venous return (e.g., antiembolism stockings, sequential compression devices)	85.4	263	4.04	0.10	308	3.45	0.12
124	Manage client following a procedure with moderate sedation	80.6	220	3.32	0.14	273	2.68	0.14
125	Maintain percutaneous feeding tube	75.1	211	2.80	0.14	281	2.10	0.13
126	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	78.8	201	3.23	0.14	255	2.55	0.14
127	Perform emergency care procedures	80.4	217	2.85	0.14	270	2.29	0.13
128	Monitor and care for clients on a ventilator	61.2	180	3.10	0.16	294	1.90	0.13
129	Perform wound care and dressing change	92.5	285	3.42	0.10	308	3.17	0.11
130	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	61.5	168	2.88	0.17	273	1.77	0.13
131	Provide ostomy care and education (e.g., tracheal, enteral)	82.2	231	2.62	0.13	281	2.16	0.13
132	Provide postoperative care	73.3	187	3.34	0.15	255	2.45	0.14
133	Perform and manage care of client receiving peritoneal dialysis	45.2	122	1.96	0.18	270	0.89	0.10
134	Perform suctioning	82.3	242	3.14	0.13	294	2.58	0.13

**Table 12. Activity Applicability to Setting and Average Frequency of Performance**

Activity #	Activity	Apply to Setting	Average Frequency (Setting-Specific)			Average Frequency (Total Group)		
		%	N	Avg.	Std. Err.	N	Avg.	Std. Err.
135	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	79.5	245	3.19	0.12	308	2.54	0.12
136	Manage the care of a client on telemetry	78.8	215	4.29	0.10	273	3.38	0.13
137	Manage the care of a client with impaired ventilation/oxygenation	91.1	256	3.82	0.10	281	3.48	0.11
138	Maintain optimal temperature of client	90.6	231	3.84	0.11	255	3.48	0.12
139	Implement and monitor phototherapy	27.4	74	2.43	0.26	270	0.67	0.10
140	Manage the care of a client with a pacing device	78.2	230	2.85	0.13	294	2.23	0.12
141	Monitor and maintain arterial lines	52.9	163	3.34	0.16	308	1.77	0.13
142	Manage the care of a client with a fluid and electrolyte imbalance	90.8	248	4.07	0.10	273	3.70	0.12
143	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis	89.0	250	3.66	0.11	281	3.26	0.12
144	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	93.7	239	4.16	0.09	255	3.90	0.11
145	Identify pathophysiology related to an acute or chronic condition	91.5	247	3.94	0.10	270	3.61	0.11
146	Manage the care of a client receiving hemodialysis or continuous renal replacement therapy	69.7	205	2.92	0.15	294	2.04	0.13
147	Recognize signs and symptoms of client complications and intervene	98.7	304	4.17	0.08	308	4.12	0.09
148	Educate client regarding an acute or chronic condition	96.0	262	4.16	0.09	273	4.00	0.10
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	58.4	164	2.45	0.17	281	1.43	0.12

### Total Group

Average total group frequencies ranged from 0.59 to 4.88. The activities performed with the lowest total group frequency were “Provide postpartum care and education” (0.59), “Provide care and education to an antepartum client or a client in labor” (0.64) and “Implement and monitor phototherapy” (0.67). The activities performed with the overall highest frequencies were “Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)” (4.88), “Properly identify client when providing care” (4.83) and “Handle and maintain medication in a safe and controlled environment” (4.83). [Appendix D](#) presents activity statements rank ordered by average total group frequency.

### Importance of Activity Performance

Respondents were asked to rate the importance of performing each nursing activity with regard to the maintenance of client safety and/or threat of complications or distress. Respondents were further requested to consider the importance of activity performance in terms of client safety, namely risk of unnecessary complications, impairment of function or serious distress to clients. Importance ratings were recorded using a 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 respondents providing frequency ratings for the activity statement (RNs

indicating that the activity applied to their work setting). The total group importance was calculated by including all importance ratings regardless of applicability to work setting. The average importance rating for each of the 149 activities is included in [Table 13](#).

### Setting-Specific

Average setting-specific importance ratings ranged from 3.89 to 4.93. The activities with the lowest importance ratings were “Participate in performance improvement projects and quality improvement processes” (3.89), “Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupuncture, supplements)” (3.93) and “Perform irrigations (e.g., of bladder, ear, eye)”

(4.02). The activities with the highest importance ratings were “Prepare and administer medications using rights of medication administration” (4.93), “Administer blood products and evaluate client response” (4.88), “Recognize trends and changes in client condition and intervene as needed” (4.87), “Protect client from injury” (4.87) and “Recognize signs and symptoms of client complications and intervene” (4.87). [Appendix E](#) presents activity statements rank ordered by average setting-specific importance ratings.

### Total Group

Average total group importance ratings ranged from 3.35 to 4.91. The activities with the lowest importance ratings were “Implement and monitor phototherapy”

**Table 13. Average Total Group and Setting-Specific Importance Ratings**

Activity #	Activity	Average Importance (Setting-Specific)			Average Importance (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
1	Perform procedures necessary to safely admit, transfer and/or discharge a client	351	4.51	0.03	364	4.48	0.04
2	Provide and receive handoff of care (report) on assigned clients	424	4.71	0.03	428	4.70	0.03
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	391	4.18	0.04	417	4.13	0.04
4	Advocate for client rights and needs	372	4.73	0.03	373	4.73	0.03
5	Prioritize the delivery of client care based on acuity	388	4.69	0.03	392	4.70	0.03
6	Participate in performance improvement projects and quality improvement processes	266	3.89	0.05	333	3.77	0.06
7	Identify and collaborate with multidisciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker)	358	4.53	0.04	364	4.51	0.04
8	Receive, verify and implement health care provider orders	428	4.82	0.02	428	4.82	0.02
9	Integrate advance directives into client plan of care	340	4.30	0.04	417	4.10	0.05
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	368	4.69	0.03	373	4.68	0.03
11	Verify the client receives education and consents for care and procedures	387	4.49	0.04	392	4.47	0.04
12	Provide education to clients and staff about client rights and responsibilities	315	4.42	0.04	333	4.37	0.04
13	Assess the need for referrals and obtain necessary orders	345	4.29	0.04	364	4.20	0.05
14	Initiate, evaluate and update client plan of care	418	4.32	0.04	428	4.29	0.04
15	Maintain client confidentiality and privacy (e.g., social media, disclosure of information)	412	4.71	0.03	417	4.70	0.03

**Table 13. Average Total Group and Setting-Specific Importance Ratings**

Activity #	Activity	Average Importance (Setting-Specific)			Average Importance (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
16	Recognize limitations of self and others and utilize resources	373	4.68	0.03	373	4.68	0.03
17	Report client conditions as required by law (e.g., abuse/neglect, communicable diseases)	334	4.51	0.04	392	4.50	0.04
18	Manage conflict among clients and staff	280	4.06	0.05	333	3.94	0.05
19	Utilize resources to promote quality client care (e.g., evidence-based research, information technology, policies and procedures)	359	4.46	0.04	364	4.44	0.04
20	Recognize and report ethical dilemmas	403	4.40	0.04	428	4.37	0.04
21	Use approved terminology when documenting care	414	4.36	0.04	417	4.35	0.04
22	Organize workload to manage time effectively	372	4.71	0.03	373	4.71	0.03
23	Practice in a manner consistent with the nurses' code of ethics	391	4.70	0.03	392	4.70	0.03
24	Provide care within the legal scope of practice	327	4.83	0.02	333	4.80	0.03
25	Practice and advocate for quality and cost-effective care	344	4.14	0.05	364	4.07	0.05
26	Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)	428	4.85	0.02	428	4.85	0.02
27	Protect client from injury	416	4.87	0.02	417	4.87	0.02
28	Verify appropriateness and accuracy of a treatment order	372	4.77	0.03	373	4.77	0.03
29	Follow procedures for handling biohazardous and hazardous materials	384	4.54	0.03	392	4.54	0.03
30	Follow security plan and procedures (e.g., newborn security, violence, controlled access, environmental)	308	4.56	0.04	333	4.50	0.04
31	Use ergonomic principles when providing care	353	4.31	0.04	364	4.26	0.05
32	Acknowledge and document practice errors and near misses	390	4.65	0.03	428	4.61	0.03
33	Properly identify client when providing care	417	4.82	0.02	417	4.82	0.02
34	Facilitate appropriate and safe use of equipment	370	4.64	0.03	373	4.65	0.03
35	Educate client on safety concerns	390	4.55	0.03	392	4.55	0.03
36	Participate in emergency planning and response	277	4.35	0.05	333	4.25	0.05
37	Follow requirements when using restraints	268	4.53	0.05	364	4.24	0.06
38	Educate client and staff regarding infection prevention measures	418	4.55	0.03	428	4.54	0.03
39	Assess client for allergies and intervene as needed	408	4.68	0.03	417	4.67	0.03
40	Report, intervene and/or escalate unsafe practice of staff (e.g., substance misuse, improper care, staffing practices)	301	4.62	0.04	373	4.59	0.04
41	Assess client care environment	386	4.46	0.04	392	4.43	0.04
42	Promote staff and workplace safety	320	4.51	0.04	333	4.50	0.04
43	Provide prenatal care and education	128	4.33	0.09	364	3.47	0.08
44	Plan and/or participate in community health education	300	4.16	0.05	428	3.84	0.05
45	Perform targeted screening assessments (e.g., vision, nutrition, depression)	389	4.36	0.04	417	4.28	0.04



**Table 13. Average Total Group and Setting-Specific Importance Ratings**

Activity #	Activity	Average Importance (Setting-Specific)			Average Importance (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
46	Educate client about prevention and treatment of high-risk health behaviors	356	4.58	0.03	373	4.53	0.04
47	Educate client about preventive care and health maintenance recommendations	377	4.33	0.04	392	4.30	0.04
48	Provide postpartum care and education	96	4.31	0.10	333	3.68	0.08
49	Perform comprehensive health assessments	351	4.72	0.03	364	4.66	0.04
50	Assess client's readiness to learn, learning preferences and barriers to learning	420	4.40	0.04	428	4.36	0.04
51	Provide care and education for the newborn, infant and toddler client from birth through 2 years	149	4.46	0.07	417	3.48	0.08
52	Provide care and education for the preschool, school-age and adolescent client ages 3 through 17 years	180	4.53	0.06	373	4.03	0.07
53	Provide care and education for the adult client ages 18 through 64 years	364	4.54	0.04	392	4.41	0.05
54	Provide care and education for the adult client ages 65 years and over	292	4.61	0.03	333	4.44	0.05
55	Assess client ability to manage care in home environment and plan care accordingly	257	4.39	0.05	297	4.23	0.06
56	Assess and educate clients about health risks based on family, population and community	297	4.24	0.05	320	4.15	0.05
57	Provide care and education to an antepartum client or a client in labor	79	4.23	0.13	360	3.36	0.09
58	Provide resources to minimize communication and learning barriers	293	4.50	0.04	300	4.47	0.04
59	Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial)	306	4.13	0.05	318	4.08	0.05
60	Assess client for abuse or neglect and report, intervene and/or escalate	235	4.61	0.04	270	4.57	0.04
61	Assess client for substance misuse and/or toxicities and intervene as appropriate (e.g., dependency, withdrawal)	258	4.45	0.04	297	4.29	0.05
62	Provide care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating disorders)	287	4.36	0.04	320	4.26	0.05
63	Promote a therapeutic environment	357	4.29	0.04	360	4.28	0.04
64	Incorporate client cultural practices and beliefs when planning and providing care	288	4.36	0.05	300	4.32	0.05
65	Provide end-of-life care and education to clients	238	4.30	0.05	318	4.14	0.06
66	Assess the potential for violence and use safety precautions	257	4.59	0.04	270	4.60	0.04
67	Assess client support system to aid in plan of care	279	4.28	0.05	297	4.23	0.05
68	Assess client's ability to cope with life changes and provide support	309	4.34	0.04	320	4.29	0.04
69	Use therapeutic communication techniques	358	4.40	0.04	360	4.39	0.04
70	Incorporate behavioral management techniques when caring for a client	292	4.41	0.04	300	4.38	0.05

**Table 13. Average Total Group and Setting-Specific Importance Ratings**

Activity #	Activity	Average Importance (Setting-Specific)			Average Importance (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
71	Recognize nonverbal cues to physical and/or psychological stressors	314	4.54	0.03	318	4.53	0.04
72	Provide appropriate care for a client experiencing visual, auditory and/or cognitive alterations	260	4.50	0.04	270	4.50	0.04
73	Provide care for a client experiencing grief or loss	258	4.19	0.06	297	4.07	0.06
74	Assess client performance of activities of daily living and assist when needed	307	4.49	0.04	320	4.44	0.04
75	Provide client nutrition through tube feedings	284	4.48	0.04	360	4.16	0.06
76	Perform postmortem care	203	4.11	0.07	300	3.94	0.07
77	Perform irrigations (e.g., of bladder, ear, eye)	243	4.02	0.06	318	3.80	0.07
78	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning)	259	4.49	0.05	270	4.48	0.04
79	Perform skin assessment and implement measures to maintain skin integrity	289	4.68	0.03	297	4.64	0.04
80	Assess and manage client with an alteration in bowel and bladder elimination	308	4.51	0.04	320	4.43	0.05
81	Apply, maintain or remove orthopedic devices	263	4.13	0.05	360	3.76	0.07
82	Maintain client dignity and privacy during care	300	4.69	0.03	300	4.69	0.03
83	Provide nonpharmacological comfort measures	313	4.21	0.04	318	4.22	0.04
84	Evaluate the client's nutritional status and intervene as needed	260	4.41	0.05	270	4.39	0.05
85	Assess client's sleep/rest pattern and intervene as needed	264	4.07	0.06	297	3.91	0.06
86	Evaluate client's intake and output and intervene as needed	313	4.54	0.04	320	4.50	0.04
87	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	334	4.44	0.04	360	4.31	0.05
88	Assess client for pain and intervene as appropriate	296	4.73	0.03	300	4.72	0.03
89	Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupuncture, supplements)	239	3.93	0.07	318	3.68	0.07
90	Evaluate appropriateness and accuracy of medication order for client	268	4.82	0.03	270	4.80	0.03
91	Prepare and administer medications using rights of medication administration	295	4.93	0.02	297	4.91	0.02
92	Perform calculations needed for medication administration	312	4.70	0.04	320	4.66	0.04
93	Monitor intravenous infusion and maintain site	325	4.76	0.03	360	4.58	0.05
94	Handle and administer controlled substances within regulatory guidelines	288	4.76	0.03	300	4.73	0.04
95	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	316	4.80	0.03	318	4.80	0.03
96	Titrate dosage of medication based on assessment and ordered parameters	240	4.74	0.04	270	4.69	0.04
97	Administer blood products and evaluate client response	234	4.88	0.02	297	4.62	0.06
98	Access and/or maintain central venous access devices	287	4.71	0.03	320	4.55	0.05

**Table 13. Average Total Group and Setting-Specific Importance Ratings**

Activity #	Activity	Average Importance (Setting-Specific)			Average Importance (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
99	Educate client about medications	349	4.65	0.03	360	4.60	0.04
100	Evaluate client response to medication	297	4.80	0.03	300	4.78	0.03
101	Administer parenteral nutrition and evaluate client response	259	4.44	0.05	318	4.26	0.06
102	Administer medications for pain management	262	4.64	0.04	270	4.61	0.04
103	Participate in medication reconciliation process	250	4.33	0.06	270	4.23	0.06
104	Handle and maintain medication in a safe and controlled environment	294	4.80	0.02	294	4.80	0.02
105	Handle and administer high-risk medications safely	288	4.81	0.03	308	4.75	0.04
106	Dispose of medications safely	266	4.61	0.04	273	4.58	0.04
107	Assess and respond to changes and trends in client vital signs	278	4.85	0.02	281	4.84	0.03
108	Perform focused assessments	252	4.69	0.03	255	4.69	0.03
109	Recognize trends and changes in client condition and intervene as needed	264	4.87	0.02	270	4.82	0.03
110	Monitor the results of diagnostic testing and intervene as needed	288	4.66	0.03	294	4.65	0.03
111	Perform testing within scope of practice (e.g., electrocardiogram, point-of-care testing, fetal monitoring)	248	4.51	0.05	308	4.31	0.06
112	Evaluate client responses to procedures and treatments	268	4.71	0.03	273	4.70	0.03
113	Provide preoperative and postoperative education	229	4.37	0.05	281	4.18	0.06
114	Provide preoperative care	190	4.30	0.06	255	4.18	0.06
115	Manage client during a procedure with moderate sedation	171	4.61	0.05	270	4.29	0.07
116	Obtain blood specimens	268	4.50	0.04	294	4.41	0.05
117	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	307	4.68	0.03	308	4.68	0.03
118	Educate client about treatments and procedures	271	4.55	0.04	273	4.55	0.04
119	Obtain specimens other than blood for diagnostic testing	269	4.33	0.04	281	4.28	0.05
120	Insert, maintain or remove a nasal/oral gastrointestinal tube	192	4.29	0.06	255	4.09	0.07
121	Insert, maintain or remove a urinary catheter	249	4.39	0.05	270	4.27	0.06
122	Insert, maintain or remove a peripheral intravenous line	273	4.51	0.04	294	4.44	0.05
123	Apply and/or maintain devices used to promote venous return (e.g., antiembolism stockings, sequential compression devices)	263	4.41	0.05	308	4.23	0.06
124	Manage client following a procedure with moderate sedation	220	4.65	0.04	273	4.48	0.06
125	Maintain percutaneous feeding tube	211	4.30	0.05	281	4.06	0.07
126	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	201	4.46	0.05	255	4.29	0.06
127	Perform emergency care procedures	217	4.74	0.04	270	4.55	0.06
128	Monitor and care for clients on a ventilator	180	4.74	0.04	294	4.48	0.06
129	Perform wound care and dressing change	285	4.42	0.05	308	4.33	0.05

**Table 13. Average Total Group and Setting-Specific Importance Ratings**

Activity #	Activity	Average Importance (Setting-Specific)			Average Importance (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
130	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	168	4.50	0.07	273	4.18	0.08
131	Provide ostomy care and education (e.g., tracheal, enteral)	231	4.31	0.05	281	4.14	0.06
132	Provide postoperative care	187	4.52	0.06	255	4.30	0.06
133	Perform and manage care of client receiving peritoneal dialysis	122	4.36	0.08	270	3.78	0.09
134	Perform suctioning	242	4.61	0.04	294	4.45	0.05
135	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	245	4.37	0.05	308	4.11	0.07
136	Manage the care of a client on telemetry	215	4.67	0.04	273	4.40	0.06
137	Manage the care of a client with impaired ventilation/oxygenation	256	4.77	0.03	281	4.67	0.05
138	Maintain optimal temperature of client	231	4.43	0.05	255	4.36	0.06
139	Implement and monitor phototherapy	74	4.42	0.10	270	3.35	0.10
140	Manage the care of a client with a pacing device	230	4.53	0.04	294	4.33	0.06
141	Monitor and maintain arterial lines	163	4.72	0.05	308	4.06	0.08
142	Manage the care of a client with a fluid and electrolyte imbalance	248	4.71	0.03	273	4.59	0.05
143	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis	250	4.72	0.04	281	4.57	0.05
144	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	239	4.56	0.05	255	4.55	0.05
145	Identify pathophysiology related to an acute or chronic condition	247	4.56	0.04	270	4.39	0.06
146	Manage the care of a client receiving hemodialysis or continuous renal replacement therapy	205	4.66	0.04	294	4.40	0.06
147	Recognize signs and symptoms of client complications and intervene	304	4.87	0.02	308	4.86	0.03
148	Educate client regarding an acute or chronic condition	262	4.54	0.04	273	4.50	0.04
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	164	4.48	0.06	281	4.26	0.07

(3.35), “Provide care and education to an antepartum client or a client in labor” (3.36) and “Provide prenatal care and education” (3.47). The activities with the highest importance ratings were “Prepare and administer medications using rights of medication administration” (4.91), “Protect client from injury” (4.87), “Recognize signs and symptoms of client complications and intervene” (4.86) and “Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced

barrier precautions)” (4.85). **Appendix F** presents activity statements rank ordered by average total group importance ratings.

### Clinical Judgment Relevancy of Activity Performance

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client

concern and generate the best possible evidence-based solutions in order to deliver safe client care.

Respondents were asked to rate the relevance of performing each nursing activity with regard to clinical judgment. Clinical judgment relevancy ratings were recorded using a four-point scale of “1” (not relevant) to “4” (essential). Average clinical judgment relevance ratings were calculated in two ways: setting-specific and total group. Setting-specific clinical judgment relevance was calculated by averaging only the ratings of respondents who provided frequency ratings for the activity statements (RNs indicating that the activity applied to their work setting). The total group clinical judgment relevance was calculated by including all clinical judgment relevance ratings regardless of applicability to work setting. The average clinical judgment relevance rating for each of the 149 activities is included in [Table 14](#).

### Setting-Specific

Average setting-specific clinical judgment relevance ratings ranged from 3.04 to 3.93. The activities with the lowest clinical judgment relevance ratings were “Perform postmortem care” (3.04), “Manage conflict

among clients and staff” (3.08) and “Participate in performance improvement projects and quality improvement processes” (3.14). The activities with the highest clinical judgment relevance ratings were “Recognize signs and symptoms of client complications and intervene” (3.93), “Assess and respond to changes and trends in client vital signs” (3.91) and “Prepare and administer medications using rights of medication administration” (3.90). [Appendix G](#) presents activity statements rank ordered by average setting-specific clinical judgment ratings.

### Total Group

Average total group clinical judgment relevance ratings ranged from 2.69 to 3.92. The activities with the lowest clinical judgment relevance ratings were “Implement and monitor phototherapy” (2.69), “Provide care and education to an antepartum client or a client in labor” (2.77) and “Provide prenatal care and education” (2.79). The activities with the highest clinical judgment relevance ratings were “Recognize signs and symptoms of client complications and intervene” (3.92), “Assess and respond to changes and trends in client vital signs” (3.90) and “Prepare and administer medications using

**Table 14. Average Total Group and Setting-Specific Clinical Judgment Ratings**

Activity #	Activity	Average Clinical Judgment (Setting-Specific)			Average Clinical Judgment (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
1	Perform procedures necessary to safely admit, transfer and/or discharge a client	351	3.54	0.04	364	3.51	0.04
2	Provide and receive handoff of care (report) on assigned clients	424	3.66	0.03	428	3.64	0.03
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	391	3.44	0.04	417	3.40	0.04
4	Advocate for client rights and needs	372	3.70	0.03	373	3.70	0.03
5	Prioritize the delivery of client care based on acuity	388	3.80	0.02	392	3.80	0.02
6	Participate in performance improvement projects and quality improvement processes	266	3.14	0.05	333	3.02	0.05
7	Identify and collaborate with multidisciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker)	358	3.58	0.03	364	3.57	0.03
8	Receive, verify and implement health care provider orders	428	3.83	0.02	428	3.83	0.02

**Table 14. Average Total Group and Setting-Specific Clinical Judgment Ratings**

Activity #	Activity	Average Clinical Judgment (Setting-Specific)			Average Clinical Judgment (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
9	Integrate advance directives into client plan of care	340	3.29	0.05	417	3.16	0.05
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	368	3.55	0.04	373	3.54	0.04
11	Verify the client receives education and consents for care and procedures	387	3.40	0.04	392	3.39	0.04
12	Provide education to clients and staff about client rights and responsibilities	315	3.36	0.05	333	3.32	0.05
13	Assess the need for referrals and obtain necessary orders	345	3.46	0.04	364	3.38	0.04
14	Initiate, evaluate and update client plan of care	418	3.49	0.04	428	3.47	0.04
15	Maintain client confidentiality and privacy (e.g., social media, disclosure of information)	412	3.55	0.04	417	3.55	0.04
16	Recognize limitations of self and others and utilize resources	373	3.68	0.03	373	3.68	0.03
17	Report client conditions as required by law (e.g., abuse/neglect, communicable diseases)	334	3.52	0.04	392	3.49	0.04
18	Manage conflict among clients and staff	280	3.08	0.05	333	2.96	0.05
19	Utilize resources to promote quality client care (e.g., evidence-based research, information technology, policies and procedures)	359	3.52	0.04	364	3.51	0.04
20	Recognize and report ethical dilemmas	403	3.45	0.04	428	3.43	0.04
21	Use approved terminology when documenting care	414	3.42	0.04	417	3.41	0.04
22	Organize workload to manage time effectively	372	3.76	0.03	373	3.76	0.03
23	Practice in a manner consistent with the nurses' code of ethics	391	3.67	0.03	392	3.67	0.03
24	Provide care within the legal scope of practice	327	3.83	0.03	333	3.80	0.03
25	Practice and advocate for quality and cost-effective care	344	3.25	0.04	364	3.19	0.05
26	Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)	428	3.65	0.03	428	3.65	0.03
27	Protect client from injury	416	3.84	0.02	417	3.84	0.02
28	Verify appropriateness and accuracy of a treatment order	372	3.84	0.02	373	3.84	0.02
29	Follow procedures for handling biohazardous and hazardous materials	384	3.45	0.04	392	3.44	0.04
30	Follow security plan and procedures (e.g., newborn security, violence, controlled access, environmental)	308	3.41	0.05	333	3.35	0.05
31	Use ergonomic principles when providing care	353	3.28	0.04	364	3.24	0.05
32	Acknowledge and document practice errors and near misses	390	3.62	0.03	428	3.59	0.03
33	Properly identify client when providing care	417	3.68	0.04	417	3.68	0.04
34	Facilitate appropriate and safe use of equipment	370	3.65	0.03	373	3.65	0.03
35	Educate client on safety concerns	390	3.53	0.03	392	3.53	0.03
36	Participate in emergency planning and response	277	3.44	0.04	333	3.33	0.05
37	Follow requirements when using restraints	268	3.58	0.04	364	3.35	0.05

**Table 14. Average Total Group and Setting-Specific Clinical Judgment Ratings**

Activity #	Activity	Average Clinical Judgment (Setting-Specific)			Average Clinical Judgment (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
38	Educate client and staff regarding infection prevention measures	418	3.48	0.04	428	3.46	0.04
39	Assess client for allergies and intervene as needed	408	3.70	0.03	417	3.68	0.03
40	Report, intervene and/or escalate unsafe practice of staff (e.g., substance misuse, improper care, staffing practices)	301	3.57	0.04	373	3.51	0.04
41	Assess client care environment	386	3.50	0.04	392	3.47	0.04
42	Promote staff and workplace safety	320	3.48	0.04	333	3.46	0.04
43	Provide prenatal care and education	128	3.41	0.07	364	2.79	0.06
44	Plan and/or participate in community health education	300	3.29	0.05	428	3.03	0.05
45	Perform targeted screening assessments (e.g., vision, nutrition, depression)	389	3.51	0.03	417	3.45	0.04
46	Educate client about prevention and treatment of high-risk health behaviors	356	3.61	0.03	373	3.56	0.04
47	Educate client about preventive care and health maintenance recommendations	377	3.41	0.04	392	3.39	0.04
48	Provide postpartum care and education	96	3.53	0.07	333	3.01	0.06
49	Perform comprehensive health assessments	351	3.79	0.02	364	3.76	0.03
50	Assess client's readiness to learn, learning preferences and barriers to learning	420	3.46	0.03	428	3.44	0.03
51	Provide care and education for the newborn, infant and toddler client from birth through 2 years	149	3.64	0.06	417	2.88	0.06
52	Provide care and education for the preschool, school-age and adolescent client ages 3 through 17 years	180	3.57	0.06	373	3.18	0.06
53	Provide care and education for the adult client ages 18 through 64 years	364	3.64	0.03	392	3.54	0.04
54	Provide care and education for the adult client ages 65 years and over	292	3.68	0.03	333	3.56	0.04
55	Assess client ability to manage care in home environment and plan care accordingly	257	3.46	0.04	297	3.34	0.05
56	Assess and educate clients about health risks based on family, population and community	297	3.34	0.04	320	3.27	0.04
57	Provide care and education to an antepartum client or a client in labor	79	3.52	0.10	360	2.77	0.07
58	Provide resources to minimize communication and learning barriers	293	3.39	0.05	300	3.36	0.05
59	Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial)	306	3.29	0.04	318	3.25	0.05
60	Assess client for abuse or neglect and report, intervene and/or escalate	235	3.63	0.04	270	3.56	0.04
61	Assess client for substance misuse and/or toxicities and intervene as appropriate (e.g., dependency, withdrawal)	258	3.53	0.04	297	3.42	0.05
62	Provide care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating disorders)	287	3.50	0.04	320	3.41	0.04

**Table 14. Average Total Group and Setting-Specific Clinical Judgment Ratings**

Activity #	Activity	Average Clinical Judgment (Setting-Specific)			Average Clinical Judgment (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
63	Promote a therapeutic environment	357	3.38	0.04	360	3.36	0.04
64	Incorporate client cultural practices and beliefs when planning and providing care	288	3.37	0.05	300	3.33	0.05
65	Provide end-of-life care and education to clients	238	3.41	0.05	318	3.27	0.05
66	Assess the potential for violence and use safety precautions	257	3.56	0.04	270	3.55	0.04
67	Assess client support system to aid in plan of care	279	3.31	0.05	297	3.28	0.05
68	Assess client's ability to cope with life changes and provide support	309	3.40	0.04	320	3.35	0.04
69	Use therapeutic communication techniques	358	3.42	0.04	360	3.41	0.04
70	Incorporate behavioral management techniques when caring for a client	292	3.50	0.04	300	3.47	0.04
71	Recognize nonverbal cues to physical and/or psychological stressors	314	3.65	0.03	318	3.64	0.03
72	Provide appropriate care for a client experiencing visual, auditory and/or cognitive alterations	260	3.58	0.04	270	3.56	0.04
73	Provide care for a client experiencing grief or loss	258	3.24	0.05	297	3.13	0.05
74	Assess client performance of activities of daily living and assist when needed	307	3.50	0.04	320	3.46	0.04
75	Provide client nutrition through tube feedings	284	3.58	0.04	360	3.35	0.05
76	Perform postmortem care	203	3.04	0.07	300	2.97	0.06
77	Perform irrigations (e.g., of bladder, ear, eye)	243	3.30	0.05	318	3.12	0.05
78	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning)	259	3.53	0.04	270	3.50	0.04
79	Perform skin assessment and implement measures to maintain skin integrity	289	3.71	0.03	297	3.66	0.04
80	Assess and manage client with an alteration in bowel and bladder elimination	308	3.56	0.04	320	3.50	0.04
81	Apply, maintain or remove orthopedic devices	263	3.33	0.05	360	3.03	0.06
82	Maintain client dignity and privacy during care	300	3.48	0.05	300	3.48	0.05
83	Provide nonpharmacological comfort measures	313	3.35	0.04	318	3.35	0.04
84	Evaluate the client's nutritional status and intervene as needed	260	3.55	0.04	270	3.50	0.04
85	Assess client's sleep/rest pattern and intervene as needed	264	3.23	0.05	297	3.11	0.05
86	Evaluate client's intake and output and intervene as needed	313	3.57	0.04	320	3.55	0.04
87	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	334	3.49	0.04	360	3.39	0.04
88	Assess client for pain and intervene as appropriate	296	3.77	0.03	300	3.76	0.03
89	Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupressure, supplements)	239	3.18	0.06	318	3.00	0.05
90	Evaluate appropriateness and accuracy of medication order for client	268	3.88	0.02	270	3.86	0.03



**Table 14. Average Total Group and Setting-Specific Clinical Judgment Ratings**

Activity #	Activity	Average Clinical Judgment (Setting-Specific)			Average Clinical Judgment (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
91	Prepare and administer medications using rights of medication administration	295	3.90	0.02	297	3.89	0.02
92	Perform calculations needed for medication administration	312	3.69	0.03	320	3.66	0.04
93	Monitor intravenous infusion and maintain site	325	3.79	0.02	360	3.66	0.04
94	Handle and administer controlled substances within regulatory guidelines	288	3.76	0.03	300	3.74	0.04
95	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	316	3.86	0.02	318	3.86	0.02
96	Titrate dosage of medication based on assessment and ordered parameters	240	3.82	0.03	270	3.76	0.04
97	Administer blood products and evaluate client response	234	3.88	0.02	297	3.68	0.05
98	Access and/or maintain central venous access devices	287	3.72	0.03	320	3.62	0.04
99	Educate client about medications	349	3.73	0.03	360	3.69	0.03
100	Evaluate client response to medication	297	3.80	0.03	300	3.79	0.03
101	Administer parenteral nutrition and evaluate client response	259	3.58	0.04	318	3.45	0.05
102	Administer medications for pain management	262	3.71	0.03	270	3.67	0.04
103	Participate in medication reconciliation process	250	3.39	0.05	270	3.31	0.05
104	Handle and maintain medication in a safe and controlled environment	294	3.71	0.03	294	3.71	0.03
105	Handle and administer high-risk medications safely	288	3.86	0.02	308	3.81	0.03
106	Dispose of medications safely	266	3.46	0.05	273	3.44	0.05
107	Assess and respond to changes and trends in client vital signs	278	3.91	0.02	281	3.90	0.02
108	Perform focused assessments	252	3.81	0.03	255	3.79	0.03
109	Recognize trends and changes in client condition and intervene as needed	264	3.89	0.02	270	3.87	0.02
110	Monitor the results of diagnostic testing and intervene as needed	288	3.72	0.03	294	3.71	0.03
111	Perform testing within scope of practice (e.g., electrocardiogram, point-of-care testing, fetal monitoring)	248	3.59	0.04	308	3.45	0.05
112	Evaluate client responses to procedures and treatments	268	3.78	0.03	273	3.77	0.03
113	Provide preoperative and postoperative education	229	3.38	0.05	281	3.27	0.05
114	Provide preoperative care	190	3.43	0.05	255	3.29	0.06
115	Manage client during a procedure with moderate sedation	171	3.73	0.04	270	3.47	0.06
116	Obtain blood specimens	268	3.44	0.05	294	3.39	0.05
117	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	307	3.74	0.03	308	3.73	0.03
118	Educate client about treatments and procedures	271	3.59	0.04	273	3.59	0.04
119	Obtain specimens other than blood for diagnostic testing	269	3.30	0.05	281	3.27	0.05
120	Insert, maintain or remove a nasal/oral gastrointestinal tube	192	3.46	0.05	255	3.31	0.06
121	Insert, maintain or remove a urinary catheter	249	3.52	0.04	270	3.44	0.05

**Table 14. Average Total Group and Setting-Specific Clinical Judgment Ratings**

Activity #	Activity	Average Clinical Judgment (Setting-Specific)			Average Clinical Judgment (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
122	Insert, maintain or remove a peripheral intravenous line	273	3.52	0.04	294	3.47	0.04
123	Apply and/or maintain devices used to promote venous return (e.g., antiembolism stockings, sequential compression devices)	263	3.41	0.05	308	3.28	0.05
124	Manage client following a procedure with moderate sedation	220	3.78	0.03	273	3.64	0.04
125	Maintain percutaneous feeding tube	211	3.37	0.05	281	3.23	0.05
126	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	201	3.55	0.04	255	3.42	0.05
127	Perform emergency care procedures	217	3.82	0.03	270	3.66	0.05
128	Monitor and care for clients on a ventilator	180	3.78	0.04	294	3.60	0.05
129	Perform wound care and dressing change	285	3.49	0.04	308	3.43	0.04
130	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	168	3.61	0.05	273	3.33	0.06
131	Provide ostomy care and education (e.g., tracheal, enteral)	231	3.39	0.05	281	3.28	0.05
132	Provide postoperative care	187	3.61	0.04	255	3.43	0.05
133	Perform and manage care of client receiving peritoneal dialysis	122	3.49	0.07	270	3.05	0.07
134	Perform suctioning	242	3.65	0.04	294	3.54	0.04
135	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	245	3.42	0.05	308	3.21	0.05
136	Manage the care of a client on telemetry	215	3.76	0.03	273	3.57	0.05
137	Manage the care of a client with impaired ventilation/oxygenation	256	3.82	0.03	281	3.75	0.04
138	Maintain optimal temperature of client	231	3.49	0.05	255	3.43	0.05
139	Implement and monitor phototherapy	74	3.45	0.09	270	2.69	0.07
140	Manage the care of a client with a pacing device	230	3.62	0.04	294	3.47	0.05
141	Monitor and maintain arterial lines	163	3.81	0.04	308	3.29	0.07
142	Manage the care of a client with a fluid and electrolyte imbalance	248	3.78	0.03	273	3.68	0.04
143	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis	250	3.80	0.03	281	3.68	0.04
144	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	239	3.71	0.03	255	3.67	0.04
145	Identify pathophysiology related to an acute or chronic condition	247	3.67	0.04	270	3.52	0.05
146	Manage the care of a client receiving hemodialysis or continuous renal replacement therapy	205	3.69	0.04	294	3.53	0.05
147	Recognize signs and symptoms of client complications and intervene	304	3.93	0.02	308	3.92	0.02
148	Educate client regarding an acute or chronic condition	262	3.60	0.04	273	3.57	0.04
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	164	3.62	0.05	281	3.42	0.06

rights of medication administration” (3.89). **Appendix H** presents activity statements rank ordered by average total group clinical judgment ratings.

## Summary

Respondents to the 2024 RN Practice Analysis found the activities listed in the survey to be highly applicable in their practice setting. In general, the importance ratings of SMEs and newly licensed RNs were somewhat similar (correlation = 0.68), supporting the validity of the results. The reliability of the survey instrument was quite good. Activities with the lowest average total group frequency and importance ratings corresponded, in general, to those activities performed in specialized areas of nursing practice. In addition, the correlation between total group importance and total group clinical judgment ratings is 0.95, indicating a strong relationship between the two ratings.

## Conclusions

The 2024 RN Practice Analysis used several methods to describe the practice of newly licensed RNs in the U.S.: (1) document reviews; (2) activity logs of newly licensed RNs; (3) SMEs’ 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 RN test plan.

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## APPENDIX A: SUBJECT MATTER EXPERT (SME) PANEL

**Member:** Carlita Vasser, MA, RN, CCN  
**Board:** Missouri State Board of Nursing  
**Specialty:** Community Based Nursing and Geriatric Care

Vasser has more than 25 years of nursing experience and currently works in a home care setting in Missouri. She oversees graduate nurses and entry-level nurses who are providing visiting nurse visits.

**Member:** Cari L. Zeldin, RN, CNML, NSLS  
**Board:** Arizona State Board of Nursing  
**Specialty:** Medical-Surgical

Zeldin has 17 years of nursing experience and is currently a director of nursing at a hospital in Phoenix, AZ. She is a direct manager with oversight for the first year of nursing. She challenges entry-level nurses to grow and provides development opportunities through frequent check-ins, time management and monthly education with a focus on current areas of nursing. She also provides support through daily rounding and a mentorship program.

**Member:** Synthia Cantu, RN  
**Board:** Oregon State Board of Nursing  
**Specialty:** Emergency

Cantu has five months of nursing experience and works at a hospital in Portland, OR. She is an entry-level nurse in a residency program.

**Member:** Eva Clutter, RN  
**Board:** West Virginia Board of Registered Nurses  
**Specialty:** Oncology, Medical-Surgical

Clutter has six years of nursing experience and currently works at a hospital in West Virginia. She assists graduate nurses in the transition from academics to clinical practice and application of knowledge as they become professional nurses. This consists of classroom orientation and didactic, bridge clinical, preceptor-led clinical experience, and monthly professional development education sessions.

**Member:** Yvonne Collier, RN  
**Board:** Tennessee Board of Nursing  
**Specialty:** Behavioral Health

Collier has 18 years of nursing experience and currently works at an in-patient facility, ambulatory care facility and psychiatric hospital in Tennessee. She supports entry-level nurses by coordinating orientation schedules, educating and qualifying skill levels, and assigning appropriate clinical coaches (preceptors). She also provides observation and feedback to direct patient care.

**Member:** Carly Gilchrist, RN  
**Board:** College of Nurses of Ontario  
**Specialty:** Geriatric Psychiatry

Gilchrist has seven years of nursing experience and currently works at a mental health and addiction facility in Hamilton, Ontario. She provides preceptorship and support to entry-level nurses.

**Member:** Summer Jemison, RN  
**Board:** Alabama Board of Nursing  
**Specialty:** Medical-Surgical

Jemison has six months of nursing experience and currently works at an acute care hospital in Huntsville, Ala. As an entry-level nurse, she identifies patient care requirements, administers medications, monitors changes and progress in patient's health, and collaborates with all members of a patient's care team. Her additional skills include admissions, charting, discharge, emotional support, compassion, active listening and patient advocacy.

**Member:** Chanda MacDonald, RN  
**Board:** Nova Scotia College of Nursing  
**Specialty:** Critical Care, Professional Practice

MacDonald has 23 years of nursing experience and currently works at a hospital in New Glasgow, Nova Scotia. She has dedicated most of her career to supporting new nursing graduates as they transition into the nursing profession. She enjoys educating post-entry level competencies to graduate nurses and guiding them with quality clinical decision-making. She respects the value of integrity, compassion and commitment to ensure best practice guidelines are always promoted and implemented when delivering competency in leadership and professional practice.

**Member:** Heather Moya, MSN, RNC-MNN  
**Board:** Arkansas State Board of Nursing  
**Specialty:** High-Risk OB, Maternal Newborn

Moya has 13 years of nursing experience and currently works at an academic health center in Arkansas. She supports the professional growth of new graduate nurses as a clinical preceptor, BLS instructor, NRP instructor and RNIV team leader.

**Member:** Meghan Ouellette, MSN, RN, CCRN-CMC, CNE  
**Board:** Massachusetts Board of Registration in Nursing  
**Specialty:** Cardiac Surgery, General Critical Care

Ouellette has 22 years of nursing experience and currently works at an academic tertiary medical center in Boston. She is involved in planning, facilitating, delivering content and assessing the competency of newly licensed critical care nurses during their orientation. For the novice nurses who will be working in cardiac surgery ICU, she is responsible for planning their orientation, assessing progression and delivering feedback. She also provides continuing mentorship and education after clinical orientation to facilitate their growth.

## APPENDIX B: 2024 RN PRACTICE ANALYSIS SURVEY

### Form 1



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#### NATIONAL COUNCIL OF STATE BOARDS OF NURSING

#### REGISTERED NURSING SURVEY- FORM 1

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

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 write in information. Type your answer in the space provided.

You will notice that many questions ask you to report what you did on your **last 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 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.

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1. Are you currently working as an RN in the U.S. or its territories?

- Yes  
 No

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

- Yes, 20 or more hours per week, on average  
 Yes, less than 20 hours per week, on average  
 No
-

**SECTION 1: NURSING ACTIVITIES**

This section contains a list of activities descriptive of nursing practice in a variety of settings. Please note that some activities may not apply to your setting. For each activity, three questions are asked. Please answer all 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 or more times) did you personally perform the activity on the last 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 and Question C.

**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.

**QUESTION C – CLINICAL JUDGMENT:** How relevant is clinical judgment when performing this nursing activity?

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

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

**Question A – 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 the clinical judgment rating as noted in Question C. Then move on to the next activity. **If an activity is performed in your work setting,** mark 0–5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B and Question C.

**Question B –** 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.

**Question C –** Rate the overall relevancy of clinical judgment when performing this nursing activity with 1 = Not relevant, 2 = Helpful, 3 = Important, 4 = Essential.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
1. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Identify and collaborate with multidisciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Assess the need for referrals 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Utilize resources to promote quality client care (e.g., evidence-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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Practice and advocate for quality and cost-effective 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Use ergonomic principles 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Follow requirements when using 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
10. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Assess client for substance misuse and/or toxicities and intervene as appropriate (e.g., dependency, withdrawal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Assess client support system to aid in plan of 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Perform skin assessment and 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Assess client's sleep/rest pattern 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
18. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Recognize trends and changes in client condition 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Manage client during 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Perform emergency care 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Perform and manage care of client receiving peritoneal dialysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Implement and monitor phototherapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: EXPERIENCE AND ORIENTATION

3. What is the total number of **months** you have worked as an RN in the U.S. or its territories? (Whole numbers only.)

4. Have you ever worked outside the U.S. or its territories as an RN?

- Yes - If yes, what is the total number of months you worked outside the U.S. or its territories as an RN?
- No

5. 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
- Classroom instruction/skills lab plus supervised work with clients
- Work with an assigned preceptor(s) or mentor(s) with or without additional classroom instruction/skills lab work
- A formal internship/residency with or without additional classroom instruction/skills lab work
- Other, please specify:

6. If you had an orientation period, how many **weeks** did it last? (Whole numbers only.)

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

- Advanced Cardiac Life Support (ACLS)
- Basic Life Support (BLS/CPR)
- Behavioral Management
- Cardiac Care
- Chemotherapy
- Community Health
- Critical Care
- Dialysis
- Intravenous Therapy
- Moderate Sedation
- Neonatal Advanced Life Support
- Neonatal Resuscitation
- Palliative Care
- Pediatric Advanced Life Support (PALS)
- Rehabilitation
- None
- Other, please specify:

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

- Yes
- No

9. Is your nursing position primarily administrative?

- Yes
- No

## SECTION 3: WORK ENVIRONMENT

10. Which of the following **best** describes the acuity of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Well clients, possibly with minor illnesses
- Clients with stable chronic conditions
- Clients with unstable chronic conditions
- Clients with acute conditions, including clients with medical, surgical, obstetrical, or critical conditions
- Clients at end of life
- Clients with behavioral/emotional conditions
- Other, please specify:

11. Which of the following **best** describes the ages of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Pediatric (ages 0-17)
- Adult (ages 18-64)
- Adult (ages 65-85)
- Adult (over age 85)

12. Which of the following choices **best** describes your employment setting/specialty area **on the last day you worked**? If you worked mainly in one setting, 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.)

- Ambulatory care, physician office, or clinics
- Critical care
- Home health
- Hospice
- Inpatient medical-surgical
- Labor and delivery
- Long-term care
- Operating room
- Palliative care
- Pediatric
- Psychiatry or subspecialties (detox, inpatient, outpatient)
- Public health/Occupational health
- Rehabilitation
- Residential
- Other, please specify:

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

- Hospital
- Long-term care facility
- Community-based or ambulatory care facility/organization (including public health department, home health, clinics, school, prison, etc.)
- Other, please specify:

14. If you work in a hospital or long-term care facility, how large is the facility? (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 long-term care facility

15. Which of the following **best** describes your shift **on a typical workday**? (Select only **one**.)

- Days
- Nights
- Rotating shifts
- Other, please specify:

16. What is the length of your shift **on a typical workday**? (Select only **one**.)

- 8 hours
- 10 hours
- 12 hours
- Combination of 8 hours and 12 hours
- Other, please specify:

17. Which **best** describes the location of your employment setting? (Select only **one**.)

- Urban/Metropolitan area
- Suburban
- Rural

**SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK**

18. How many hours did you work on the **last shift you worked**? (Whole numbers only.)

19. How many clients were you responsible for on the **last day you worked**? (Whole numbers only.) This includes clients to whom you were assigned to provide direct care, indirect care (provided through others such as LPN/VNs or unlicensed assistive personnel), or any performance of tasks or other responsibility for care during all or any part of your time in the work setting.

20. How much of your time was spent performing each of the following types of activities **on the last 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 day you worked** rounded to the nearest hour. For example, if you spent about 2.25 hours on a set of activities, select the option 2. If you spent 3.5 hours on a set of activities, select the option 4. Numerous categories may be performed simultaneously; therefore, total hours spent may be greater than 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
<b>1. Management of Care:</b> 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"/>
<b>2. Safety and Infection Prevention:</b> 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"/>
<b>3. Health Promotion and Maintenance:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Psychosocial Integrity:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Basic Care and Comfort:</b> Provide comfort and assistance in the performance of activities of daily living.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacological and Parenteral Therapies:</b> Provide care related to the administration of medications and parenteral therapies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Reduction of Risk Potential:</b> Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments, or 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"/>
<b>8. Physiological Adaptation:</b> Manage and provide care for clients with acute, chronic, or life-threatening physical health conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 5: DEMOGRAPHIC INFORMATION**

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

21. Did you work as an unlicensed assistive personnel prior to becoming an RN?

Yes- If yes, for how many months?

No

22. Did you work as a LPN/VN prior to becoming an RN?

Yes- If yes, for how many months?

No

23. What is your gender?

Male

Female

Prefer to self-describe:

24. What is your age in years? (Whole numbers only.)

25. Which of the following **best** describes your racial/ethnic background? (Select only **one**.)

American Indian or Alaska Native

Asian

Black or African American

Hispanic

Native Hawaiian or Pacific Islander

White - not of Hispanic origin

Other

26. What is your primary language?

English

English and another language

Another language

27. What type of **basic** nursing education program qualified you to take the NCLEX-RN? (Select only **one**.)

RN- Diploma in U.S.

RN- Associate Degree in U.S.

RN- Baccalaureate Degree in U.S.

RN- Master's Degree in U.S. (non-Advanced Practice Nurse)

RN- Master's Degree in U.S. (Advanced Practice Nurse)

RN- Doctorate Degree in U.S. (non-DNP)

RN- Doctorate Degree in U.S. (DNP)

Any nursing program NOT located in the U.S.

Other program, please specify:

28. How many months has it been since you completed course requirements from the above nursing education program? (Whole numbers only.)

**SECTION 6: ADDITIONAL QUESTIONS**

If you took the updated NCLEX after April 2023, please help us by answering a few questions about the addition of clinical judgment to the NCLEX.

29. Did you take the updated NCLEX on or after April 1, 2023?

- Yes  
 No

30. Rate the following statements on a scale from 1 to 4: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

	1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly agree
1. The use of clinical judgment in your daily duties, e.g., decision-making, communications, etc., is essential to safe care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The questions in the current NCLEX exam accurately assessed your clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The addition of clinical judgment and the unfolding case scenarios reflect the type of work you are now doing as a licensed nurse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The unfolding case scenarios measured real-world clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 7: COMMENTS**

31. 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 a number where you can be reached during the day or early evening.

Name:

Daytime or early evening phone number with area code:

Email address:

32. We thank you for your time spent taking this survey. Click the following link to download your recognition letter.

[RN PA Recognition Letter](#)

## Form 2



## NATIONAL COUNCIL OF STATE BOARDS OF NURSING

## REGISTERED NURSING SURVEY- FORM 2

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

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 write in information. Type your answer in the space provided.

You will notice that many questions ask you to report what you did on your **last 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 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.

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1. Are you currently working as an RN in the U.S. or its territories?

- Yes  
 No

---

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

- Yes, 20 or more hours per week, on average  
 Yes, less than 20 hours per week, on average  
 No
-

**SECTION 1: NURSING ACTIVITIES**

This section contains a list of activities descriptive of nursing practice in a variety of settings. Please note that some activities may not apply to your setting. For each activity, three questions are asked. Please answer all 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 or more times) did you personally perform the activity on the last 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 and Question C.

**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.

**QUESTION C – CLINICAL JUDGMENT:** How relevant is clinical judgment when performing this nursing activity?

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

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

**Question A –** 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 the clinical judgment rating as noted in Question C. Then move on to the next activity. If an activity is performed in your work setting, mark 0–5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B and Question C.

**Question B –** 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.

**Question C –** Rate the overall relevancy of clinical judgment when performing this nursing activity with 1 = Not relevant, 2 = Helpful, 3 = Important, 4 = Essential.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
1. Provide and receive handoff 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Receive, verify and implement 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Initiate, evaluate and update client plan of 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Recognize and report ethical dilemmas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Acknowledge and document practice errors and near misses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Educate client and staff regarding infection prevention 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Plan and/or participate in community health 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
10. Assess and educate clients about health risks based on family, population and community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Assess client performance of activities of daily living and assist 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Assess and manage client with an alteration in bowel and bladder elimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Evaluate client's intake and output 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Access and/or maintain central 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
18. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Monitor the results of diagnostic testing 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Obtain blood specimens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Insert, 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Monitor and care for clients on a ventilator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Perform suctioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Manage the care of a client with a 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Manage the care of a client receiving hemodialysis or continuous renal replacement 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: EXPERIENCE AND ORIENTATION

3. What is the total number of **months** you have worked as an RN in the U.S. or its territories? (Whole numbers only.)

4. Have you ever worked outside the U.S. or its territories as an RN?

- Yes - If yes, what is the total number of months you worked outside the U.S. or its territories as an RN?
- No

5. 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
- Classroom instruction/skills lab plus supervised work with clients
- Work with an assigned preceptor(s) or mentor(s) with or without additional classroom instruction/skills lab work
- A formal internship/residency with or without additional classroom instruction/skills lab work
- Other, please specify:

6. If you had an orientation period, how many **weeks** did it last? (Whole numbers only.)

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

- Advanced Cardiac Life Support (ACLS)
- Basic Life Support (BLS/CPR)
- Behavioral Management
- Cardiac Care
- Chemotherapy
- Community Health
- Critical Care
- Dialysis
- Intravenous Therapy
- Moderate Sedation
- Neonatal Advanced Life Support
- Neonatal Resuscitation
- Palliative Care
- Pediatric Advanced Life Support (PALS)
- Rehabilitation
- None
- Other, please specify:

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

- Yes
- No

9. Is your nursing position primarily administrative?

- Yes
- No

## SECTION 3: WORK ENVIRONMENT

10. Which of the following **best** describes the acuity of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Well clients, possibly with minor illnesses
- Clients with stable chronic conditions
- Clients with unstable chronic conditions
- Clients with acute conditions, including clients with medical, surgical, obstetrical, or critical conditions
- Clients at end of life
- Clients with behavioral/emotional conditions
- Other, please specify:

11. Which of the following **best** describes the ages of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Pediatric (ages 0-17)
- Adult (ages 18-64)
- Adult (ages 65-85)
- Adult (over age 85)

12. Which of the following choices **best** describes your employment setting/specialty area **on the last day you worked**? If you worked mainly in one setting, 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.)

- Ambulatory care, physician office, or clinics
- Critical care
- Home health
- Hospice
- Inpatient medical-surgical
- Labor and delivery
- Long-term care
- Operating room
- Palliative care
- Pediatric
- Psychiatry or subspecialties (detox, inpatient, outpatient)
- Public health/Occupational health
- Rehabilitation
- Residential
- Other, please specify:

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

- Hospital
- Long-term care facility
- Community-based or ambulatory care facility/organization (including public health department, home health, clinics, school, prison, etc.)
- Other, please specify:

14. If you work in a hospital or long-term care facility, how large is the facility? (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 long-term care facility

15. Which of the following **best** describes your shift **on a typical workday**? (Select **only one**.)

- Days
- Evenings
- Nights
- Rotating shifts
- Other, please specify:

16. What is the length of your shift **on a typical workday**? (Select only **one**.)

- 8 hours
- 10 hours
- 12 hours
- Combination of 8 hours and 12 hours
- Other, please specify:

17. Which **best** describes the location of your employment setting? (Select only **one**.)

- Urban/Metropolitan area
- Suburban
- Rural

**SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK**

18. How many hours did you work on the **last shift you worked**? (Whole numbers only.)

19. How many clients were you responsible for on the **last day you worked**? (Whole numbers only.) This includes clients to whom you were assigned to provide direct care, indirect care (provided through others such as LPN/VNs or unlicensed assistive personnel), or any performance of tasks or other responsibility for care during all or any part of your time in the work setting.

20. How much of your time was spent performing each of the following types of activities **on the last 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 day you worked** rounded to the nearest hour. For example, if you spent about 2.25 hours on a set of activities, select the option 2. If you spent 3.5 hours on a set of activities, select the option 4. Numerous categories may be performed simultaneously; therefore, total hours spent may be greater than 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
<b>1. Management of Care:</b> 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"/>
<b>2. Safety and Infection Prevention:</b> 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"/>
<b>3. Health Promotion and Maintenance:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Psychosocial Integrity:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Basic Care and Comfort:</b> Provide comfort and assistance in the performance of activities of daily living.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacological and Parenteral Therapies:</b> Provide care related to the administration of medications and parenteral therapies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Reduction of Risk Potential:</b> Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments, or 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"/>
<b>8. Physiological Adaptation:</b> Manage and provide care for clients with acute, chronic, or life-threatening physical health conditions.	<input type="radio"/>	<input type="radio"/>	<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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**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.

---

21. Did you work as an unlicensed assistive personnel prior to becoming an RN?

- Yes- If yes, for how many months?
- No
- 

22. Did you work as a LPN/VN prior to becoming an RN?

- Yes- If yes, for how many months?
- No
- 

23. What is your gender?

- Male
- Female
- Prefer to self-describe:
- 

24. What is your age in years? (Whole numbers only.)

---

25. Which of the following **best** describes your racial/ethnic background? (Select **only one**.)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic
- Native Hawaiian or Pacific Islander
- White - not of Hispanic origin
- Other
- 

26. What is your primary language?

- English
- English and another language
- Another language
- 

27. What type of **basic** nursing education program qualified you to take the NCLEX-RN? (Select **only one**.)

- RN- Diploma in U.S.
- RN- Associate Degree in U.S.
- RN- Baccalaureate Degree in U.S.
- RN- Master's Degree in U.S. (non-Advanced Practice Nurse)
- RN- Master's Degree in U.S. (Advanced Practice Nurse)
- RN- Doctorate Degree in U.S. (non-DNP)
- RN- Doctorate Degree in U.S. (DNP)
- Any nursing program NOT located in the U.S.
- Other program, please specify:
- 

28. How many months has it been since you completed course requirements from the above nursing education program? (Whole numbers only.)

---

**SECTION 6: ADDITIONAL QUESTIONS**

If you took the updated NCLEX after April 2023, please help us by answering a few questions about the addition of clinical judgment to the NCLEX.

29. Did you take the updated NCLEX on or after April 1, 2023?

- Yes  
 No

30. Rate the following statements on a scale from 1 to 4: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

	1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly agree
1. The use of clinical judgment in your daily duties, e.g., decision-making, communications, etc., is essential to safe care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The questions in the current NCLEX exam accurately assessed your clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The addition of clinical judgment and the unfolding case scenarios reflect the type of work you are now doing as a licensed nurse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The unfolding case scenarios measured real-world clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 7: COMMENTS**

31. 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 a number where you can be reached during the day or early evening.

Name:

Daytime or early evening phone number with area code:

Email address:

32. We thank you for your time spent taking this survey. Click the following link to download your recognition letter.

[RN PA Recognition Letter](#)

## Form 3



## NATIONAL COUNCIL OF STATE BOARDS OF NURSING

## REGISTERED NURSING SURVEY- FORM 3

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

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 write in information. Type your answer in the space provided.

You will notice that many questions ask you to report what you did on your **last 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 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.

---

1. Are you currently working as an RN in the U.S. or its territories?

- Yes  
 No

---

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

- Yes, 20 or more hours per week, on average  
 Yes, less than 20 hours per week, on average  
 No
-

SECTION 1:

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, three questions are asked. Please answer all 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 or more times) did you personally perform the activity on the last 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 and Question C.

**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.

**QUESTION C – CLINICAL JUDGMENT:** How relevant is clinical judgment when performing this nursing activity?

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

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

**Question A – 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 the clinical judgment rating as noted in Question C. Then move on to the next activity. **If an activity is performed in your work setting,** mark 0–5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B and Question C.

**Question B –** 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.

**Question C –** Rate the overall relevancy of clinical judgment when performing this nursing activity with 1 = Not relevant, 2 = Helpful, 3 = Important, 4 = Essential.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
1. Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Integrate advance directives into client plan of 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Maintain client confidentiality and privacy (e.g., social media, disclosure of information)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Use approved 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Protect client from injury	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Properly identify 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Assess client for allergies 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Perform targeted screening assessments (e.g., vision, nutrition, depression)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
10. Provide care and education to an antepartum client or a client in labor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Promote a therapeutic 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Provide client nutrition through tube feedings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Apply, maintain or remove orthopedic 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Implement measures to promote circulation (e.g., active or passive range of motion, 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
18. Handle and administer high-risk medications safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Perform testing within scope of practice (e.g., electrocardiogram, point-of-care testing, fetal monitoring)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Apply and/or maintain devices used to promote venous return (e.g., antiembolism stockings, sequential compression 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Perform wound care and 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Monitor and maintain arterial lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: EXPERIENCE AND ORIENTATION

3. What is the total number of **months** you have worked as an RN in the U.S. or its territories? (Whole numbers only.)

4. Have you ever worked outside the U.S. or its territories as an RN?

- Yes - If yes, what is the total number of months you worked outside the U.S. or its territories as an RN?
- No

5. 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
- Classroom instruction/skills lab plus supervised work with clients
- Work with an assigned preceptor(s) or mentor(s) with or without additional classroom instruction/skills lab work
- A formal internship/residency with or without additional classroom instruction/skills lab work
- Other, please specify:

6. If you had an orientation period, how many **weeks** did it last? (Whole numbers only.)

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

- Advanced Cardiac Life Support (ACLS)
- Basic Life Support (BLS/CPR)
- Behavioral Management
- Cardiac Care
- Chemotherapy
- Community Health
- Critical Care
- Dialysis
- Intravenous Therapy
- Moderate Sedation
- Neonatal Advanced Life Support
- Neonatal Resuscitation
- Palliative Care
- Pediatric Advanced Life Support (PALS)
- Rehabilitation
- None
- Other, please specify:

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

- Yes
- No

9. Is your nursing position primarily administrative?

- Yes
- No

## SECTION 3: WORK ENVIRONMENT

10. Which of the following **best** describes the acuity of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Well clients, possibly with minor illnesses
- Clients with stable chronic conditions
- Clients with unstable chronic conditions
- Clients with acute conditions, including clients with medical, surgical, obstetrical, or critical conditions
- Clients at end of life
- Clients with behavioral/emotional conditions
- Other, please specify:

11. Which of the following **best** describes the ages of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Pediatric (ages 0-17)
- Adult (ages 18-64)
- Adult (ages 65-85)
- Adult (over age 85)

12. Which of the following choices **best** describes your employment setting/specialty area **on the last day you worked**? If you worked mainly in one setting, 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.)

- Ambulatory care, physician office, or clinics
- Critical care
- Home health
- Hospice
- Inpatient medical-surgical
- Labor and delivery
- Long-term care
- Operating room
- Palliative care
- Pediatric
- Psychiatry or subspecialties (detox, inpatient, outpatient)
- Public health/Occupational health
- Rehabilitation
- Residential
- Other, please specify:

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

- Hospital
- Long-term care facility
- Community-based or ambulatory care facility/organization (including public health department, home health, clinics, school, prison, etc.)
- Other, please specify:

14. If you work in a hospital or long-term care facility, how large is the facility? (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 long-term care facility

15. Which of the following **best** describes your shift **on a typical workday**? (Select **only one**.)

- Days
- Nights
- Rotating shifts
- Other, please specify:

16. What is the length of your shift **on a typical workday**? (Select only **one**.)

- 8 hours
- 10 hours
- 12 hours
- Combination of 8 hours and 12 hours
- Other, please specify:

17. Which **best** describes the location of your employment setting? (Select only **one**.)

- Urban/Metropolitan area
- Suburban
- Rural

**SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK**

18. How many hours did you work on the **last shift you worked**? (Whole numbers only.)

19. How many clients were you responsible for on the **last day you worked**? (Whole numbers only.) This includes clients to whom you were assigned to provide direct care, indirect care (provided through others such as LPN/VNs or unlicensed assistive personnel), or any performance of tasks or other responsibility for care during all or any part of your time in the work setting.

20. How much of your time was spent performing each of the following types of activities **on the last 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 day you worked** rounded to the nearest hour. For example, if you spent about 2.25 hours on a set of activities, select the option 2. If you spent 3.5 hours on a set of activities, select the option 4. Numerous categories may be performed simultaneously; therefore, total hours spent may be greater than 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
<b>1. Management of Care:</b> 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"/>
<b>2. Safety and Infection Prevention:</b> 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"/>
<b>3. Health Promotion and Maintenance:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Psychosocial Integrity:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Basic Care and Comfort:</b> Provide comfort and assistance in the performance of activities of daily living.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacological and Parenteral Therapies:</b> Provide care related to the administration of medications and parenteral therapies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Reduction of Risk Potential:</b> Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments, or 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"/>
<b>8. Physiological Adaptation:</b> Manage and provide care for clients with acute, chronic, or life-threatening physical health conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

**SECTION 5: DEMOGRAPHIC INFORMATION**

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

---

21. Did you work as an unlicensed assistive personnel prior to becoming an RN?

- Yes- If yes, for how many months?
- No
- 

22. Did you work as a LPN/VN prior to becoming an RN?

- Yes- If yes, for how many months?
- No
- 

23. What is your gender?

- Male
- Female
- Prefer to self-describe:
- 

24. What is your age in years? (Whole numbers only.)

---

25. Which of the following **best** describes your racial/ethnic background? (Select **only one**.)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic
- Native Hawaiian or Pacific Islander
- White - not of Hispanic origin
- Other
- 

26. What is your primary language?

- English
- English and another language
- Another language
- 

27. What type of **basic** nursing education program qualified you to take the NCLEX-RN? (Select **only one**.)

- RN- Diploma in U.S.
- RN- Associate Degree in U.S.
- RN- Baccalaureate Degree in U.S.
- RN- Master's Degree in U.S. (non-Advanced Practice Nurse)
- RN- Master's Degree in U.S. (Advanced Practice Nurse)
- RN- Doctorate Degree in U.S. (non-DNP)
- RN- Doctorate Degree in U.S. (DNP)
- Any nursing program NOT located in the U.S.
- Other program, please specify:
- 

28. How many months has it been since you completed course requirements from the above nursing education program? (Whole numbers only.)

---

**SECTION 6: ADDITIONAL QUESTIONS**

If you took the updated NCLEX after April 2023, please help us by answering a few questions about the addition of clinical judgment to the NCLEX.

29. Did you take the updated NCLEX on or after April 1, 2023?

- Yes  
 No

30. Rate the following statements on a scale from 1 to 4: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

	1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly agree
1. The use of clinical judgment in your daily duties, e.g., decision-making, communications, etc., is essential to safe care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The questions in the current NCLEX exam accurately assessed your clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The addition of clinical judgment and the unfolding case scenarios reflect the type of work you are now doing as a licensed nurse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The unfolding case scenarios measured real-world clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 7: COMMENTS**

31. 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 a number where you can be reached during the day or early evening.

Name:

Daytime or early evening phone number with area code:

Email address:

32. We thank you for your time spent taking this survey. Click the following link to download your recognition letter.

[RN PA Recognition Letter](#)

## Form 4



## NATIONAL COUNCIL OF STATE BOARDS OF NURSING

## REGISTERED NURSING SURVEY- FORM 4

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

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 write in information. Type your answer in the space provided.

You will notice that many questions ask you to report what you did on your **last 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 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.

---

1. Are you currently working as an RN in the U.S. or its territories?

- Yes  
 No

---

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

- Yes, 20 or more hours per week, on average  
 Yes, less than 20 hours per week, on average  
 No
-

## SECTION 1:

## 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, three questions are asked. Please answer all 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 or more times) did you personally perform the activity on the last 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 and Question C.

**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.

**QUESTION C – CLINICAL JUDGMENT:** How relevant is clinical judgment when performing this nursing activity?

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

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

**Question A – 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 the clinical judgment rating as noted in Question C. Then move on to the next activity. **If an activity is performed in your work setting,** mark 0–5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B and Question C.

**Question B –** 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.

**Question C –** Rate the overall relevancy of clinical judgment when performing this nursing activity with 1 = Not relevant, 2 = Helpful, 3 = Important, 4 = Essential.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
1. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Recognize limitations of self and others and utilize resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Verify appropriateness and accuracy of a treatment 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Facilitate appropriate and safe use of 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Report, intervene and/or escalate unsafe practice of staff (e.g., substance misuse, improper care, staffing practices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Educate client about prevention and treatment of high-risk health behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
10. Provide resources to minimize communication and learning barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Incorporate behavioral management techniques when caring for 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Maintain client dignity and privacy during 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Assess client for pain and intervene as appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Handle and administer controlled substances within regulatory 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
18. Dispose of medications safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Evaluate client responses to procedures and treatments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Manage the care of a client on telemetry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Manage the care of a 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: EXPERIENCE AND ORIENTATION

3. What is the total number of **months** you have worked as an RN in the U.S. or its territories? (Whole numbers only.)

4. Have you ever worked outside the U.S. or its territories as an RN?

- Yes - If yes, what is the total number of months you worked outside the U.S. or its territories as an RN?
- No

5. 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
- Classroom instruction/skills lab plus supervised work with clients
- Work with an assigned preceptor(s) or mentor(s) with or without additional classroom instruction/skills lab work
- A formal internship/residency with or without additional classroom instruction/skills lab work
- Other, please specify:

6. If you had an orientation period, how many **weeks** did it last? (Whole numbers only.)

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

- Advanced Cardiac Life Support (ACLS)
- Basic Life Support (BLS/CPR)
- Behavioral Management
- Cardiac Care
- Chemotherapy
- Community Health
- Critical Care
- Dialysis
- Intravenous Therapy
- Moderate Sedation
- Neonatal Advanced Life Support
- Neonatal Resuscitation
- Palliative Care
- Pediatric Advanced Life Support (PALS)
- Rehabilitation
- None
- Other, please specify:

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

- Yes
- No

9. Is your nursing position primarily administrative?

- Yes
- No

## SECTION 3: WORK ENVIRONMENT

10. Which of the following **best** describes the acuity of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Well clients, possibly with minor illnesses
- Clients with stable chronic conditions
- Clients with unstable chronic conditions
- Clients with acute conditions, including clients with medical, surgical, obstetrical, or critical conditions
- Clients at end of life
- Clients with behavioral/emotional conditions
- Other, please specify:

11. Which of the following **best** describes the ages of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Pediatric (ages 0-17)
- Adult (ages 18-64)
- Adult (ages 65-85)
- Adult (over age 85)

12. Which of the following choices **best** describes your employment setting/specialty area **on the last day you worked**? If you worked mainly in one setting, 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.)

- Ambulatory care, physician office, or clinics
- Critical care
- Home health
- Hospice
- Inpatient medical-surgical
- Labor and delivery
- Long-term care
- Operating room
- Palliative care
- Pediatric
- Psychiatry or subspecialties (detox, inpatient, outpatient)
- Public health/Occupational health
- Rehabilitation
- Residential
- Other, please specify:

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

- Hospital
- Long-term care facility
- Community-based or ambulatory care facility/organization (including public health department, home health, clinics, school, prison, etc.)
- Other, please specify:

14. If you work in a hospital or long-term care facility, how large is the facility? (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 long-term care facility

15. Which of the following **best** describes your shift **on a typical workday**? (Select **only one**.)

- Days
- Evenings
- Nights
- Rotating shifts
- Other, please specify:

16. What is the length of your shift on a typical workday? (Select only one.)

- 8 hours  
 10 hours  
 12 hours  
 Combination of 8 hours and 12 hours  
 Other, please specify:

17. Which best describes the location of your employment setting? (Select only one.)

- Urban/Metropolitan area  
 Suburban  
 Rural

#### SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK

18. How many hours did you work on the last shift you worked? (Whole numbers only.)

19. How many clients were you responsible for on the last day you worked? (Whole numbers only.) This includes clients to whom you were assigned to provide direct care, indirect care (provided through others such as LPN/VNs or unlicensed assistive personnel), or any performance of tasks or other responsibility for care during all or any part of your time in the work setting.

20. How much of your time was spent performing each of the following types of activities on the last 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 day you worked rounded to the nearest hour. For example, if you spent about 2.25 hours on a set of activities, select the option 2. If you spent 3.5 hours on a set of activities, select the option 4. Numerous categories may be performed simultaneously; therefore, total hours spent may be greater than 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
<b>1. Management of Care:</b> 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"/>
<b>2. Safety and Infection Prevention:</b> 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"/>
<b>3. Health Promotion and Maintenance:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Psychosocial Integrity:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Basic Care and Comfort:</b> Provide comfort and assistance in the performance of activities of daily living.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacological and Parenteral Therapies:</b> Provide care related to the administration of medications and parenteral therapies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Reduction of Risk Potential:</b> Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments, or 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"/>
<b>8. Physiological Adaptation:</b> Manage and provide care for clients with acute, chronic, or life-threatening physical health conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

**SECTION 5: DEMOGRAPHIC INFORMATION**

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

---

21. Did you work as an unlicensed assistive personnel prior to becoming an RN?

- Yes- If yes, for how many months?
- No
- 

22. Did you work as a LPN/VN prior to becoming an RN?

- Yes- If yes, for how many months?
- No
- 

23. What is your gender?

- Male
- Female
- Prefer to self-describe:
- 

24. What is your age in years? (Whole numbers only.)

---

25. Which of the following **best** describes your racial/ethnic background? (Select **only one**.)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic
- Native Hawaiian or Pacific Islander
- White - not of Hispanic origin
- Other
- 

26. What is your primary language?

- English
- English and another language
- Another language
- 

27. What type of **basic** nursing education program qualified you to take the NCLEX-RN? (Select **only one**.)

- RN- Diploma in U.S.
- RN- Associate Degree in U.S.
- RN- Baccalaureate Degree in U.S.
- RN- Master's Degree in U.S. (non-Advanced Practice Nurse)
- RN- Master's Degree in U.S. (Advanced Practice Nurse)
- RN- Doctorate Degree in U.S. (non-DNP)
- RN- Doctorate Degree in U.S. (DNP)
- Any nursing program NOT located in the U.S.
- Other program, please specify:
- 

28. How many months has it been since you completed course requirements from the above nursing education program? (Whole numbers only.)

---

**SECTION 6: ADDITIONAL QUESTIONS**

If you took the updated NCLEX after April 2023, please help us by answering a few questions about the addition of clinical judgment to the NCLEX.

29. Did you take the updated NCLEX on or after April 1, 2023?

- Yes  
 No

30. Rate the following statements on a scale from 1 to 4: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

	1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly agree
1. The use of clinical judgment in your daily duties, e.g., decision-making, communications, etc., is essential to safe care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The questions in the current NCLEX exam accurately assessed your clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The addition of clinical judgment and the unfolding case scenarios reflect the type of work you are now doing as a licensed nurse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The unfolding case scenarios measured real-world clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 7: COMMENTS**

31. 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 a number where you can be reached during the day or early evening.

Name:

Daytime or early evening phone number with area code:

Email address:

32. We thank you for your time spent taking this survey. Click the following link to download your recognition letter.

[RN PA Recognition Letter](#)

## Form 5



## NATIONAL COUNCIL OF STATE BOARDS OF NURSING

## REGISTERED NURSING SURVEY- FORM 5

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

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 write in information. Type your answer in the space provided.

You will notice that many questions ask you to report what you did on your **last 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 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.

---

1. Are you currently working as an RN in the U.S. or its territories?

- Yes  
 No

---

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

- Yes, 20 or more hours per week, on average  
 Yes, less than 20 hours per week, on average  
 No
-

**SECTION 1:**

**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, three questions are asked. Please answer all 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 or more times) did you personally perform the activity on the last 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 and Question C.

**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.

**QUESTION C – CLINICAL JUDGMENT:** How relevant is clinical judgment when performing this nursing activity?

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

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

**Question A – 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 the clinical judgment rating as noted in Question C. Then move on to the next activity. **If an activity is performed in your work setting,** mark 0–5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B and Question C.

**Question B –** 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.

**Question C –** Rate the overall relevancy of clinical judgment when performing this nursing activity with 1 = Not relevant, 2 = Helpful, 3 = Important, 4 = Essential.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
1. Prioritize the delivery of client care based on acuity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Verify the client receives education and consents for care 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Report client conditions as required by law (e.g., abuse/neglect, communicable diseases)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 the nurses' code of ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Educate client on safety concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Assess client care 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Educate client about preventive care and health maintenance recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
10. Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 end-of-life care and education 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Recognize nonverbal 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Perform irrigations (e.g., of bladder, ear, 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Provide nonpharmacological 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Recognize complementary therapies and identify potential benefits and 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
18. Assess and respond to changes and 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Provide preoperative and 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Obtain specimens other than blood for diagnostic testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Provide ostomy care and 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Manage the care of a client with alteration in hemodynamics, tissue perfusion and 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: EXPERIENCE AND ORIENTATION

3. What is the total number of **months** you have worked as an RN in the U.S. or its territories? (Whole numbers only.)

4. Have you ever worked outside the U.S. or its territories as an RN?

- Yes - If yes, what is the total number of months you worked outside the U.S. or its territories as an RN?
- No

5. 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
- Classroom instruction/skills lab plus supervised work with clients
- Work with an assigned preceptor(s) or mentor(s) with or without additional classroom instruction/skills lab work
- A formal internship/residency with or without additional classroom instruction/skills lab work
- Other, please specify:

6. If you had an orientation period, how many **weeks** did it last? (Whole numbers only.)

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

- Advanced Cardiac Life Support (ACLS)
- Basic Life Support (BLS/CPR)
- Behavioral Management
- Cardiac Care
- Chemotherapy
- Community Health
- Critical Care
- Dialysis
- Intravenous Therapy
- Moderate Sedation
- Neonatal Advanced Life Support
- Neonatal Resuscitation
- Palliative Care
- Pediatric Advanced Life Support (PALS)
- Rehabilitation
- None
- Other, please specify:

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

- Yes
- No

9. Is your nursing position primarily administrative?

- Yes
- No

## SECTION 3: WORK ENVIRONMENT

10. Which of the following **best** describes the acuity of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Well clients, possibly with minor illnesses
- Clients with stable chronic conditions
- Clients with unstable chronic conditions
- Clients with acute conditions, including clients with medical, surgical, obstetrical, or critical conditions
- Clients at end of life
- Clients with behavioral/emotional conditions
- Other, please specify:

11. Which of the following **best** describes the ages of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Pediatric (ages 0-17)
- Adult (ages 18-64)
- Adult (ages 65-85)
- Adult (over age 85)

12. Which of the following choices **best** describes your employment setting/specialty area **on the last day you worked**? If you worked mainly in one setting, 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.)

- Ambulatory care, physician office, or clinics
- Critical care
- Home health
- Hospice
- Inpatient medical-surgical
- Labor and delivery
- Long-term care
- Operating room
- Palliative care
- Pediatric
- Psychiatry or subspecialties (detox, inpatient, outpatient)
- Public health/Occupational health
- Rehabilitation
- Residential
- Other, please specify:

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

- Hospital
- Long-term care facility
- Community-based or ambulatory care facility/organization (including public health department, home health, clinics, school, prison, etc.)
- Other, please specify:

14. If you work in a hospital or long-term care facility, how large is the facility? (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 long-term care facility

15. Which of the following **best** describes your shift **on a typical workday**? (Select only **one**.)

- Days
- Evenings
- Nights
- Rotating shifts
- Other, please specify:

16. What is the length of your shift **on a typical workday**? (Select only **one**.)

- 8 hours
- 10 hours
- 12 hours
- Combination of 8 hours and 12 hours
- Other, please specify:

17. Which **best** describes the location of your employment setting? (Select only **one**.)

- Urban/Metropolitan area
- Suburban
- Rural

**SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK**

18. How many hours did you work on the **last shift you worked**? (Whole numbers only.)

19. How many clients were you responsible for on the **last day you worked**? (Whole numbers only.) This includes clients to whom you were assigned to provide direct care, indirect care (provided through others such as LPN/VNs or unlicensed assistive personnel), or any performance of tasks or other responsibility for care during all or any part of your time in the work setting.

20. How much of your time was spent performing each of the following types of activities **on the last 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 day you worked** rounded to the nearest hour. For example, if you spent about 2.25 hours on a set of activities, select the option 2. If you spent 3.5 hours on a set of activities, select the option 4. Numerous categories may be performed simultaneously; therefore, total hours spent may be greater than 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
<b>1. Management of Care:</b> 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"/>
<b>2. Safety and Infection Prevention:</b> 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"/>
<b>3. Health Promotion and Maintenance:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Psychosocial Integrity:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Basic Care and Comfort:</b> Provide comfort and assistance in the performance of activities of daily living.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacological and Parenteral Therapies:</b> Provide care related to the administration of medications and parenteral therapies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Reduction of Risk Potential:</b> Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments, or 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"/>
<b>8. Physiological Adaptation:</b> Manage and provide care for clients with acute, chronic, or life-threatening physical health conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 5: DEMOGRAPHIC INFORMATION**

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

21. Did you work as an unlicensed assistive personnel prior to becoming an RN?

- Yes- If yes, for how many months?
- No

22. Did you work as a LPN/VN prior to becoming an RN?

- Yes- If yes, for how many months?
- No

23. What is your gender?

- Male
- Female
- Prefer to self-describe:

24. What is your age in years? (Whole numbers only.)

25. Which of the following **best** describes your racial/ethnic background? (Select **only one**.)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic
- Native Hawaiian or Pacific Islander
- White - not of Hispanic origin
- Other

26. What is your primary language?

- English
- English and another language
- Another language

27. What type of **basic** nursing education program qualified you to take the NCLEX-RN? (Select **only one**.)

- RN- Diploma in U.S.
- RN- Associate Degree in U.S.
- RN- Baccalaureate Degree in U.S.
- RN- Master's Degree in U.S. (non-Advanced Practice Nurse)
- RN- Master's Degree in U.S. (Advanced Practice Nurse)
- RN- Doctorate Degree in U.S. (non-DNP)
- RN- Doctorate Degree in U.S. (DNP)
- Any nursing program NOT located in the U.S.
- Other program, please specify:

28. How many months has it been since you completed course requirements from the above nursing education program? (Whole numbers only.)

**SECTION 6: ADDITIONAL QUESTIONS**

If you took the updated NCLEX after April 2023, please help us by answering a few questions about the addition of clinical judgment to the NCLEX.

29. Did you take the updated NCLEX on or after April 1, 2023?

- Yes  
 No

30. Rate the following statements on a scale from 1 to 4: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

	1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly agree
1. The use of clinical judgment in your daily duties, e.g., decision-making, communications, etc., is essential to safe care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The questions in the current NCLEX exam accurately assessed your clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The addition of clinical judgment and the unfolding case scenarios reflect the type of work you are now doing as a licensed nurse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The unfolding case scenarios measured real-world clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 7: COMMENTS**

31. 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 a number where you can be reached during the day or early evening.

Name:

Daytime or early evening phone number with area code:

Email address:

32. We thank you for your time spent taking this survey. Click the following link to download your recognition letter.

[RN PA Recognition Letter](#)

## Form 6



## NATIONAL COUNCIL OF STATE BOARDS OF NURSING

## REGISTERED NURSING SURVEY- FORM 6

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

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 write in information. Type your answer in the space provided.

You will notice that many questions ask you to report what you did on your **last 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 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.

---

1. Are you currently working as an RN in the U.S. or its territories?

- Yes  
 No

---

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

- Yes, 20 or more hours per week, on average  
 Yes, less than 20 hours per week, on average  
 No
-

SECTION 1:

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, three questions are asked. Please answer all 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 or more times) did you personally perform the activity on the last 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 and Question C.

**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.

**QUESTION C – CLINICAL JUDGMENT:** How relevant is clinical judgment when performing this nursing activity?

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

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

**Question A –** 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 the clinical judgment rating as noted in Question C. Then move on to the next activity. If an activity is performed in your work setting, mark 0–5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B and Question C.

**Question B –** 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.

**Question C –** Rate the overall relevancy of clinical judgment when performing this nursing activity with 1 = Not relevant, 2 = Helpful, 3 = Important, 4 = Essential.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
1. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Manage conflict among clients and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Provide care within the legal 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Follow security plan and procedures (e.g., newborn security, violence, controlled access, environmental)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Participate in emergency planning and 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Promote staff and workplace safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
10. Assess client for abuse or neglect and report, intervene and/or escalate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Assess the potential for violence 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Provide appropriate care for a client experiencing visual, auditory and/or cognitive alterations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Evaluate the client's nutritional status 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Evaluate appropriateness and accuracy of medication order for 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Administer medications for pain management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
18. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Insert, 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**SECTION 2: EXPERIENCE AND ORIENTATION**

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3. What is the total number of **months** you have worked as an RN in the U.S. or its territories? (Whole numbers only.)

4. Have you ever worked outside the U.S. or its territories as an RN?

- Yes - If yes, what is the total number of months you worked outside the U.S. or its territories as an RN?
- No

5. 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
- Classroom instruction/skills lab plus supervised work with clients
- Work with an assigned preceptor(s) or mentor(s) with or without additional classroom instruction/skills lab work
- A formal internship/residency with or without additional classroom instruction/skills lab work
- Other, please specify:

6. If you had an orientation period, how many **weeks** did it last? (Whole numbers only.)

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

- Advanced Cardiac Life Support (ACLS)
- Basic Life Support (BLS/CPR)
- Behavioral Management
- Cardiac Care
- Chemotherapy
- Community Health
- Critical Care
- Dialysis
- Intravenous Therapy
- Moderate Sedation
- Neonatal Advanced Life Support
- Neonatal Resuscitation
- Palliative Care
- Pediatric Advanced Life Support (PALS)
- Rehabilitation
- None
- Other, please specify:

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

- Yes
- No

9. Is your nursing position primarily administrative?

- Yes
- No
-

## SECTION 3: WORK ENVIRONMENT

10. Which of the following **best** describes the acuity of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Well clients, possibly with minor illnesses
- Clients with stable chronic conditions
- Clients with unstable chronic conditions
- Clients with acute conditions, including clients with medical, surgical, obstetrical, or critical conditions
- Clients at end of life
- Clients with behavioral/emotional conditions
- Other, please specify:

11. Which of the following **best** describes the ages of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Pediatric (ages 0-17)
- Adult (ages 18-64)
- Adult (ages 65-85)
- Adult (over age 85)

12. Which of the following choices **best** describes your employment setting/specialty area **on the last day you worked**? If you worked mainly in one setting, 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.)

- Ambulatory care, physician office, or clinics
- Critical care
- Home health
- Hospice
- Inpatient medical-surgical
- Labor and delivery
- Long-term care
- Operating room
- Palliative care
- Pediatric
- Psychiatry or subspecialties (detox, inpatient, outpatient)
- Public health/Occupational health
- Rehabilitation
- Residential
- Other, please specify:

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

- Hospital
- Long-term care facility
- Community-based or ambulatory care facility/organization (including public health department, home health, clinics, school, prison, etc.)
- Other, please specify:

14. If you work in a hospital or long-term care facility, how large is the facility? (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 long-term care facility

15. Which of the following **best** describes your shift **on a typical workday**? (Select **only one**.)

- Days
- Evenings
- Nights
- Rotating shifts
- Other, please specify:

16. What is the length of your shift on a typical workday? (Select only one.)

- 8 hours
- 10 hours
- 12 hours
- Combination of 8 hours and 12 hours
- Other, please specify:

17. Which best describes the location of your employment setting? (Select only one.)

- Urban/Metropolitan area
- Suburban
- Rural

**SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK**

18. How many hours did you work on the last shift you worked? (Whole numbers only.)

19. How many clients were you responsible for on the last day you worked? (Whole numbers only.) This includes clients to whom you were assigned to provide direct care, indirect care (provided through others such as LPN/VNs or unlicensed assistive personnel), or any performance of tasks or other responsibility for care during all or any part of your time in the work setting.

20. How much of your time was spent performing each of the following types of activities on the last 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 day you worked rounded to the nearest hour. For example, if you spent about 2.25 hours on a set of activities, select the option 2. If you spent 3.5 hours on a set of activities, select the option 4. Numerous categories may be performed simultaneously; therefore, total hours spent may be greater than 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
<b>1. Management of Care:</b> 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"/>
<b>2. Safety and Infection Prevention:</b> 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"/>
<b>3. Health Promotion and Maintenance:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Psychosocial Integrity:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Basic Care and Comfort:</b> Provide comfort and assistance in the performance of activities of daily living.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacological and Parenteral Therapies:</b> Provide care related to the administration of medications and parenteral therapies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Reduction of Risk Potential:</b> Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments, or 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"/>
<b>8. Physiological Adaptation:</b> Manage and provide care for clients with acute, chronic, or life-threatening physical health conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 5: DEMOGRAPHIC INFORMATION**

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

21. Did you work as an unlicensed assistive personnel prior to becoming an RN?

- Yes- If yes, for how many months?
- No

22. Did you work as a LPN/VN prior to becoming an RN?

- Yes- If yes, for how many months?
- No

23. What is your gender?

- Male
- Female
- Prefer to self-describe:

24. What is your age in years? (Whole numbers only.)

25. Which of the following **best** describes your racial/ethnic background? (Select **only one**.)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic
- Native Hawaiian or Pacific Islander
- White - not of Hispanic origin
- Other

26. What is your primary language?

- English
- English and another language
- Another language

27. What type of **basic** nursing education program qualified you to take the NCLEX-RN? (Select **only one**.)

- RN- Diploma in U.S.
- RN- Associate Degree in U.S.
- RN- Baccalaureate Degree in U.S.
- RN- Master's Degree in U.S. (non-Advanced Practice Nurse)
- RN- Master's Degree in U.S. (Advanced Practice Nurse)
- RN- Doctorate Degree in U.S. (non-DNP)
- RN- Doctorate Degree in U.S. (DNP)
- Any nursing program NOT located in the U.S.
- Other program, please specify:

28. How many months has it been since you completed course requirements from the above nursing education program? (Whole numbers only.)

**SECTION 6: ADDITIONAL QUESTIONS**

If you took the updated NCLEX after April 2023, please help us by answering a few questions about the addition of clinical judgment to the NCLEX.

29. Did you take the updated NCLEX on or after April 1, 2023?

- Yes  
 No

30. Rate the following statements on a scale from 1 to 4: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

	1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly agree
1. The use of clinical judgment in your daily duties, e.g., decision-making, communications, etc., is essential to safe care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The questions in the current NCLEX exam accurately assessed your clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The addition of clinical judgment and the unfolding case scenarios reflect the type of work you are now doing as a licensed nurse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The unfolding case scenarios measured real-world clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 7: COMMENTS**

31. 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 a number where you can be reached during the day or early evening.

Name:

Daytime or early evening phone number with area code:

Email address:

32. We thank you for your time spent taking this survey. Click the following link to download your recognition letter.

[RN PA Recognition Letter](#)

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

Activities Rank Ordered by Average Setting-Specific Frequency*				
Activity #	Activity	Average Frequency (Setting-Specific)		
		N	Avg.	Std. Err.
133	Perform and manage care of client receiving peritoneal dialysis	122	1.96	0.18
76	Perform postmortem care	203	1.97	0.14
48	Provide postpartum care and education	96	2.05	0.23
6	Participate in performance improvement projects and quality improvement processes	266	2.19	0.11
77	Perform irrigations (e.g., of bladder, ear, eye)	243	2.21	0.13
65	Provide end-of-life care and education to clients	238	2.21	0.13
36	Participate in emergency planning and response	277	2.27	0.12
18	Manage conflict among clients and staff	280	2.30	0.11
32	Acknowledge and document practice errors and near misses	390	2.32	0.11
17	Report client conditions as required by law (e.g., abuse/neglect, communicable diseases)	334	2.42	0.12
139	Implement and monitor phototherapy	74	2.43	0.26
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	164	2.45	0.17
40	Report, intervene and/or escalate unsafe practice of staff (e.g., substance misuse, improper care, staffing practices)	301	2.46	0.12
120	Insert, maintain or remove a nasal/oral gastrointestinal tube	192	2.59	0.14
131	Provide ostomy care and education (e.g., tracheal, enteral)	231	2.62	0.13
73	Provide care for a client experiencing grief or loss	258	2.63	0.12
20	Recognize and report ethical dilemmas	403	2.66	0.10
44	Plan and/or participate in community health education	300	2.68	0.12
89	Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupressure, supplements)	239	2.71	0.13
114	Provide preoperative care	190	2.71	0.15
43	Provide prenatal care and education	128	2.76	0.19
9	Integrate advance directives into client plan of care	340	2.76	0.11
113	Provide preoperative and postoperative education	229	2.79	0.13
125	Maintain percutaneous feeding tube	211	2.80	0.14
140	Manage the care of a client with a pacing device	230	2.85	0.13
127	Perform emergency care procedures	217	2.85	0.14
130	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	168	2.88	0.17
115	Manage client during a procedure with moderate sedation	171	2.91	0.16
146	Manage the care of a client receiving hemodialysis or continuous renal replacement therapy	205	2.92	0.15
57	Provide care and education to an antepartum client or a client in labor	79	2.94	0.25
97	Administer blood products and evaluate client response	234	2.94	0.13
101	Administer parenteral nutrition and evaluate client response	259	2.99	0.13

\* Activities are rank ordered from least to most frequently performed.

Activities Rank Ordered by Average Setting-Specific Frequency*				
Activity #	Activity	Average Frequency (Setting-Specific)		
		N	Avg.	Std. Err.
81	Apply, maintain or remove orthopedic devices	263	3.06	0.12
128	Monitor and care for clients on a ventilator	180	3.10	0.16
134	Perform suctioning	242	3.14	0.13
135	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	245	3.19	0.12
37	Follow requirements when using restraints	268	3.20	0.12
126	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	201	3.23	0.14
52	Provide care and education for the preschool, school-age and adolescent client ages 3 through 17 years	180	3.29	0.15
60	Assess client for abuse or neglect and report, intervene and/or escalate	235	3.31	0.13
75	Provide client nutrition through tube feedings	284	3.32	0.11
124	Manage client following a procedure with moderate sedation	220	3.32	0.14
132	Provide postoperative care	187	3.34	0.15
61	Assess client for substance misuse and/or toxicities and intervene as appropriate (e.g., dependency, withdrawal)	258	3.34	0.11
141	Monitor and maintain arterial lines	163	3.34	0.16
30	Follow security plan and procedures (e.g., newborn security, violence, controlled access, environmental)	308	3.35	0.11
64	Incorporate client cultural practices and beliefs when planning and providing care	288	3.38	0.11
129	Perform wound care and dressing change	285	3.42	0.10
62	Provide care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating disorders)	287	3.46	0.11
121	Insert, maintain or remove a urinary catheter	249	3.46	0.11
103	Participate in medication reconciliation process	250	3.46	0.12
85	Assess client's sleep/rest pattern and intervene as needed	264	3.49	0.11
51	Provide care and education for the newborn, infant and toddler client from birth through 2 years	149	3.49	0.17
58	Provide resources to minimize communication and learning barriers	293	3.49	0.10
56	Assess and educate clients about health risks based on family, population and community	297	3.51	0.11
66	Assess the potential for violence and use safety precautions	257	3.56	0.11
38	Educate client and staff regarding infection prevention measures	418	3.57	0.09
42	Promote staff and workplace safety	320	3.61	0.10
25	Practice and advocate for quality and cost-effective care	344	3.61	0.09
92	Perform calculations needed for medication administration	312	3.62	0.10
119	Obtain specimens other than blood for diagnostic testing	269	3.63	0.11
59	Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial)	306	3.65	0.09
96	Titrate dosage of medication based on assessment and ordered parameters	240	3.66	0.12
143	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis	250	3.66	0.11

\* Activities are rank ordered from least to most frequently performed.



Activities Rank Ordered by Average Setting-Specific Frequency*				
Activity #	Activity	Average Frequency (Setting-Specific)		
		N	Avg.	Std. Err.
68	Assess client's ability to cope with life changes and provide support	309	3.67	0.10
67	Assess client support system to aid in plan of care	279	3.67	0.09
55	Assess client ability to manage care in home environment and plan care accordingly	257	3.69	0.10
72	Provide appropriate care for a client experiencing visual, auditory and/or cognitive alterations	260	3.71	0.11
116	Obtain blood specimens	268	3.71	0.11
13	Assess the need for referrals and obtain necessary orders	345	3.74	0.09
111	Perform testing within scope of practice (e.g., electrocardiogram, point-of-care testing, fetal monitoring)	248	3.75	0.11
84	Evaluate the client's nutritional status and intervene as needed	260	3.77	0.11
70	Incorporate behavioral management techniques when caring for a client	292	3.79	0.09
12	Provide education to clients and staff about client rights and responsibilities	315	3.80	0.09
47	Educate client about preventive care and health maintenance recommendations	377	3.81	0.08
137	Manage the care of a client with impaired ventilation/oxygenation	256	3.82	0.10
138	Maintain optimal temperature of client	231	3.84	0.11
98	Access and/or maintain central venous access devices	287	3.87	0.10
45	Perform targeted screening assessments (e.g., vision, nutrition, depression)	389	3.94	0.08
145	Identify pathophysiology related to an acute or chronic condition	247	3.94	0.10
1	Perform procedures necessary to safely admit, transfer and/or discharge a client	351	3.95	0.08
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	391	3.96	0.07
46	Educate client about prevention and treatment of high-risk health behaviors	356	3.97	0.08
122	Insert, maintain or remove a peripheral intravenous line	273	3.99	0.10
78	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning)	259	4.03	0.10
123	Apply and/or maintain devices used to promote venous return (e.g., antiembolism stockings, sequential compression devices)	263	4.04	0.10
29	Follow procedures for handling biohazardous and hazardous materials	384	4.04	0.08
142	Manage the care of a client with a fluid and electrolyte imbalance	248	4.07	0.10
50	Assess client's readiness to learn, learning preferences and barriers to learning	420	4.08	0.07
19	Utilize resources to promote quality client care (e.g., evidence-based research, information technology, policies and procedures)	359	4.10	0.07
11	Verify the client receives education and consents for care and procedures	387	4.11	0.07
31	Use ergonomic principles when providing care	353	4.14	0.07
80	Assess and manage client with an alteration in bowel and bladder elimination	308	4.16	0.08
87	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	334	4.16	0.08
144	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	239	4.16	0.09
148	Educate client regarding an acute or chronic condition	262	4.16	0.09

\* Activities are rank ordered from least to most frequently performed.

Activities Rank Ordered by Average Setting-Specific Frequency*				
Activity #	Activity	Average Frequency (Setting-Specific)		
		N	Avg.	Std. Err.
39	Assess client for allergies and intervene as needed	408	4.17	0.07
16	Recognize limitations of self and others and utilize resources	373	4.17	0.07
147	Recognize signs and symptoms of client complications and intervene	304	4.17	0.08
71	Recognize nonverbal cues to physical and/or psychological stressors	314	4.19	0.07
110	Monitor the results of diagnostic testing and intervene as needed	288	4.22	0.08
7	Identify and collaborate with multidisciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker)	358	4.22	0.07
74	Assess client performance of activities of daily living and assist when needed	307	4.22	0.08
35	Educate client on safety concerns	390	4.23	0.07
4	Advocate for client rights and needs	372	4.24	0.07
118	Educate client about treatments and procedures	271	4.24	0.08
14	Initiate, evaluate and update client plan of care	418	4.25	0.06
83	Provide nonpharmacological comfort measures	313	4.27	0.07
105	Handle and administer high-risk medications safely	288	4.28	0.08
136	Manage the care of a client on telemetry	215	4.29	0.10
86	Evaluate client's intake and output and intervene as needed	313	4.31	0.07
106	Dispose of medications safely	266	4.32	0.08
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	368	4.40	0.06
109	Recognize trends and changes in client condition and intervene as needed	264	4.40	0.07
2	Provide and receive handoff of care (report) on assigned clients	424	4.41	0.06
41	Assess client care environment	386	4.42	0.06
28	Verify appropriateness and accuracy of a treatment order	372	4.45	0.06
117	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	307	4.45	0.06
102	Administer medications for pain management	262	4.45	0.08
34	Facilitate appropriate and safe use of equipment	370	4.46	0.06
94	Handle and administer controlled substances within regulatory guidelines	288	4.47	0.07
53	Provide care and education for the adult client ages 18 through 64 years	364	4.50	0.06
79	Perform skin assessment and implement measures to maintain skin integrity	289	4.51	0.06
49	Perform comprehensive health assessments	351	4.52	0.06
54	Provide care and education for the adult client ages 65 years and over	292	4.52	0.07
90	Evaluate appropriateness and accuracy of medication order for client	268	4.53	0.07
112	Evaluate client responses to procedures and treatments	268	4.54	0.06
107	Assess and respond to changes and trends in client vital signs	278	4.55	0.06
108	Perform focused assessments	252	4.58	0.06
95	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	316	4.58	0.06

\* Activities are rank ordered from least to most frequently performed.

Activities Rank Ordered by Average Setting-Specific Frequency*				
Activity #	Activity	Average Frequency (Setting-Specific)		
		N	Avg.	Std. Err.
63	Promote a therapeutic environment	357	4.59	0.05
99	Educate client about medications	349	4.60	0.05
15	Maintain client confidentiality and privacy (e.g., social media, disclosure of information)	412	4.62	0.05
69	Use therapeutic communication techniques	358	4.62	0.05
5	Prioritize the delivery of client care based on acuity	388	4.64	0.04
93	Monitor intravenous infusion and maintain site	325	4.65	0.05
27	Protect client from injury	416	4.67	0.04
8	Receive, verify and implement health care provider orders	428	4.70	0.04
21	Use approved terminology when documenting care	414	4.71	0.04
82	Maintain client dignity and privacy during care	300	4.72	0.05
22	Organize workload to manage time effectively	372	4.72	0.04
23	Practice in a manner consistent with the nurses' code of ethics	391	4.72	0.04
100	Evaluate client response to medication	297	4.74	0.05
91	Prepare and administer medications using rights of medication administration	295	4.80	0.05
88	Assess client for pain and intervene as appropriate	296	4.81	0.04
33	Properly identify client when providing care	417	4.83	0.03
104	Handle and maintain medication in a safe and controlled environment	294	4.83	0.04
24	Provide care within the legal scope of practice	327	4.83	0.04
26	Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)	428	4.88	0.03

\* Activities are rank ordered from least to most frequently performed.

## APPENDIX D: ACTIVITIES RANK ORDERED BY AVERAGE TOTAL GROUP FREQUENCY

Activities Rank Ordered by Average Total Group Frequency*				
Activity #	Activity	Average Frequency (Total Group)		
		N	Avg.	Std. Err.
48	Provide postpartum care and education	333	0.59	0.08
57	Provide care and education to an antepartum client or a client in labor	360	0.64	0.08
139	Implement and monitor phototherapy	270	0.67	0.10
133	Perform and manage care of client receiving peritoneal dialysis	270	0.89	0.10
43	Provide prenatal care and education	364	0.97	0.10
51	Provide care and education for the newborn, infant and toddler client from birth through 2 years	417	1.25	0.10
76	Perform postmortem care	300	1.33	0.11
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	281	1.43	0.12
52	Provide care and education for the preschool, school-age and adolescent client ages 3 through 17 years	373	1.59	0.11
65	Provide end-of-life care and education to clients	318	1.65	0.11
77	Perform irrigations (e.g., of bladder, ear, eye)	318	1.69	0.11
6	Participate in performance improvement projects and quality improvement processes	333	1.75	0.10
141	Monitor and maintain arterial lines	308	1.77	0.13
130	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	273	1.77	0.13
115	Manage client during a procedure with moderate sedation	270	1.84	0.13
44	Plan and/or participate in community health education	428	1.88	0.10
36	Participate in emergency planning and response	333	1.89	0.11
128	Monitor and care for clients on a ventilator	294	1.90	0.13
18	Manage conflict among clients and staff	333	1.93	0.10
120	Insert, maintain or remove a nasal/oral gastrointestinal tube	255	1.95	0.13
40	Report, intervene and/or escalate unsafe practice of staff (e.g., substance misuse, improper care, staffing practices)	373	1.98	0.11
114	Provide preoperative care	255	2.02	0.13
89	Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupressure, supplements)	318	2.03	0.12
146	Manage the care of a client receiving hemodialysis or continuous renal replacement therapy	294	2.04	0.13
17	Report client conditions as required by law (e.g., abuse/neglect, communicable diseases)	392	2.06	0.11
125	Maintain percutaneous feeding tube	281	2.10	0.13
32	Acknowledge and document practice errors and near misses	428	2.11	0.10
131	Provide ostomy care and education (e.g., tracheal, enteral)	281	2.16	0.13
140	Manage the care of a client with a pacing device	294	2.23	0.12
81	Apply, maintain or remove orthopedic devices	360	2.24	0.11
9	Integrate advance directives into client plan of care	417	2.25	0.10
113	Provide preoperative and postoperative education	281	2.27	0.12

\* Activities are rank ordered from least to most frequently performed.

Activities Rank Ordered by Average Total Group Frequency*				
Activity #	Activity	Average Frequency (Total Group)		
		N	Avg.	Std. Err.
73	Provide care for a client experiencing grief or loss	297	2.29	0.12
127	Perform emergency care procedures	270	2.29	0.13
97	Administer blood products and evaluate client response	297	2.32	0.12
37	Follow requirements when using restraints	364	2.35	0.12
101	Administer parenteral nutrition and evaluate client response	318	2.44	0.12
132	Provide postoperative care	255	2.45	0.14
20	Recognize and report ethical dilemmas	428	2.50	0.10
135	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	308	2.54	0.12
126	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	255	2.55	0.14
134	Perform suctioning	294	2.58	0.13
75	Provide client nutrition through tube feedings	360	2.62	0.11
124	Manage client following a procedure with moderate sedation	273	2.68	0.14
60	Assess client for abuse or neglect and report, intervene and/or escalate	270	2.89	0.13
61	Assess client for substance misuse and/or toxicities and intervene as appropriate (e.g., dependency, withdrawal)	297	2.90	0.12
111	Perform testing within scope of practice (e.g., electrocardiogram, point-of-care testing, fetal monitoring)	308	3.02	0.12
30	Follow security plan and procedures (e.g., newborn security, violence, controlled access, environmental)	333	3.10	0.11
85	Assess client's sleep/rest pattern and intervene as needed	297	3.10	0.11
62	Provide care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating disorders)	320	3.10	0.11
129	Perform wound care and dressing change	308	3.17	0.11
55	Assess client ability to manage care in home environment and plan care accordingly	297	3.19	0.11
121	Insert, maintain or remove a urinary catheter	270	3.19	0.12
103	Participate in medication reconciliation process	270	3.21	0.12
64	Incorporate client cultural practices and beliefs when planning and providing care	300	3.24	0.11
96	Titrate dosage of medication based on assessment and ordered parameters	270	3.25	0.13
143	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis	281	3.26	0.12
56	Assess and educate clients about health risks based on family, population and community	320	3.26	0.11
136	Manage the care of a client on telemetry	273	3.38	0.13
116	Obtain blood specimens	294	3.38	0.12
66	Assess the potential for violence and use safety precautions	270	3.39	0.12
58	Provide resources to minimize communication and learning barriers	300	3.41	0.10
25	Practice and advocate for quality and cost-effective care	364	3.41	0.09
67	Assess client support system to aid in plan of care	297	3.45	0.10

\* Activities are rank ordered from least to most frequently performed.

Activities Rank Ordered by Average Total Group Frequency*				
Activity #	Activity	Average Frequency (Total Group)		
		N	Avg.	Std. Err.
123	Apply and/or maintain devices used to promote venous return (e.g., antiembolism stockings, sequential compression devices)	308	3.45	0.12
42	Promote staff and workplace safety	333	3.47	0.10
98	Access and/or maintain central venous access devices	320	3.47	0.11
119	Obtain specimens other than blood for diagnostic testing	281	3.47	0.11
137	Manage the care of a client with impaired ventilation/oxygenation	281	3.48	0.11
138	Maintain optimal temperature of client	255	3.48	0.12
38	Educate client and staff regarding infection prevention measures	428	3.48	0.09
59	Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial)	318	3.51	0.09
92	Perform calculations needed for medication administration	320	3.53	0.10
68	Assess client's ability to cope with life changes and provide support	320	3.54	0.10
13	Assess the need for referrals and obtain necessary orders	364	3.54	0.09
72	Provide appropriate care for a client experiencing visual, auditory and/or cognitive alterations	270	3.57	0.11
12	Provide education to clients and staff about client rights and responsibilities	333	3.59	0.10
145	Identify pathophysiology related to an acute or chronic condition	270	3.61	0.11
84	Evaluate the client's nutritional status and intervene as needed	270	3.63	0.11
47	Educate client about preventive care and health maintenance recommendations	392	3.66	0.09
45	Perform targeted screening assessments (e.g., vision, nutrition, depression)	417	3.68	0.09
70	Incorporate behavioral management techniques when caring for a client	300	3.69	0.10
142	Manage the care of a client with a fluid and electrolyte imbalance	273	3.70	0.12
122	Insert, maintain or remove a peripheral intravenous line	294	3.71	0.11
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	417	3.71	0.08
46	Educate client about prevention and treatment of high-risk health behaviors	373	3.79	0.09
1	Perform procedures necessary to safely admit, transfer and/or discharge a client	364	3.81	0.09
87	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	360	3.86	0.09
78	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning)	270	3.86	0.11
144	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	255	3.90	0.11
54	Provide care and education for the adult client ages 65 years and over	333	3.96	0.10
29	Follow procedures for handling biohazardous and hazardous materials	392	3.96	0.08
148	Educate client regarding an acute or chronic condition	273	4.00	0.10
105	Handle and administer high-risk medications safely	308	4.00	0.10
80	Assess and manage client with an alteration in bowel and bladder elimination	320	4.00	0.09
50	Assess client's readiness to learn, learning preferences and barriers to learning	428	4.01	0.07
31	Use ergonomic principles when providing care	364	4.02	0.08

\* Activities are rank ordered from least to most frequently performed.

Activities Rank Ordered by Average Total Group Frequency*				
Activity #	Activity	Average Frequency (Total Group)		
		N	Avg.	Std. Err.
19	Utilize resources to promote quality client care (e.g., evidence-based research, information technology, policies and procedures)	364	4.04	0.08
74	Assess client performance of activities of daily living and assist when needed	320	4.05	0.09
11	Verify the client receives education and consents for care and procedures	392	4.05	0.07
39	Assess client for allergies and intervene as needed	417	4.08	0.08
147	Recognize signs and symptoms of client complications and intervene	308	4.12	0.09
71	Recognize nonverbal cues to physical and/or psychological stressors	318	4.14	0.08
110	Monitor the results of diagnostic testing and intervene as needed	294	4.14	0.09
14	Initiate, evaluate and update client plan of care	428	4.15	0.07
7	Identify and collaborate with multidisciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker)	364	4.15	0.07
16	Recognize limitations of self and others and utilize resources	373	4.17	0.07
53	Provide care and education for the adult client ages 18 through 64 years	392	4.18	0.08
83	Provide nonpharmacological comfort measures	318	4.20	0.07
93	Monitor intravenous infusion and maintain site	360	4.20	0.09
118	Educate client about treatments and procedures	273	4.21	0.08
35	Educate client on safety concerns	392	4.21	0.07
106	Dispose of medications safely	273	4.21	0.09
86	Evaluate client's intake and output and intervene as needed	320	4.21	0.08
4	Advocate for client rights and needs	373	4.23	0.07
94	Handle and administer controlled substances within regulatory guidelines	300	4.29	0.09
109	Recognize trends and changes in client condition and intervene as needed	270	4.30	0.08
102	Administer medications for pain management	270	4.32	0.09
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	373	4.34	0.07
49	Perform comprehensive health assessments	364	4.35	0.07
41	Assess client care environment	392	4.36	0.07
2	Provide and receive handoff of care (report) on assigned clients	428	4.37	0.06
79	Perform skin assessment and implement measures to maintain skin integrity	297	4.39	0.08
34	Facilitate appropriate and safe use of equipment	373	4.43	0.06
28	Verify appropriateness and accuracy of a treatment order	373	4.43	0.06
117	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	308	4.44	0.06
112	Evaluate client responses to procedures and treatments	273	4.45	0.07
99	Educate client about medications	360	4.46	0.07
90	Evaluate appropriateness and accuracy of medication order for client	270	4.49	0.07
107	Assess and respond to changes and trends in client vital signs	281	4.50	0.07
108	Perform focused assessments	255	4.52	0.07

\* Activities are rank ordered from least to most frequently performed.

Activities Rank Ordered by Average Total Group Frequency*				
Activity #	Activity	Average Frequency (Total Group)		
		N	Avg.	Std. Err.
95	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	318	4.55	0.06
63	Promote a therapeutic environment	360	4.55	0.06
15	Maintain client confidentiality and privacy (e.g., social media, disclosure of information)	417	4.56	0.06
5	Prioritize the delivery of client care based on acuity	392	4.59	0.05
69	Use therapeutic communication techniques	360	4.60	0.05
27	Protect client from injury	417	4.66	0.04
21	Use approved terminology when documenting care	417	4.67	0.04
100	Evaluate client response to medication	300	4.69	0.05
8	Receive, verify and implement health care provider orders	428	4.70	0.04
22	Organize workload to manage time effectively	373	4.71	0.04
23	Practice in a manner consistent with the nurses' code of ethics	392	4.71	0.04
82	Maintain client dignity and privacy during care	300	4.72	0.05
24	Provide care within the legal scope of practice	333	4.74	0.05
88	Assess client for pain and intervene as appropriate	300	4.75	0.05
91	Prepare and administer medications using rights of medication administration	297	4.77	0.05
33	Properly identify client when providing care	417	4.83	0.03
104	Handle and maintain medication in a safe and controlled environment	294	4.83	0.04
26	Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)	428	4.88	0.03

\* Activities are rank ordered from least to most frequently performed.



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

Activities Rank Ordered by Average Setting-Specific Importance*				
Activity #	Activity	Setting-Specific Importance		
		N	Avg.	Std. Err.
6	Participate in performance improvement projects and quality improvement processes	266	3.89	0.05
89	Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupressure, supplements)	239	3.93	0.07
77	Perform irrigations (e.g., of bladder, ear, eye)	243	4.02	0.06
18	Manage conflict among clients and staff	280	4.06	0.05
85	Assess client's sleep/rest pattern and intervene as needed	264	4.07	0.06
76	Perform postmortem care	203	4.11	0.07
81	Apply, maintain or remove orthopedic devices	263	4.13	0.05
59	Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial)	306	4.13	0.05
25	Practice and advocate for quality and cost-effective care	344	4.14	0.05
44	Plan and/or participate in community health education	300	4.16	0.05
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	391	4.18	0.04
73	Provide care for a client experiencing grief or loss	258	4.19	0.06
83	Provide nonpharmacological comfort measures	313	4.21	0.04
57	Provide care and education to an antepartum client or a client in labor	79	4.23	0.13
56	Assess and educate clients about health risks based on family, population and community	297	4.24	0.05
67	Assess client support system to aid in plan of care	279	4.28	0.05
120	Insert, maintain or remove a nasal/oral gastrointestinal tube	192	4.29	0.06
63	Promote a therapeutic environment	357	4.29	0.04
13	Assess the need for referrals and obtain necessary orders	345	4.29	0.04
9	Integrate advance directives into client plan of care	340	4.30	0.04
65	Provide end-of-life care and education to clients	238	4.30	0.05
125	Maintain percutaneous feeding tube	211	4.30	0.05
114	Provide preoperative care	190	4.30	0.06
131	Provide ostomy care and education (e.g., tracheal, enteral)	231	4.31	0.05
48	Provide postpartum care and education	96	4.31	0.10
31	Use ergonomic principles when providing care	353	4.31	0.04
14	Initiate, evaluate and update client plan of care	418	4.32	0.04
119	Obtain specimens other than blood for diagnostic testing	269	4.33	0.04
43	Provide prenatal care and education	128	4.33	0.09
103	Participate in medication reconciliation process	250	4.33	0.06
47	Educate client about preventive care and health maintenance recommendations	377	4.33	0.04
68	Assess client's ability to cope with life changes and provide support	309	4.34	0.04

\* Activities are rank ordered from least to most important.

Activities Rank Ordered by Average Setting-Specific Importance*				
Activity #	Activity	Setting-Specific Importance		
		N	Avg.	Std. Err.
36	Participate in emergency planning and response	277	4.35	0.05
45	Perform targeted screening assessments (e.g., vision, nutrition, depression)	389	4.36	0.04
62	Provide care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating disorders)	287	4.36	0.04
21	Use approved terminology when documenting care	414	4.36	0.04
133	Perform and manage care of client receiving peritoneal dialysis	122	4.36	0.08
64	Incorporate client cultural practices and beliefs when planning and providing care	288	4.36	0.05
113	Provide preoperative and postoperative education	229	4.37	0.05
135	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	245	4.37	0.05
121	Insert, maintain or remove a urinary catheter	249	4.39	0.05
55	Assess client ability to manage care in home environment and plan care accordingly	257	4.39	0.05
50	Assess client's readiness to learn, learning preferences and barriers to learning	420	4.40	0.04
20	Recognize and report ethical dilemmas	403	4.40	0.04
69	Use therapeutic communication techniques	358	4.40	0.04
84	Evaluate the client's nutritional status and intervene as needed	260	4.41	0.05
70	Incorporate behavioral management techniques when caring for a client	292	4.41	0.04
123	Apply and/or maintain devices used to promote venous return (e.g., antiembolism stockings, sequential compression devices)	263	4.41	0.05
129	Perform wound care and dressing change	285	4.42	0.05
139	Implement and monitor phototherapy	74	4.42	0.10
12	Provide education to clients and staff about client rights and responsibilities	315	4.42	0.04
138	Maintain optimal temperature of client	231	4.43	0.05
101	Administer parenteral nutrition and evaluate client response	259	4.44	0.05
87	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	334	4.44	0.04
61	Assess client for substance misuse and/or toxicities and intervene as appropriate (e.g., dependency, withdrawal)	258	4.45	0.04
51	Provide care and education for the newborn, infant and toddler client from birth through 2 years	149	4.46	0.07
19	Utilize resources to promote quality client care (e.g., evidence-based research, information technology, policies and procedures)	359	4.46	0.04
41	Assess client care environment	386	4.46	0.04
126	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	201	4.46	0.05
75	Provide client nutrition through tube feedings	284	4.48	0.04
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	164	4.48	0.06
74	Assess client performance of activities of daily living and assist when needed	307	4.49	0.04
11	Verify the client receives education and consents for care and procedures	387	4.49	0.04

\* Activities are rank ordered from least to most important.

Activities Rank Ordered by Average Setting-Specific Importance*				
Activity #	Activity	Setting-Specific Importance		
		N	Avg.	Std. Err.
78	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning)	259	4.49	0.05
116	Obtain blood specimens	268	4.50	0.04
130	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	168	4.50	0.07
58	Provide resources to minimize communication and learning barriers	293	4.50	0.04
72	Provide appropriate care for a client experiencing visual, auditory and/or cognitive alterations	260	4.50	0.04
17	Report client conditions as required by law (e.g., abuse/neglect, communicable diseases)	334	4.51	0.04
42	Promote staff and workplace safety	320	4.51	0.04
80	Assess and manage client with an alteration in bowel and bladder elimination	308	4.51	0.04
1	Perform procedures necessary to safely admit, transfer and/or discharge a client	351	4.51	0.03
111	Perform testing within scope of practice (e.g., electrocardiogram, point-of-care testing, fetal monitoring)	248	4.51	0.05
122	Insert, maintain or remove a peripheral intravenous line	273	4.51	0.04
132	Provide postoperative care	187	4.52	0.06
52	Provide care and education for the preschool, school-age and adolescent client ages 3 through 17 years	180	4.53	0.06
140	Manage the care of a client with a pacing device	230	4.53	0.04
7	Identify and collaborate with multidisciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker)	358	4.53	0.04
37	Follow requirements when using restraints	268	4.53	0.05
71	Recognize nonverbal cues to physical and/or psychological stressors	314	4.54	0.03
53	Provide care and education for the adult client ages 18 through 64 years	364	4.54	0.04
148	Educate client regarding an acute or chronic condition	262	4.54	0.04
86	Evaluate client's intake and output and intervene as needed	313	4.54	0.04
29	Follow procedures for handling biohazardous and hazardous materials	384	4.54	0.03
118	Educate client about treatments and procedures	271	4.55	0.04
38	Educate client and staff regarding infection prevention measures	418	4.55	0.03
35	Educate client on safety concerns	390	4.55	0.03
30	Follow security plan and procedures (e.g., newborn security, violence, controlled access, environmental)	308	4.56	0.04
145	Identify pathophysiology related to an acute or chronic condition	247	4.56	0.04
144	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	239	4.56	0.05
46	Educate client about prevention and treatment of high-risk health behaviors	356	4.58	0.03
66	Assess the potential for violence and use safety precautions	257	4.59	0.04
106	Dispose of medications safely	266	4.61	0.04
54	Provide care and education for the adult client ages 65 years and over	292	4.61	0.03
60	Assess client for abuse or neglect and report, intervene and/or escalate	235	4.61	0.04
134	Perform suctioning	242	4.61	0.04

\* Activities are rank ordered from least to most important.

Activities Rank Ordered by Average Setting-Specific Importance*				
Activity #	Activity	Setting-Specific Importance		
		N	Avg.	Std. Err.
115	Manage client during a procedure with moderate sedation	171	4.61	0.05
40	Report, intervene and/or escalate unsafe practice of staff (e.g., substance misuse, improper care, staffing practices)	301	4.62	0.04
102	Administer medications for pain management	262	4.64	0.04
34	Facilitate appropriate and safe use of equipment	370	4.64	0.03
124	Manage client following a procedure with moderate sedation	220	4.65	0.04
99	Educate client about medications	349	4.65	0.03
32	Acknowledge and document practice errors and near misses	390	4.65	0.03
110	Monitor the results of diagnostic testing and intervene as needed	288	4.66	0.03
146	Manage the care of a client receiving hemodialysis or continuous renal replacement therapy	205	4.66	0.04
136	Manage the care of a client on telemetry	215	4.67	0.04
16	Recognize limitations of self and others and utilize resources	373	4.68	0.03
117	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	307	4.68	0.03
79	Perform skin assessment and implement measures to maintain skin integrity	289	4.68	0.03
39	Assess client for allergies and intervene as needed	408	4.68	0.03
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	368	4.69	0.03
108	Perform focused assessments	252	4.69	0.03
5	Prioritize the delivery of client care based on acuity	388	4.69	0.03
82	Maintain client dignity and privacy during care	300	4.69	0.03
92	Perform calculations needed for medication administration	312	4.70	0.04
23	Practice in a manner consistent with the nurses' code of ethics	391	4.70	0.03
98	Access and/or maintain central venous access devices	287	4.71	0.03
15	Maintain client confidentiality and privacy (e.g., social media, disclosure of information)	412	4.71	0.03
112	Evaluate client responses to procedures and treatments	268	4.71	0.03
2	Provide and receive handoff of care (report) on assigned clients	424	4.71	0.03
22	Organize workload to manage time effectively	372	4.71	0.03
142	Manage the care of a client with a fluid and electrolyte imbalance	248	4.71	0.03
49	Perform comprehensive health assessments	351	4.72	0.03
143	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis	250	4.72	0.04
141	Monitor and maintain arterial lines	163	4.72	0.05
88	Assess client for pain and intervene as appropriate	296	4.73	0.03
4	Advocate for client rights and needs	372	4.73	0.03
127	Perform emergency care procedures	217	4.74	0.04
96	Titrate dosage of medication based on assessment and ordered parameters	240	4.74	0.04
128	Monitor and care for clients on a ventilator	180	4.74	0.04
93	Monitor intravenous infusion and maintain site	325	4.76	0.03

\* Activities are rank ordered from least to most important.

Activities Rank Ordered by Average Setting-Specific Importance*				
Activity #	Activity	Setting-Specific Importance		
		N	Avg.	Std. Err.
94	Handle and administer controlled substances within regulatory guidelines	288	4.76	0.03
28	Verify appropriateness and accuracy of a treatment order	372	4.77	0.03
137	Manage the care of a client with impaired ventilation/oxygenation	256	4.77	0.03
104	Handle and maintain medication in a safe and controlled environment	294	4.80	0.02
100	Evaluate client response to medication	297	4.80	0.03
95	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	316	4.80	0.03
105	Handle and administer high-risk medications safely	288	4.81	0.03
90	Evaluate appropriateness and accuracy of medication order for client	268	4.82	0.03
8	Receive, verify and implement health care provider orders	428	4.82	0.02
33	Properly identify client when providing care	417	4.82	0.02
24	Provide care within the legal scope of practice	327	4.83	0.02
26	Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)	428	4.85	0.02
107	Assess and respond to changes and trends in client vital signs	278	4.85	0.02
109	Recognize trends and changes in client condition and intervene as needed	264	4.87	0.02
27	Protect client from injury	416	4.87	0.02
147	Recognize signs and symptoms of client complications and intervene	304	4.87	0.02
97	Administer blood products and evaluate client response	234	4.88	0.02
91	Prepare and administer medications using rights of medication administration	295	4.93	0.02

\* Activities are rank ordered from least to most important.

## APPENDIX F: ACTIVITIES RANK ORDERED BY AVERAGE TOTAL GROUP IMPORTANCE

Activities Rank Ordered by Average Total Group Importance*				
Activity #	Activity	Total Group Importance		
		N	Avg.	Std. Err.
139	Implement and monitor phototherapy	270	3.35	0.10
57	Provide care and education to an antepartum client or a client in labor	360	3.36	0.09
43	Provide prenatal care and education	364	3.47	0.08
51	Provide care and education for the newborn, infant and toddler client from birth through 2 years	417	3.48	0.08
89	Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupressure, supplements)	318	3.68	0.07
48	Provide postpartum care and education	333	3.68	0.08
81	Apply, maintain or remove orthopedic devices	360	3.76	0.07
6	Participate in performance improvement projects and quality improvement processes	333	3.77	0.06
133	Perform and manage care of client receiving peritoneal dialysis	270	3.78	0.09
77	Perform irrigations (e.g., of bladder, ear, eye)	318	3.80	0.07
44	Plan and/or participate in community health education	428	3.84	0.05
85	Assess client's sleep/rest pattern and intervene as needed	297	3.91	0.06
18	Manage conflict among clients and staff	333	3.94	0.05
76	Perform postmortem care	300	3.94	0.07
52	Provide care and education for the preschool, school-age and adolescent client ages 3 through 17 years	373	4.03	0.07
141	Monitor and maintain arterial lines	308	4.06	0.08
125	Maintain percutaneous feeding tube	281	4.06	0.07
25	Practice and advocate for quality and cost-effective care	364	4.07	0.05
73	Provide care for a client experiencing grief or loss	297	4.07	0.06
59	Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial)	318	4.08	0.05
120	Insert, maintain or remove a nasal/oral gastrointestinal tube	255	4.09	0.07
9	Integrate advance directives into client plan of care	417	4.10	0.05
135	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	308	4.11	0.07
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	417	4.13	0.04
65	Provide end-of-life care and education to clients	318	4.14	0.06
131	Provide ostomy care and education (e.g., tracheal, enteral)	281	4.14	0.06
56	Assess and educate clients about health risks based on family, population and community	320	4.15	0.05
75	Provide client nutrition through tube feedings	360	4.16	0.06
114	Provide preoperative care	255	4.18	0.06
113	Provide preoperative and postoperative education	281	4.18	0.06
130	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	273	4.18	0.08
13	Assess the need for referrals and obtain necessary orders	364	4.20	0.05

\* Activities are rank ordered from least to most important.

Activities Rank Ordered by Average Total Group Importance*				
Activity #	Activity	Total Group Importance		
		N	Avg.	Std. Err.
83	Provide nonpharmacological comfort measures	318	4.22	0.04
55	Assess client ability to manage care in home environment and plan care accordingly	297	4.23	0.06
103	Participate in medication reconciliation process	270	4.23	0.06
123	Apply and/or maintain devices used to promote venous return (e.g., antiembolism stockings, sequential compression devices)	308	4.23	0.06
67	Assess client support system to aid in plan of care	297	4.23	0.05
37	Follow requirements when using restraints	364	4.24	0.06
36	Participate in emergency planning and response	333	4.25	0.05
31	Use ergonomic principles when providing care	364	4.26	0.05
62	Provide care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating disorders)	320	4.26	0.05
101	Administer parenteral nutrition and evaluate client response	318	4.26	0.06
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	281	4.26	0.07
121	Insert, maintain or remove a urinary catheter	270	4.27	0.06
63	Promote a therapeutic environment	360	4.28	0.04
45	Perform targeted screening assessments (e.g., vision, nutrition, depression)	417	4.28	0.04
119	Obtain specimens other than blood for diagnostic testing	281	4.28	0.05
68	Assess client's ability to cope with life changes and provide support	320	4.29	0.04
115	Manage client during a procedure with moderate sedation	270	4.29	0.07
14	Initiate, evaluate and update client plan of care	428	4.29	0.04
126	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	255	4.29	0.06
61	Assess client for substance misuse and/or toxicities and intervene as appropriate (e.g., dependency, withdrawal)	297	4.29	0.05
132	Provide postoperative care	255	4.30	0.06
47	Educate client about preventive care and health maintenance recommendations	392	4.30	0.04
87	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	360	4.31	0.05
111	Perform testing within scope of practice (e.g., electrocardiogram, point-of-care testing, fetal monitoring)	308	4.31	0.06
64	Incorporate client cultural practices and beliefs when planning and providing care	300	4.32	0.05
140	Manage the care of a client with a pacing device	294	4.33	0.06
129	Perform wound care and dressing change	308	4.33	0.05
21	Use approved terminology when documenting care	417	4.35	0.04
138	Maintain optimal temperature of client	255	4.36	0.06
50	Assess client's readiness to learn, learning preferences and barriers to learning	428	4.36	0.04
12	Provide education to clients and staff about client rights and responsibilities	333	4.37	0.04
20	Recognize and report ethical dilemmas	428	4.37	0.04

\* Activities are rank ordered from least to most important.

Activities Rank Ordered by Average Total Group Importance*				
Activity #	Activity	Total Group Importance		
		N	Avg.	Std. Err.
70	Incorporate behavioral management techniques when caring for a client	300	4.38	0.05
69	Use therapeutic communication techniques	360	4.39	0.04
84	Evaluate the client's nutritional status and intervene as needed	270	4.39	0.05
145	Identify pathophysiology related to an acute or chronic condition	270	4.39	0.06
136	Manage the care of a client on telemetry	273	4.40	0.06
146	Manage the care of a client receiving hemodialysis or continuous renal replacement therapy	294	4.40	0.06
116	Obtain blood specimens	294	4.41	0.05
53	Provide care and education for the adult client ages 18 through 64 years	392	4.41	0.05
41	Assess client care environment	392	4.43	0.04
80	Assess and manage client with an alteration in bowel and bladder elimination	320	4.43	0.05
54	Provide care and education for the adult client ages 65 years and over	333	4.44	0.05
122	Insert, maintain or remove a peripheral intravenous line	294	4.44	0.05
19	Utilize resources to promote quality client care (e.g., evidence-based research, information technology, policies and procedures)	364	4.44	0.04
74	Assess client performance of activities of daily living and assist when needed	320	4.44	0.04
134	Perform suctioning	294	4.45	0.05
58	Provide resources to minimize communication and learning barriers	300	4.47	0.04
11	Verify the client receives education and consents for care and procedures	392	4.47	0.04
1	Perform procedures necessary to safely admit, transfer and/or discharge a client	364	4.48	0.04
124	Manage client following a procedure with moderate sedation	273	4.48	0.06
78	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning)	270	4.48	0.04
128	Monitor and care for clients on a ventilator	294	4.48	0.06
42	Promote staff and workplace safety	333	4.50	0.04
72	Provide appropriate care for a client experiencing visual, auditory and/or cognitive alterations	270	4.50	0.04
86	Evaluate client's intake and output and intervene as needed	320	4.50	0.04
17	Report client conditions as required by law (e.g., abuse/neglect, communicable diseases)	392	4.50	0.04
30	Follow security plan and procedures (e.g., newborn security, violence, controlled access, environmental)	333	4.50	0.04
148	Educate client regarding an acute or chronic condition	273	4.50	0.04
7	Identify and collaborate with multidisciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker)	364	4.51	0.04
71	Recognize nonverbal cues to physical and/or psychological stressors	318	4.53	0.04
46	Educate client about prevention and treatment of high-risk health behaviors	373	4.53	0.04
29	Follow procedures for handling biohazardous and hazardous materials	392	4.54	0.03
38	Educate client and staff regarding infection prevention measures	428	4.54	0.03
98	Access and/or maintain central venous access devices	320	4.55	0.05
144	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	255	4.55	0.05

\*Activities are rank ordered from least to most important.



Activities Rank Ordered by Average Total Group Importance*				
Activity #	Activity	Total Group Importance		
		N	Avg.	Std. Err.
127	Perform emergency care procedures	270	4.55	0.06
118	Educate client about treatments and procedures	273	4.55	0.04
35	Educate client on safety concerns	392	4.55	0.03
143	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis	281	4.57	0.05
60	Assess client for abuse or neglect and report, intervene and/or escalate	270	4.57	0.04
93	Monitor intravenous infusion and maintain site	360	4.58	0.05
106	Dispose of medications safely	273	4.58	0.04
142	Manage the care of a client with a fluid and electrolyte imbalance	273	4.59	0.05
40	Report, intervene and/or escalate unsafe practice of staff (e.g., substance misuse, improper care, staffing practices)	373	4.59	0.04
66	Assess the potential for violence and use safety precautions	270	4.60	0.04
99	Educate client about medications	360	4.60	0.04
102	Administer medications for pain management	270	4.61	0.04
32	Acknowledge and document practice errors and near misses	428	4.61	0.03
97	Administer blood products and evaluate client response	297	4.62	0.06
79	Perform skin assessment and implement measures to maintain skin integrity	297	4.64	0.04
34	Facilitate appropriate and safe use of equipment	373	4.65	0.03
110	Monitor the results of diagnostic testing and intervene as needed	294	4.65	0.03
92	Perform calculations needed for medication administration	320	4.66	0.04
49	Perform comprehensive health assessments	364	4.66	0.04
137	Manage the care of a client with impaired ventilation/oxygenation	281	4.67	0.05
39	Assess client for allergies and intervene as needed	417	4.67	0.03
117	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	308	4.68	0.03
16	Recognize limitations of self and others and utilize resources	373	4.68	0.03
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	373	4.68	0.03
96	Titrate dosage of medication based on assessment and ordered parameters	270	4.69	0.04
108	Perform focused assessments	255	4.69	0.03
82	Maintain client dignity and privacy during care	300	4.69	0.03
5	Prioritize the delivery of client care based on acuity	392	4.70	0.03
2	Provide and receive handoff of care (report) on assigned clients	428	4.70	0.03
15	Maintain client confidentiality and privacy (e.g., social media, disclosure of information)	417	4.70	0.03
112	Evaluate client responses to procedures and treatments	273	4.70	0.03
23	Practice in a manner consistent with the nurses' code of ethics	392	4.70	0.03
22	Organize workload to manage time effectively	373	4.71	0.03
88	Assess client for pain and intervene as appropriate	300	4.72	0.03
94	Handle and administer controlled substances within regulatory guidelines	300	4.73	0.04

\* Activities are rank ordered from least to most important.

Activities Rank Ordered by Average Total Group Importance*				
Activity #	Activity	Total Group Importance		
		N	Avg.	Std. Err.
4	Advocate for client rights and needs	373	4.73	0.03
105	Handle and administer high-risk medications safely	308	4.75	0.04
28	Verify appropriateness and accuracy of a treatment order	373	4.77	0.03
100	Evaluate client response to medication	300	4.78	0.03
104	Handle and maintain medication in a safe and controlled environment	294	4.80	0.02
90	Evaluate appropriateness and accuracy of medication order for client	270	4.80	0.03
24	Provide care within the legal scope of practice	333	4.80	0.03
95	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	318	4.80	0.03
109	Recognize trends and changes in client condition and intervene as needed	270	4.82	0.03
8	Receive, verify and implement health care provider orders	428	4.82	0.02
33	Properly identify client when providing care	417	4.82	0.02
107	Assess and respond to changes and trends in client vital signs	281	4.84	0.03
26	Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)	428	4.85	0.02
147	Recognize signs and symptoms of client complications and intervene	308	4.86	0.03
27	Protect client from injury	417	4.87	0.02
91	Prepare and administer medications using rights of medication administration	297	4.91	0.02

\* Activities are rank ordered from least to most important.

## APPENDIX G: ACTIVITIES RANK ORDERED BY AVERAGE SETTING-SPECIFIC CLINICAL JUDGMENT

Activities Rank Ordered by Average Setting-Specific Clinical Judgment*				
Activity #	Activity	Setting-Specific Clinical Judgment		
		N	Avg.	Std. Err.
76	Perform postmortem care	203	3.04	0.07
18	Manage conflict among clients and staff	280	3.08	0.05
6	Participate in performance improvement projects and quality improvement processes	266	3.14	0.05
89	Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupressure, supplements)	239	3.18	0.06
85	Assess client's sleep/rest pattern and intervene as needed	264	3.23	0.05
73	Provide care for a client experiencing grief or loss	258	3.24	0.05
25	Practice and advocate for quality and cost-effective care	344	3.25	0.04
31	Use ergonomic principles when providing care	353	3.28	0.04
9	Integrate advance directives into client plan of care	340	3.29	0.05
44	Plan and/or participate in community health education	300	3.29	0.05
59	Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial)	306	3.29	0.04
119	Obtain specimens other than blood for diagnostic testing	269	3.30	0.05
77	Perform irrigations (e.g., of bladder, ear, eye)	243	3.30	0.05
67	Assess client support system to aid in plan of care	279	3.31	0.05
81	Apply, maintain or remove orthopedic devices	263	3.33	0.05
56	Assess and educate clients about health risks based on family, population and community	297	3.34	0.04
83	Provide nonpharmacological comfort measures	313	3.35	0.04
12	Provide education to clients and staff about client rights and responsibilities	315	3.36	0.05
64	Incorporate client cultural practices and beliefs when planning and providing care	288	3.37	0.05
125	Maintain percutaneous feeding tube	211	3.37	0.05
63	Promote a therapeutic environment	357	3.38	0.04
113	Provide preoperative and postoperative education	229	3.38	0.05
58	Provide resources to minimize communication and learning barriers	293	3.39	0.05
103	Participate in medication reconciliation process	250	3.39	0.05
131	Provide ostomy care and education (e.g., tracheal, enteral)	231	3.39	0.05
68	Assess client's ability to cope with life changes and provide support	309	3.40	0.04
11	Verify the client receives education and consents for care and procedures	387	3.40	0.04
47	Educate client about preventive care and health maintenance recommendations	377	3.41	0.04
43	Provide prenatal care and education	128	3.41	0.07
65	Provide end-of-life care and education to clients	238	3.41	0.05
30	Follow security plan and procedures (e.g., newborn security, violence, controlled access, environmental)	308	3.41	0.05
123	Apply and/or maintain devices used to promote venous return (e.g., antiembolism stockings, sequential compression devices)	263	3.41	0.05

\* Activities are rank ordered from least to most clinical judgment relevancy.

Activities Rank Ordered by Average Setting-Specific Clinical Judgment*				
Activity #	Activity	Setting-Specific Clinical Judgment		
		N	Avg.	Std. Err.
21	Use approved terminology when documenting care	414	3.42	0.04
69	Use therapeutic communication techniques	358	3.42	0.04
135	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	245	3.42	0.05
114	Provide preoperative care	190	3.43	0.05
116	Obtain blood specimens	268	3.44	0.05
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	391	3.44	0.04
36	Participate in emergency planning and response	277	3.44	0.04
29	Follow procedures for handling biohazardous and hazardous materials	384	3.45	0.04
139	Implement and monitor phototherapy	74	3.45	0.09
20	Recognize and report ethical dilemmas	403	3.45	0.04
13	Assess the need for referrals and obtain necessary orders	345	3.46	0.04
120	Insert, maintain or remove a nasal/oral gastrointestinal tube	192	3.46	0.05
55	Assess client ability to manage care in home environment and plan care accordingly	257	3.46	0.04
50	Assess client's readiness to learn, learning preferences and barriers to learning	420	3.46	0.03
106	Dispose of medications safely	266	3.46	0.05
38	Educate client and staff regarding infection prevention measures	418	3.48	0.04
42	Promote staff and workplace safety	320	3.48	0.04
82	Maintain client dignity and privacy during care	300	3.48	0.05
14	Initiate, evaluate and update client plan of care	418	3.49	0.04
129	Perform wound care and dressing change	285	3.49	0.04
133	Perform and manage care of client receiving peritoneal dialysis	122	3.49	0.07
138	Maintain optimal temperature of client	231	3.49	0.05
87	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	334	3.49	0.04
70	Incorporate behavioral management techniques when caring for a client	292	3.50	0.04
62	Provide care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating disorders)	287	3.50	0.04
41	Assess client care environment	386	3.50	0.04
74	Assess client performance of activities of daily living and assist when needed	307	3.50	0.04
45	Perform targeted screening assessments (e.g., vision, nutrition, depression)	389	3.51	0.03
122	Insert, maintain or remove a peripheral intravenous line	273	3.52	0.04
57	Provide care and education to an antepartum client or a client in labor	79	3.52	0.10
17	Report client conditions as required by law (e.g., abuse/neglect, communicable diseases)	334	3.52	0.04
121	Insert, maintain or remove a urinary catheter	249	3.52	0.04
19	Utilize resources to promote quality client care (e.g., evidence-based research, information technology, policies and procedures)	359	3.52	0.04

\* Activities are rank ordered from least to most clinical judgment relevancy.

Activities Rank Ordered by Average Setting-Specific Clinical Judgment*				
Activity #	Activity	Setting-Specific Clinical Judgment		
		N	Avg.	Std. Err.
78	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning)	259	3.53	0.04
35	Educate client on safety concerns	390	3.53	0.03
48	Provide postpartum care and education	96	3.53	0.07
61	Assess client for substance misuse and/or toxicities and intervene as appropriate (e.g., dependency, withdrawal)	258	3.53	0.04
1	Perform procedures necessary to safely admit, transfer and/or discharge a client	351	3.54	0.04
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	368	3.55	0.04
126	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	201	3.55	0.04
15	Maintain client confidentiality and privacy (e.g., social media, disclosure of information)	412	3.55	0.04
84	Evaluate the client's nutritional status and intervene as needed	260	3.55	0.04
66	Assess the potential for violence and use safety precautions	257	3.56	0.04
80	Assess and manage client with an alteration in bowel and bladder elimination	308	3.56	0.04
86	Evaluate client's intake and output and intervene as needed	313	3.57	0.04
52	Provide care and education for the preschool, school-age and adolescent client ages 3 through 17 years	180	3.57	0.06
40	Report, intervene and/or escalate unsafe practice of staff (e.g., substance misuse, improper care, staffing practices)	301	3.57	0.04
101	Administer parenteral nutrition and evaluate client response	259	3.58	0.04
7	Identify and collaborate with multidisciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker)	358	3.58	0.03
37	Follow requirements when using restraints	268	3.58	0.04
72	Provide appropriate care for a client experiencing visual, auditory and/or cognitive alterations	260	3.58	0.04
75	Provide client nutrition through tube feedings	284	3.58	0.04
118	Educate client about treatments and procedures	271	3.59	0.04
111	Perform testing within scope of practice (e.g., electrocardiogram, point-of-care testing, fetal monitoring)	248	3.59	0.04
148	Educate client regarding an acute or chronic condition	262	3.60	0.04
46	Educate client about prevention and treatment of high-risk health behaviors	356	3.61	0.03
130	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	168	3.61	0.05
132	Provide postoperative care	187	3.61	0.04
140	Manage the care of a client with a pacing device	230	3.62	0.04
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	164	3.62	0.05
32	Acknowledge and document practice errors and near misses	390	3.62	0.03
60	Assess client for abuse or neglect and report, intervene and/or escalate	235	3.63	0.04
53	Provide care and education for the adult client ages 18 through 64 years	364	3.64	0.03
51	Provide care and education for the newborn, infant and toddler client from birth through 2 years	149	3.64	0.06

\* Activities are rank ordered from least to most clinical judgment relevancy.

Activities Rank Ordered by Average Setting-Specific Clinical Judgment*				
Activity #	Activity	Setting-Specific Clinical Judgment		
		N	Avg.	Std. Err.
26	Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)	428	3.65	0.03
71	Recognize nonverbal cues to physical and/or psychological stressors	314	3.65	0.03
134	Perform suctioning	242	3.65	0.04
34	Facilitate appropriate and safe use of equipment	370	3.65	0.03
2	Provide and receive handoff of care (report) on assigned clients	424	3.66	0.03
145	Identify pathophysiology related to an acute or chronic condition	247	3.67	0.04
23	Practice in a manner consistent with the nurses' code of ethics	391	3.67	0.03
33	Properly identify client when providing care	417	3.68	0.04
16	Recognize limitations of self and others and utilize resources	373	3.68	0.03
54	Provide care and education for the adult client ages 65 years and over	292	3.68	0.03
92	Perform calculations needed for medication administration	312	3.69	0.03
146	Manage the care of a client receiving hemodialysis or continuous renal replacement therapy	205	3.69	0.04
39	Assess client for allergies and intervene as needed	408	3.70	0.03
4	Advocate for client rights and needs	372	3.70	0.03
79	Perform skin assessment and implement measures to maintain skin integrity	289	3.71	0.03
144	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	239	3.71	0.03
102	Administer medications for pain management	262	3.71	0.03
104	Handle and maintain medication in a safe and controlled environment	294	3.71	0.03
110	Monitor the results of diagnostic testing and intervene as needed	288	3.72	0.03
98	Access and/or maintain central venous access devices	287	3.72	0.03
115	Manage client during a procedure with moderate sedation	171	3.73	0.04
99	Educate client about medications	349	3.73	0.03
117	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	307	3.74	0.03
22	Organize workload to manage time effectively	372	3.76	0.03
136	Manage the care of a client on telemetry	215	3.76	0.03
94	Handle and administer controlled substances within regulatory guidelines	288	3.76	0.03
88	Assess client for pain and intervene as appropriate	296	3.77	0.03
124	Manage client following a procedure with moderate sedation	220	3.78	0.03
142	Manage the care of a client with a fluid and electrolyte imbalance	248	3.78	0.03
128	Monitor and care for clients on a ventilator	180	3.78	0.04
112	Evaluate client responses to procedures and treatments	268	3.78	0.03
93	Monitor intravenous infusion and maintain site	325	3.79	0.02
49	Perform comprehensive health assessments	351	3.79	0.02
5	Prioritize the delivery of client care based on acuity	388	3.80	0.02
100	Evaluate client response to medication	297	3.80	0.03

\* Activities are rank ordered from least to most clinical judgment relevancy.

Activities Rank Ordered by Average Setting-Specific Clinical Judgment*				
Activity #	Activity	Setting-Specific Clinical Judgment		
		N	Avg.	Std. Err.
143	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis	250	3.80	0.03
108	Perform focused assessments	252	3.81	0.03
141	Monitor and maintain arterial lines	163	3.81	0.04
127	Perform emergency care procedures	217	3.82	0.03
96	Titrate dosage of medication based on assessment and ordered parameters	240	3.82	0.03
137	Manage the care of a client with impaired ventilation/oxygenation	256	3.82	0.03
24	Provide care within the legal scope of practice	327	3.83	0.03
8	Receive, verify and implement health care provider orders	428	3.83	0.02
27	Protect client from injury	416	3.84	0.02
28	Verify appropriateness and accuracy of a treatment order	372	3.84	0.02
95	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	316	3.86	0.02
105	Handle and administer high-risk medications safely	288	3.86	0.02
97	Administer blood products and evaluate client response	234	3.88	0.02
90	Evaluate appropriateness and accuracy of medication order for client	268	3.88	0.02
109	Recognize trends and changes in client condition and intervene as needed	264	3.89	0.02
91	Prepare and administer medications using rights of medication administration	295	3.90	0.02
107	Assess and respond to changes and trends in client vital signs	278	3.91	0.02
147	Recognize signs and symptoms of client complications and intervene	304	3.93	0.02

\* Activities are rank ordered from least to most clinical judgment relevancy.

## APPENDIX H: ACTIVITIES RANK ORDERED BY AVERAGE TOTAL GROUP CLINICAL JUDGMENT

Activities Rank Ordered by Average Total Group Clinical Judgment*				
Activity #	Activity	Total Group Clinical Judgment		
		N	Avg.	Std. Err.
139	Implement and monitor phototherapy	270	2.69	0.07
57	Provide care and education to an antepartum client or a client in labor	360	2.77	0.07
43	Provide prenatal care and education	364	2.79	0.06
51	Provide care and education for the newborn, infant and toddler client from birth through 2 years	417	2.88	0.06
18	Manage conflict among clients and staff	333	2.96	0.05
76	Perform postmortem care	300	2.97	0.06
89	Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupressure, supplements)	318	3.00	0.05
48	Provide postpartum care and education	333	3.01	0.06
6	Participate in performance improvement projects and quality improvement processes	333	3.02	0.05
81	Apply, maintain or remove orthopedic devices	360	3.03	0.06
44	Plan and/or participate in community health education	428	3.03	0.05
133	Perform and manage care of client receiving peritoneal dialysis	270	3.05	0.07
85	Assess client's sleep/rest pattern and intervene as needed	297	3.11	0.05
77	Perform irrigations (e.g., of bladder, ear, eye)	318	3.12	0.05
73	Provide care for a client experiencing grief or loss	297	3.13	0.05
9	Integrate advance directives into client plan of care	417	3.16	0.05
52	Provide care and education for the preschool, school-age and adolescent client ages 3 through 17 years	373	3.18	0.06
25	Practice and advocate for quality and cost-effective care	364	3.19	0.05
135	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	308	3.21	0.05
125	Maintain percutaneous feeding tube	281	3.23	0.05
31	Use ergonomic principles when providing care	364	3.24	0.05
59	Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial)	318	3.25	0.05
113	Provide preoperative and postoperative education	281	3.27	0.05
65	Provide end-of-life care and education to clients	318	3.27	0.05
56	Assess and educate clients about health risks based on family, population and community	320	3.27	0.04
119	Obtain specimens other than blood for diagnostic testing	281	3.27	0.05
67	Assess client support system to aid in plan of care	297	3.28	0.05
123	Apply and/or maintain devices used to promote venous return (e.g., antiembolism stockings, sequential compression devices)	308	3.28	0.05
131	Provide ostomy care and education (e.g., tracheal, enteral)	281	3.28	0.05
114	Provide preoperative care	255	3.29	0.06
141	Monitor and maintain arterial lines	308	3.29	0.07
120	Insert, maintain or remove a nasal/oral gastrointestinal tube	255	3.31	0.06

\* Activities are rank ordered from least to most clinical judgment relevancy.



Activities Rank Ordered by Average Total Group Clinical Judgment*				
Activity #	Activity	Total Group Clinical Judgment		
		N	Avg.	Std. Err.
103	Participate in medication reconciliation process	270	3.31	0.05
12	Provide education to clients and staff about client rights and responsibilities	333	3.32	0.05
130	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	273	3.33	0.06
36	Participate in emergency planning and response	333	3.33	0.05
64	Incorporate client cultural practices and beliefs when planning and providing care	300	3.33	0.05
55	Assess client ability to manage care in home environment and plan care accordingly	297	3.34	0.05
83	Provide nonpharmacological comfort measures	318	3.35	0.04
75	Provide client nutrition through tube feedings	360	3.35	0.05
37	Follow requirements when using restraints	364	3.35	0.05
30	Follow security plan and procedures (e.g., newborn security, violence, controlled access, environmental)	333	3.35	0.05
68	Assess client's ability to cope with life changes and provide support	320	3.35	0.04
58	Provide resources to minimize communication and learning barriers	300	3.36	0.05
63	Promote a therapeutic environment	360	3.36	0.04
13	Assess the need for referrals and obtain necessary orders	364	3.38	0.04
47	Educate client about preventive care and health maintenance recommendations	392	3.39	0.04
116	Obtain blood specimens	294	3.39	0.05
11	Verify the client receives education and consents for care and procedures	392	3.39	0.04
87	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	360	3.39	0.04
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	417	3.40	0.04
62	Provide care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating disorders)	320	3.41	0.04
21	Use approved terminology when documenting care	417	3.41	0.04
69	Use therapeutic communication techniques	360	3.41	0.04
61	Assess client for substance misuse and/or toxicities and intervene as appropriate (e.g., dependency, withdrawal)	297	3.42	0.05
126	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	255	3.42	0.05
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	281	3.42	0.06
138	Maintain optimal temperature of client	255	3.43	0.05
132	Provide postoperative care	255	3.43	0.05
129	Perform wound care and dressing change	308	3.43	0.04
20	Recognize and report ethical dilemmas	428	3.43	0.04
121	Insert, maintain or remove a urinary catheter	270	3.44	0.05
29	Follow procedures for handling biohazardous and hazardous materials	392	3.44	0.04
50	Assess client's readiness to learn, learning preferences and barriers to learning	428	3.44	0.03

\* Activities are rank ordered from least to most clinical judgment relevancy.

Activities Rank Ordered by Average Total Group Clinical Judgment*				
Activity #	Activity	Total Group Clinical Judgment		
		N	Avg.	Std. Err.
106	Dispose of medications safely	273	3.44	0.05
45	Perform targeted screening assessments (e.g., vision, nutrition, depression)	417	3.45	0.04
111	Perform testing within scope of practice (e.g., electrocardiogram, point-of-care testing, fetal monitoring)	308	3.45	0.05
101	Administer parenteral nutrition and evaluate client response	318	3.45	0.05
42	Promote staff and workplace safety	333	3.46	0.04
74	Assess client performance of activities of daily living and assist when needed	320	3.46	0.04
38	Educate client and staff regarding infection prevention measures	428	3.46	0.04
122	Insert, maintain or remove a peripheral intravenous line	294	3.47	0.04
115	Manage client during a procedure with moderate sedation	270	3.47	0.06
140	Manage the care of a client with a pacing device	294	3.47	0.05
70	Incorporate behavioral management techniques when caring for a client	300	3.47	0.04
14	Initiate, evaluate and update client plan of care	428	3.47	0.04
41	Assess client care environment	392	3.47	0.04
82	Maintain client dignity and privacy during care	300	3.48	0.05
17	Report client conditions as required by law (e.g., abuse/neglect, communicable diseases)	392	3.49	0.04
78	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning)	270	3.50	0.04
84	Evaluate the client's nutritional status and intervene as needed	270	3.50	0.04
80	Assess and manage client with an alteration in bowel and bladder elimination	320	3.50	0.04
40	Report, intervene and/or escalate unsafe practice of staff (e.g., substance misuse, improper care, staffing practices)	373	3.51	0.04
19	Utilize resources to promote quality client care (e.g., evidence-based research, information technology, policies and procedures)	364	3.51	0.04
1	Perform procedures necessary to safely admit, transfer and/or discharge a client	364	3.51	0.04
145	Identify pathophysiology related to an acute or chronic condition	270	3.52	0.05
35	Educate client on safety concerns	392	3.53	0.03
146	Manage the care of a client receiving hemodialysis or continuous renal replacement therapy	294	3.53	0.05
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	373	3.54	0.04
134	Perform suctioning	294	3.54	0.04
53	Provide care and education for the adult client ages 18 through 64 years	392	3.54	0.04
86	Evaluate client's intake and output and intervene as needed	320	3.55	0.04
15	Maintain client confidentiality and privacy (e.g., social media, disclosure of information)	417	3.55	0.04
66	Assess the potential for violence and use safety precautions	270	3.55	0.04
72	Provide appropriate care for a client experiencing visual, auditory and/or cognitive alterations	270	3.56	0.04
46	Educate client about prevention and treatment of high-risk health behaviors	373	3.56	0.04
60	Assess client for abuse or neglect and report, intervene and/or escalate	270	3.56	0.04

\* Activities are rank ordered from least to most clinical judgment relevancy.

Activities Rank Ordered by Average Total Group Clinical Judgment*				
Activity #	Activity	Total Group Clinical Judgment		
		N	Avg.	Std. Err.
54	Provide care and education for the adult client ages 65 years and over	333	3.56	0.04
7	Identify and collaborate with multidisciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker)	364	3.57	0.03
148	Educate client regarding an acute or chronic condition	273	3.57	0.04
136	Manage the care of a client on telemetry	273	3.57	0.05
32	Acknowledge and document practice errors and near misses	428	3.59	0.03
118	Educate client about treatments and procedures	273	3.59	0.04
128	Monitor and care for clients on a ventilator	294	3.60	0.05
98	Access and/or maintain central venous access devices	320	3.62	0.04
124	Manage client following a procedure with moderate sedation	273	3.64	0.04
2	Provide and receive handoff of care (report) on assigned clients	428	3.64	0.03
71	Recognize nonverbal cues to physical and/or psychological stressors	318	3.64	0.03
34	Facilitate appropriate and safe use of equipment	373	3.65	0.03
26	Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)	428	3.65	0.03
127	Perform emergency care procedures	270	3.66	0.05
92	Perform calculations needed for medication administration	320	3.66	0.04
79	Perform skin assessment and implement measures to maintain skin integrity	297	3.66	0.04
93	Monitor intravenous infusion and maintain site	360	3.66	0.04
144	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	255	3.67	0.04
23	Practice in a manner consistent with the nurses' code of ethics	392	3.67	0.03
102	Administer medications for pain management	270	3.67	0.04
143	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis	281	3.68	0.04
33	Properly identify client when providing care	417	3.68	0.04
97	Administer blood products and evaluate client response	297	3.68	0.05
16	Recognize limitations of self and others and utilize resources	373	3.68	0.03
39	Assess client for allergies and intervene as needed	417	3.68	0.03
142	Manage the care of a client with a fluid and electrolyte imbalance	273	3.68	0.04
99	Educate client about medications	360	3.69	0.03
4	Advocate for client rights and needs	373	3.70	0.03
110	Monitor the results of diagnostic testing and intervene as needed	294	3.71	0.03
104	Handle and maintain medication in a safe and controlled environment	294	3.71	0.03
117	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	308	3.73	0.03
94	Handle and administer controlled substances within regulatory guidelines	300	3.74	0.04
137	Manage the care of a client with impaired ventilation/oxygenation	281	3.75	0.04
96	Titrate dosage of medication based on assessment and ordered parameters	270	3.76	0.04
22	Organize workload to manage time effectively	373	3.76	0.03

\* Activities are rank ordered from least to most clinical judgment relevancy.

Activities Rank Ordered by Average Total Group Clinical Judgment*				
Activity #	Activity	Total Group Clinical Judgment		
		N	Avg.	Std. Err.
88	Assess client for pain and intervene as appropriate	300	3.76	0.03
49	Perform comprehensive health assessments	364	3.76	0.03
112	Evaluate client responses to procedures and treatments	273	3.77	0.03
100	Evaluate client response to medication	300	3.79	0.03
108	Perform focused assessments	255	3.79	0.03
5	Prioritize the delivery of client care based on acuity	392	3.80	0.02
24	Provide care within the legal scope of practice	333	3.80	0.03
105	Handle and administer high-risk medications safely	308	3.81	0.03
8	Receive, verify and implement health care provider orders	428	3.83	0.02
27	Protect client from injury	417	3.84	0.02
28	Verify appropriateness and accuracy of a treatment order	373	3.84	0.02
95	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	318	3.86	0.02
90	Evaluate appropriateness and accuracy of medication order for client	270	3.86	0.03
109	Recognize trends and changes in client condition and intervene as needed	270	3.87	0.02
91	Prepare and administer medications using rights of medication administration	297	3.89	0.02
107	Assess and respond to changes and trends in client vital signs	281	3.90	0.02
147	Recognize signs and symptoms of client complications and intervene	308	3.92	0.02

\* Activities are rank ordered from least to most clinical judgment relevancy.

## APPENDIX I: 2024 RN PRACTICE ANALYSIS NONRESPONDENT STUDY

### Introduction

The National Council of State Boards of Nursing (NCSBN®) conducts practice analysis studies every three years to assess the practice environment and emerging practice changes. Although the 2024 RN Practice Analysis had an adequate analyzable response rate of approximately 16.5%, many individuals did not respond to the survey. Out of the 23,747 newly licensed registered nurses (RNs) who were invited to take the survey, 4,471 returned the survey. NCSBN wanted to contact a sample of the invitees who chose not to participate in the survey to ascertain their reasons for not returning the survey and to compare a sample of activity statements and demographic information against the 2024 RN Practice Analysis survey respondents.

### Background of Study

NCSBN is responsible to its members, the boards of nursing in the U.S. and member board territories, for the preparation of psychometrically sound and legally defensible licensure examinations. The periodic performance of practice analysis (i.e., job analysis) studies assists NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure examination.

Findings from the 2024 RN Practice Analysis Nonrespondent Study provide possible reasons why individuals do not participate in surveys and differences between survey respondents and nonrespondents to determine if the nonrespondents were systematically different in terms of demographics and ratings of the activity statements. This study was conducted to determine if the results for the practice analysis were somehow biased.

### Methodology

#### Sample Selection

A random sample of newly licensed RNs who were invited but did not respond to the 2024 RN Practice Analysis survey were contacted via email. The sample was derived from the 23,747 invitees who were emailed the 2024 RN Practice Analysis survey. A total of 58 RNs from this sample completed the email survey.

#### Survey Instrument and Process

Nonrespondents were contacted via email. The nonrespondents were first asked about their reasons for not completing the survey. In order to facilitate the gathering of data from nonrespondents, 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 the following: “too busy,” “did not care,” “do not like/trust surveys,” “did not receive,” and “other.” Second, individuals were asked demographic information in order to provide background on nonrespondents, including employment setting, specialty and length of time employed as an RN. Finally, nonrespondents were asked to rate the frequency of performance and importance of 10 activities that were listed in the 2024 RN Practice Analysis survey. Nonrespondents were thanked for their time, and the data collected were recorded.

### Nonrespondent Results

#### Reasons for Not Responding

Reasons provided by the nonrespondent RNs included “did not receive” (26 responses or 44.8%), “too busy” (24 responses or 41.4%) and “other” (4 responses or 6.9%). Three of the nonrespondents (5.2%) indicated not caring as the reason for not returning the survey. One of the nonrespondents (1.7%) indicated not liking or not trusting surveys as the reason for not returning the survey.

### Months Employed as an RN

Nonrespondents were asked how many total months they worked as an RN. Nonrespondents indicated that on average they had worked 9.2 months as an RN, while respondents averaged 6.6 months. The average number of months worked is greater because nonrespondents were contacted about six weeks after the 2024 RN Practice Analysis was completed.

### Employment Setting/Specialty

Nonrespondents were asked to provide their nursing employment setting and specialty. The different settings and specialties were well represented in this sample. The largest percentage (29.3% or 17 nonrespondents) worked in critical care. Medical-surgical units were also frequently cited (22.4% or 13 nonrespondents). These results are similar to the 2024 RN Practice Analysis survey, which identified that the largest percentage of respondents worked in medical-surgical (36.2%) and critical care (28.0%) settings. See [Table I.1](#).

### Importance Ratings

In general, the importance ratings between nonrespondents and respondents were very similar. No activity statement importance ratings differed by more than one point. See [Table I.2](#).

### Frequency Ratings

Frequency ratings provided by the nonrespondents were compared to the average response ratings of the 2024 RN Practice Analysis Survey respondents. In general, the frequency ratings between nonrespondents and respondents were similar. Two activity statement frequency ratings between nonrespondents and respondents differed by more than one point, possibly indicating that the activity statements carry a different frequency in certain practice settings. See [Table I.3](#).

### Clinical Judgment Ratings

Clinical judgment ratings between nonrespondents and respondents were also very similar. No activity

statements for clinical judgment had more than a one-point difference between nonrespondents and respondents. See [Table I.4](#).

### Summary

The nonrespondent study suggests that the main reasons individuals did not complete the 2024 RN Practice Analysis survey was because they either did not receive the survey or were too busy. In summary, the activity statement ratings were quite similar, which indicates that the results of the survey are not systematically biased. The nonrespondent study provides support for the validity of the 2024 RN Practice Analysis results.

Job Title	Nonrespondents		Respondents	
	Frequency	%	Frequency	%
Ambulatory care, physician office or clinics	3	5.2	92	5.6
Critical care	17	29.3	462	28.0
Home health	1	1.7	66	4.0
Hospice	1	1.7	36	2.2
Inpatient medical-surgical	13	22.4	598	36.2
Labor and delivery	4	6.9	68	4.1
Long-term care	3	5.2	130	7.9
Operating room	4	6.9	54	3.3
Palliative care	0	0.0	21	1.3
Pediatric	0	0.0	145	8.8
Psychiatry or subspecialties (detox, inpatient, outpatient)	4	6.9	97	5.9
Public health/Occupational health	0	0.0	12	0.7
Rehabilitation	1	1.7	109	6.6
Residential	0	0.0	17	1.0
Other	7	12.1	287	17.4

Note: Nonrespondents were able to select one response. Respondents were able to select two responses.

Activity #	Activity Statement	Nonrespondent Rating	Respondent Rating
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	3.72 (n = 58)	4.13 (n = 417)
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	4.36 (n = 58)	4.68 (n = 373)
32	Acknowledge and document practice errors and near misses	4.57 (n = 58)	4.61 (n = 428)
58	Provide resources to minimize communication and learning barriers	4.19 (n = 58)	4.47 (n = 300)
66	Assess the potential for violence and use safety precautions	4.34 (n = 58)	4.60 (n = 270)
77	Perform irrigations (e.g., of bladder, ear, eye)	3.59 (n = 58)	3.80 (n = 318)
105	Handle and administer high-risk medications safely	4.81 (n = 58)	4.75 (n = 308)
115	Manage client during a procedure with moderate sedation	4.62 (n = 58)	4.29 (n = 270)
141	Monitor and maintain arterial lines	4.60 (n = 58)	4.06 (n = 308)
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	4.48 (n = 58)	4.26 (n = 281)

**Table I.3. Activity Statement Frequency Ratings**

Activity #	Activity Statement	Nonrespondent Rating	Respondent Rating
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	3.09 (n = 58)	3.71 (n = 417)
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	3.93 (n = 58)	4.34 (n = 373)
32	Acknowledge and document practice errors and near misses	1.02 (n = 58)	2.11 (n = 428)
58	Provide resources to minimize communication and learning barriers	2.34 (n = 58)	3.41 (n = 300)
66	Assess the potential for violence and use safety precautions	2.84 (n = 58)	3.39 (n = 270)
77	Perform irrigations (e.g., of bladder, ear, eye)	0.95 (n = 58)	1.69 (n = 318)
105	Handle and administer high-risk medications safely	3.59 (n = 58)	4.00 (n = 308)
115	Manage client during a procedure with moderate sedation	2.09 (n = 58)	1.84 (n = 270)
141	Monitor and maintain arterial lines	1.62 (n = 58)	1.77 (n = 308)
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	1.16 (n = 58)	1.43 (n = 281)

**Table I.4. Activity Statement Clinical Judgment Ratings**

Activity #	Activity Statement	Nonrespondent Rating	Respondent Rating
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	3.12 (n = 58)	3.40 (n = 417)
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	3.41 (n = 58)	3.19 (n = 364)
32	Acknowledge and document practice errors and near misses	3.57 (n = 58)	3.59 (n = 428)
58	Provide resources to minimize communication and learning barriers	3.22 (n = 58)	3.36 (n = 300)
66	Assess the potential for violence and use safety precautions	3.43 (n = 58)	3.55 (n = 270)
77	Perform irrigations (e.g., of bladder, ear, eye)	2.88 (n = 58)	3.12 (n = 318)
105	Handle and administer high-risk medications safely	3.81 (n = 58)	3.81 (n = 308)
115	Manage client during a procedure with moderate sedation	3.67 (n = 58)	3.47 (n = 270)
141	Monitor and maintain arterial lines	3.59 (n = 58)	3.29 (n = 308)
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	3.55 (n = 58)	3.42 (n = 281)



## **Part 2**

# **2024 Canadian RN Practice Analysis: Linking the NCLEX-RN® Examination to Practice**

## **Canadian Respondents**

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

## EXECUTIVE SUMMARY

The National Council of State Boards of Nursing (NCSBN®) is responsible to its members, the nursing regulatory bodies in the U.S., its territories and Canada (who use the NCLEX-RN® for licensure purposes), for the preparation of psychometrically sound and legally defensible licensure examinations. The periodic performance of practice analysis (i.e., job analysis) studies assists NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure examinations. Because the U.S. health care industry is rapidly changing, practice analysis studies are traditionally conducted by NCSBN on a three-year cycle.

The 2013-2014 NCSBN Strategic Practice Analysis highlighted the increasingly complex decisions newly licensed nurses make during the course of patient care. These increasingly complex decisions often require the use of clinical judgment to support patient safety. NCSBN has conducted several years of research and study to understand and isolate the individual factors that contribute to the process of nursing clinical judgment. When the concept of clinical judgment is explored relative to nursing, it is expected the individual contributing factors to clinical judgment will closely align with the performance of activities involved in the delivery of nursing care. In other words, those contributing factors align with nursing behavior and therefore remain an important underpinning in the nursing decision-making process. As a result, NCSBN wanted to understand the relevance of clinical judgment in the performance of entry-level activities. The 2024 RN Practice Analysis includes survey questions to gather data to explore this subject. The following clinical judgment definition was provided to survey respondents:

Clinical judgment is defined as the observed outcome of critical thinking and decision making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

A number of steps are necessary to perform an analysis of newly licensed/registered registered nurse (RN) practice. A panel of subject matter experts (SMEs) was assembled, a list of RN activities was created and incorporated into a survey that was sent to a randomly drawn sample of newly licensed/registered RNs, and data were collected and analyzed.

### Methodology Reviewers

Three methodology reviewers were chosen for their expertise in practice/job analysis and certification exam development as reviewers of the methodologies and procedures for NCSBN's previous practice analysis studies. All three reviewers indicated that this methodology was psychometrically sound, legally defensible and in compliance with industry standards for practice analyses. Once a sound methodology has been validated and approved by an external panel of SMEs in the area of psychometrics and practice analysis methodologies, that methodology remains in effect until new procedures or methodologies are suggested. Should substantial changes to the methodology occur in future practice analyses, NCSBN Examinations staff shall ensure that a thorough review of the methodology is undertaken by external SMEs.

### Panel of SMEs

A panel of 10 RNs was assembled to assist with the practice analysis. Two of the 10 panelists were RNs licensed/registered in Canada. Panel members worked with, educated and/or supervised the practice of RNs within their first 12 months of practice or were themselves newly licensed/registered RNs. Panel members represented geographic areas of the U.S. and Canadian territories/jurisdictions using the NCLEX for licensure/registration decisions, all major nursing specialties and varied practice settings.

The panel used the current test plan category structure describing the types of activities performed by newly

licensed/registered RNs and developed a list of activities performed within each category of the structure.

## Survey Development

A total of 149 nursing activity statements were incorporated into a practice analysis survey. The survey also included questions about the nurses' practice settings, past experiences and demographics. Some of the questions from the U.S. survey were slightly modified to accommodate for different terminology used in Canada. Six forms of the survey were created to reduce the number of activity statements on each survey. Except for slight differences in terminology, the survey forms were identical to the U.S. survey. Five of the survey forms contained 25 activity statements each, and one survey form contained 24 activity statements. Except for the activity statements unique to each survey form, the surveys were identical. The six survey forms were also translated to French.

## Survey Process

### Sample Selection

Two samples were randomly selected from the candidates who successfully passed the NCLEX-RN® within 10 regulatory bodies in Canada from April 8, 2023, to Feb. 15, 2024. One sample was selected for the English survey and another sample for the French survey. First, a sample of 12,179 entry-level RNs who passed the English version of the exam in Canada during that time was randomly selected for the English survey. Due to the limited number of candidates who took and passed the French version of the exam during that time, it was necessary to use the entire population (158) for the French survey.

Both the English and French surveys were divided equally into six forms and sent via email to newly licensed/registered RNs. A total of 12,179 newly licensed/registered RNs each received one of the six English forms, and 158 newly licensed/registered RNs each received one of the six French forms.

## Emailing Procedure

A five-stage emailing process was used to engage the respondents in the study. All potential respondents were promised confidentiality with regard to their participation and their responses. The survey was conducted from April through May 2024.

## Return Rates

Out of the 12,179 English surveys sent, a total of 3,498 surveys were returned (584 surveys for Form 1; 606 surveys for Form 2; 580 surveys for Form 3; 553 surveys for Form 4; 587 surveys for Form 5; and 588 surveys for Form 6). A total of 106 surveys were identified as undeliverable. Therefore, the adjusted return rate was 29.0%. There were 856 individuals who did not qualify for survey ratings based on one of the following reasons: (a) They did not indicate having an RN license/registration; (b) they were not currently working in Canada; (c) they were working fewer than 20 hours per week as an RN; and/or (d) they failed to answer the previous three demographic questions. After adjusting for removals, the analyzable response rate for the English survey was 21.9%.

Out of the 158 French surveys sent, a total of 38 surveys were returned (4 for Form 1; 8 for Form 2; 8 for Form 3; 6 for Form 4; 8 for Form 5; and 4 for Form 6). A total of two surveys were identified as undeliverable. Therefore, the adjusted return rate was 24.4%. There were 10 individuals who did not qualify for survey ratings due to previously mentioned reasons. After adjusting for removals, the analyzable response rate for the French survey was 17.9%.

## RN Practice Analysis Nonrespondent Study

In order to ensure the validity of the results, NCSBN conducted an email survey of nonrespondents to determine if those RNs not responding would have rated the survey activity statements differently. The nonrespondents rated the activity statements similarly to the respondents, which provides support to the validity of the survey results.

## Demographics, Experiences and Practice Environments of Participants

### Demographics/Past Experiences

The majority of survey respondents (86.5%) indicated their gender as female. The age of respondent nurses averaged 30.4 years (SD = 8.0 years). Respondents indicated their racial/ethnic background as follows: 44.2% White, 17.6% Filipino, 12.6% South Asian, 9.8% Black and 5.0% Chinese.

Newly licensed/registered RNs listed obtaining a baccalaureate degree most frequently (72.6%) as the educational preparation for initial RN licensure/registration.

Respondents indicated working an average of 6.9 months as an RN in Canada and reported being an average of 26.2 months post graduation. Approximately 22.8% of newly licensed/registered RNs reported previous experience as a registered practical nurse (RPN) or licensed practical nurse/vocational nurse (LPN/VN), and 45.1% reported previous experience as unlicensed assistive personnel (UAP). The average experience in those positions was 5.6 years as an RPN/LPN/VN and 2.0 years as a UAP.

### Orientation

The majority of newly licensed/registered RNs (97.3%) received some form of formal orientation. No formal orientation was reported by 2.7%, and 3.9% reported having only a formal internship with or without additional classroom or skills lab work for their orientation. The majority of newly licensed/registered RNs reported working with an assigned preceptor (68.3%) for an average of 5.6 weeks, and 19.0% reported having a classroom and/or skills lab plus supervised work with clients for an average of 4.5 weeks.

### Certifications Earned

In the current study, 98.1% of respondents reported earning additional certifications or completing coursework. Basic Life Support (94.3%), Intravenous

Therapy (36.9%) and Advanced Cardiac Life Support (24.9%) were the most frequently reported certifications.

### Facilities

The majority of newly licensed/registered RNs (81.3%) in this study reported working in hospitals. Only 9.8% reported working in long-term care, and 6.7% reported working in community-based or ambulatory care facilities/organizations.

Overall, the number of beds reported in hospitals or nursing homes was most commonly distributed among 500 or more beds (21.1%), 100-299 beds (19.8%) and 300-499 beds (14.4%). Approximately 21.1% of respondents indicated working in facilities containing fewer than 100 beds.

The majority of newly licensed/registered RNs (68.2%) reported working in urban or metropolitan areas; 16.8% work in rural areas, and 14.9% work in suburban areas.

### Practice Settings

Newly licensed/registered RNs reported working in medical-surgical (43.2%) and critical care (18.8%) settings. Other commonly reported settings include long-term care (12.2%), psychiatry or any of its subspecialties (detox, inpatient, outpatient) (7.3%) and pediatrics (7.0%).

### Client Health Conditions and Ages

A majority of the newly licensed/registered RNs reported that they care for clients with acute conditions (70.1%). The next percentage of respondents reported caring for clients with stable chronic conditions (59.3%), clients with behavioral/emotional conditions (54.5%) and clients with unstable chronic conditions (50.7%).

In terms of age, the majority of newly licensed/registered RNs reported caring for older adults aged 65 to 85 (76.7%), adults aged 18 to 64 (70.0%) and older adults over age 85 (54.5%). Respondents also reported caring for pediatric clients (ages 0 to 17) (21.4%).

## Shifts Worked

The shifts most commonly worked by newly licensed/registered RNs were rotating shifts (73.9%) and days (15.8%).

## Time Spent in Different Categories of Nursing Activities

Newly licensed/registered RNs reported spending the greatest amount of time in management of care (16.3%) and physiological adaptation (14.3%).

## Administrative Responsibilities/Primary Administrative Position

Of the respondents, 36.5% reported having administrative responsibilities, and of those respondents, 8.7% reported having a primary administrative position. RNs working in long-term care facilities were far more likely to report having administrative responsibilities than RNs working in hospitals (82.6% in long-term care compared to 29.7% in hospitals). In addition, RNs working in long-term care with administrative responsibilities were more likely to report being in a primary administrative position than those working in hospitals (18.3% in long-term care compared to 3.7% in hospitals). Of the RNs working in community-based settings, 46.7% reported having administrative responsibilities. Of those respondents, 16.7% reported holding a primary administrative position.

## Activity Performance Findings

### Reliability

Reliability indices were calculated to assess the capability of the survey to measure the activities relevant to safe and effective practice of newly licensed/registered RNs. Standardized Cronbach's alpha coefficients were calculated for frequency, importance and clinical judgment ratings of the survey. The survey had an average reliability index of 0.93 for frequency, 0.92 for importance ratings and 0.92 for clinical judgment. These high reliability indices indicate the

survey reliably measures the nursing activities necessary for competent RN practice.

## SME Panel Validation of Survey Findings

The SME panel for the 2024 RN Practice Analysis was asked to provide independent ratings of the 149 activity statements. In general, the importance ratings of SMEs and survey respondents were somewhat similar; however, respondents regarded most of the activity statements as more important than the SMEs did.

## Applicability of Activities to Practice Setting

Respondents indicated if each of the activities was applicable to their work setting. The activities ranged from 24.8% applicability (i.e., 24.8% of RNs reported that the activity was performed within their work setting) to 100%.

## Frequency of Activity Performance

Respondents were asked to rate the frequency of performance of all activities that were applicable to their work setting on a six-point scale: "0 times" to "5 times or more." Average frequency statistics were calculated in two ways: setting-specific and total group. Average setting-specific frequencies ranged from 1.62 to 4.88. Average total group frequencies ranged from 0.55 to 4.86.

## Importance of Activity Performance

Respondents were asked to rate the importance of performing each nursing activity with regard to the maintenance of client safety and/or threat of complications or distress using a five-point scale: "1" (not important) to "5" (critically important). Average setting-specific importance ratings ranged from 3.84 to 4.90. Average total group importance ratings ranged from 3.53 to 4.88.

## Clinical Judgment Relevancy of Activity Performance

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative

process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care. Respondents were asked to rate the relevance of performing each nursing activity with regard to clinical judgment using a four-point scale: “1” (not relevant) to “4” (essential). Average setting-specific clinical judgment ratings ranged from 2.93 to 3.93. Average total group clinical judgment ranged from 2.83 to 3.93.

## Summary

Respondents to the 2024 Canadian RN Practice Analysis 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/registered RNs were similar (correlation = 0.70), 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 2024 Canadian RN Practice Analysis used several methods to describe the practice of newly licensed/registered RNs in Canada: (1) document reviews; (2) activity logs of newly licensed/registered RNs; (3) SMEs’ knowledge; and (4) a large-scale survey. There was evidence to support the validity of the activity statement ratings.

## BACKGROUND OF STUDY

The National Council of State Boards of Nursing (NCSBN®) is responsible for the preparation of psychometrically sound and legally defensible licensure examinations. The periodic performance of practice analysis (i.e., job analysis) studies assists NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure/registration examination. Furthermore, practice analysis studies have long been recognized by measurement and testing professions as important sources of validity evidence for licensure examinations (APA, AERA and NCME, 2014; Raymond, 2001). Because the health care industry is rapidly changing, practice analysis studies are traditionally conducted by NCSBN on a three-year cycle. The previous Canadian RN Practice Analysis was conducted in 2021.

### Methodology

See the section on methodology reviewers in [Part 1](#) for more details.

### Preliminary Interviews with Nurse Leaders

See the section on preliminary interviews with nurse leaders in [Part 1](#) for more details.

### Methodology Reviewers

See the section on methodology reviewers in [Part 1](#) for more details.

### Panel of Subject Matter Experts (SMEs)

A panel of 10 registered nurses (RNs) was assembled to assist with the practice analysis. Two of the 10 panelists were RNs licensed/registered in Canada. See the section on the panel of subject matter experts (SMEs) in [Part 1](#) for more details.

### Survey Development

A total of 149 nursing activity statements were incorporated into the practice analysis survey. The survey also included questions about the nurses'

practice settings, past experiences and demographics. Some of the questions from the U.S. survey were slightly modified to accommodate for different terminology used in Canada. Six forms of the survey were created to reduce the number of activity statements on each survey. Except for slight differences in terminology, the surveys were identical to the U.S. survey. Five of the survey forms contained 25 activity statements, and one survey form contained 24 activity statements. Except for the activity statements unique to each survey form, the surveys were identical. The six forms were also translated to French. See the section on survey development in [Part 1](#) for more details.

## Survey Process

### Sample Selection and Representativeness

Two samples were randomly selected from the candidates who successfully passed the NCLEX-RN® within 10 regulatory bodies in Canada from April 8, 2023, to Feb. 15, 2024. One sample was selected for the English survey and another sample for the French survey. First, a sample of 12,179 newly licensed/registered RNs who passed the English version of the exam in Canada during that time was randomly selected for the English survey. Due to the very limited number of candidates who took and passed the French version of the exam during that time, it was necessary to use the entire population (158) for the French survey.

Both the English and French surveys were divided equally into six forms and sent via email to newly licensed/registered RNs. A total of 12,179 newly licensed/registered RNs each received one of the six English forms, and 158 newly licensed/registered RNs each received one of the six French forms. [Table 1](#) presents the correspondence of sample and respondents by regulatory body for the English survey.

**Table 1. Correspondence of Sample and Respondents for the 2024 Canadian RN Practice Analysis**

Licensure/Registration Province	Population	2024 CAN Sample		2024 CAN Respondents		Response Rate
	%	N	%	N	%	%
Alberta	21.18	2613	21.2	921	26.1	35.2
British Columbia	13.26	1636	13.3	464	13.1	28.4
Manitoba	3.78	466	3.8	117	3.3	25.1
New Brunswick	4.30	531	4.3	138	3.9	26.0
Newfoundland and Labrador	2.12	262	2.1	54	1.5	20.6
Northwest Territories and Nunavut	0.19	24	0.2	9	0.3	37.5
Nova Scotia	5.97	736	6.0	260	7.4	35.3
Ontario	43.96	5423	44.0	1373	38.8	25.3
Prince Edward Island	0.66	81	0.7	18	0.5	22.2
Saskatchewan	4.57	564	4.6	182	5.2	32.3
Yukon	0.01	1	0.0	0	0.0	0.0
<b>Total</b>	<b>100.0</b>	<b>12337</b>	<b>100.0</b>	<b>3536</b>	<b>100.0</b>	<b>28.7</b>

### Emailing Procedure

The survey was sent to 12,337 newly licensed/registered RNs in 10 regulatory bodies in Canada via email (12,179 received the English survey, and 158 received the French survey). A five-stage emailing process was used to engage respondents in the study. A presurvey email was sent to each individual in the sample. One week later, recipients were sent an email invitation with the survey link. Two weeks later, an email was sent to nonrespondents reiterating the importance of the study and urging participation. Approximately two weeks after the first email, a second reminder was sent to nonrespondents, and two weeks later, a third email was sent to remaining nonrespondents. The survey was conducted from April through May 2024.

### Confidentiality

See the section on confidentiality in [Part 1](#) for more details.

### Return Rates

Out of the 12,179 English surveys sent, a total of 3,498 surveys were returned (584 for Form 1, 606 for Form 2; 580 for Form 3; 553 for Form 4; 587 for Form 5; and

588 for Form 6). A total of 106 surveys were identified as undeliverable due to incorrect email addresses. Therefore, the adjusted return rate was 29.0%. There were 856 individuals who did not qualify for survey ratings based on one of the following reasons: (a) They did not indicate having an RN license/registration; (b) they were not currently working in Canada; (c) they were working less than 20 hours per week as an RN; and/or (d) they failed to answer the previous three demographic questions. After adjusting for removals, the analyzable response rate for the English survey was 21.9%.

Out of the 158 French surveys, 38 surveys were returned (4 for Form 1; 8 for Form 2; 8 for Form 3; 6 for Form 4; 8 for Form 5; and 4 for Form 6). A total of two surveys were identified as undeliverable due to incorrect email addresses. Therefore, the adjusted return rate was 24.4%. There were 10 individuals who did not qualify for survey ratings due to previously mentioned reasons. After adjusting for removals, the analyzable response rate for the French survey was 17.9%.



## RN Practice Analysis Nonrespondent Study

In order to ensure the validity of the results, NCSBN conducted an email survey of nonrespondents to determine if those RNs not responding would have rated the survey activity statements differently. If there were no systematic differences in respondents versus nonrespondents, there would be further evidence signifying that the survey results are unbiased, which supports the validity of the 2024 Canadian RN Practice Analysis results. The nonrespondents rated the activity statements similarly to the respondents, lending support for the validity of the results. See [Appendix B](#) for a full report of the nonrespondent study.

### Summary

A panel of 10 RNs, subject matter experts in the practice of newly licensed/registered RNs, met and created a comprehensive list of RN activity statements. A survey was developed and revised before being sent to 12,337 RNs who passed the NCLEX-RN for Canadian licensure/registration between April 8, 2023, and Feb. 15, 2024. The analyzable survey response rate was 21.9% for the English survey and 17.9% for the French survey. This practice analysis contains the responses of 2,670 newly licensed/registered RNs (including both the English and French versions of the survey).

## DEMOGRAPHICS, EXPERIENCES AND PRACTICE ENVIRONMENTS OF PARTICIPANTS

### Demographics/Past Experiences

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

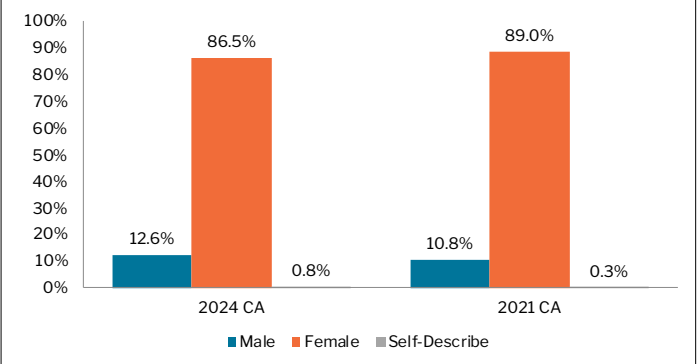
#### Age and Gender

The majority of survey respondents (86.5%) reported their gender as female, which was a slight decrease from the percentage identified in the 2021 Canadian RN Practice Analysis (NCSBN, 2022). See **Figure 1** for gender. The age of respondent nurses averaged 30.4 years (SD = 8.0 years), which is higher than the average of 28.1 years (SD = 6.8 years) from the 2021 Canadian RN Practice Analysis.

#### Race/Ethnicity of Newly Licensed/Registered RNs

Survey respondents reported their race/ethnicity as follows: 44.2% White, 17.6% Filipino, 12.6% South Asian, 9.8% Black and 5.0% Chinese. There was a decrease in

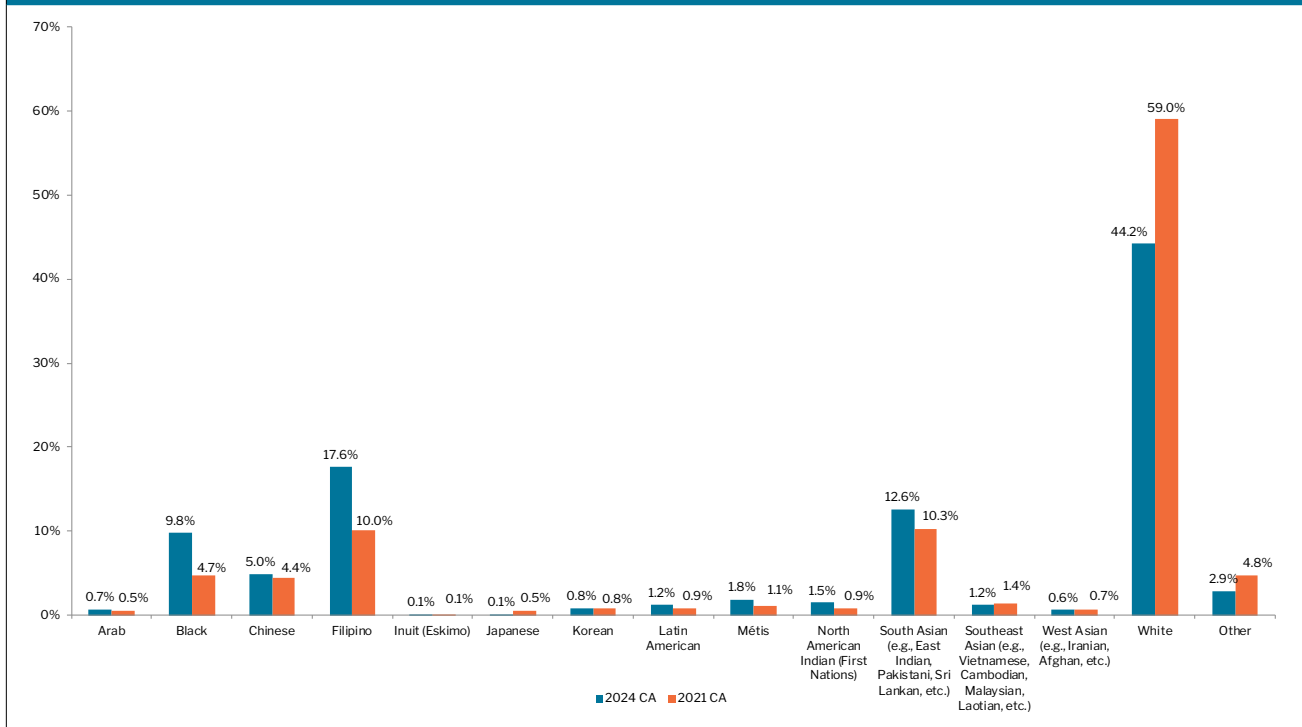
**Figure 1. Gender of Newly Licensed/Registered RNs**

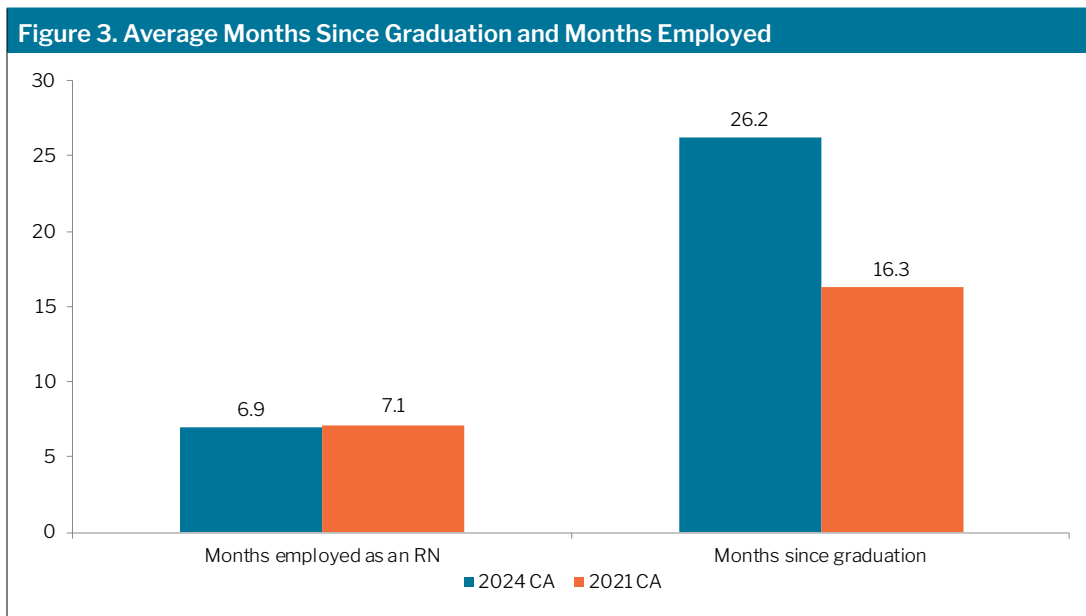


the percentage of respondents who reported their race/ethnicity as White compared to 2021. See **Figure 2** for race/ethnicity.

Of the respondents, 64.4% indicated English as their primary language, and 19.2% indicated both English and another language as their primary languages. The remaining 16.4% indicated another language (14.2%), French (1.6%) and both French and another language (0.6%).

**Figure 2. Race/Ethnicity of Newly Licensed/Registered RNs**





### Educational Background

Newly licensed/registered RNs listed obtaining a baccalaureate degree most frequently (72.6%) as the educational preparation for initial RN licensure/registration.

### Previous RPN/LPN/VN or UAP Experience

Respondents reported working an average of 6.9 months as an RN in Canada and reported being an average of 26.2 months post graduation. The average number of months post graduation in 2024 increased from 2021. This number is most likely due to the increase in the number of respondents who attended programs not located in Canada (or other); these respondents indicated a greater number of months since graduation than Canadian-educated respondents did. See [Figure 3](#).

Approximately 22.8% reported previous experience as a registered practical nurse (RPN) or licensed practical nurse/vocational nurse (LPN/VN), and 45.1% reported previous experience as unlicensed assistive personnel (UAP). The average experience in those positions was 5.6 years as an RPN/LPN/VN and 2.0 years as a UAP. The data are presented in [Table 2](#).

**Table 2. Average Years RPN/LPN/VN or UAP Experience**

	2024 CA		2021 CA	
	Yrs. Exp.	%*	Yrs. Exp.	%*
RPN/LPN/VN	5.6	22.8	4.5	17.1
UAP	2.0	45.1	1.5	38.2

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

**Table 3. Type and Length of Orientation**

	2024 CA		2021 CA	
	%	Avg. Weeks	%	Avg. Weeks
No formal orientation	2.7	NA	3.4	NA
Classroom instruction/skills lab work only	1.2	2.1	1.4	1.9
Classroom and/or skills lab plus supervised work with clients	19.0	4.5	18.9	3.7
Work with an assigned preceptor(s) or mentor(s) with or without additional classroom or skills lab work	68.3	5.6	67.9	4.4
A formal internship/residency with or without additional classroom instruction/skills lab work	3.9	6.8	3.8	9.7
Other	5.1	4.3	4.7	3.6

## Orientation

The majority of newly licensed/registered RNs (97.3%) received some form of formal orientation. No formal orientation was reported by 2.7%, and 3.9% reported having only a formal internship with or without additional classroom or skills lab work for their orientation. Newly licensed/registered RNs reported working with an assigned preceptor (68.3%) for an average of 5.6 weeks, and 19.0% reported having a classroom and/or skills lab plus supervised work with clients for an average of 4.5 weeks. See [Table 3](#) for orientation type and length.

## Certifications Earned

In the current study, 98.1% of respondents reported earning additional certification or completing additional coursework. Basic Life Support (94.3%), Intravenous Therapy (36.9%) and Advanced Cardiac Life Support (24.9%) were the most frequently reported certifications. See [Table 4](#) for a complete list of additional coursework and/or certifications completed. To compare with 2024, 2021 results have been recalculated by excluding the missing responses. Survey respondents could select more than one certification, resulting in a sum greater than 100%.

## Work Settings

### Facilities

The majority of newly licensed/registered RNs (81.3%) reported working in hospitals. Only 9.8% reported working in long-term care, and 6.7% reported working in community-based or ambulatory care facilities/organizations. The data are presented in [Table 5](#).

Related to the size of the facilities in which respondents work, the bulk of newly licensed/registered RNs indicated working in hospitals with at least 100 beds. Overall, the number of beds reported in hospitals or nursing homes was most commonly distributed among 500 or more beds (21.1%), 100-299 beds (19.8%) and 300-499 beds (14.4%). Approximately 21.1% of respondents indicated working in facilities containing

**Table 4. Additional Coursework/Certification**

Type of Additional Coursework/ Certification	2024 CA	2021 CA
	%	%
Advanced Cardiac Life Support (ACLS)	24.9	22.3
Basic Life Support (BLS/CPR)	94.3	78.9
Behavioral Management	16.5	13.5
Cardiac Care	11.4	14.8
Chemotherapy	1.8	1.6
Community Health	3.7	NA
Critical Care	9.3	7.2
Dialysis	3.7	3.8
Intravenous Therapy	36.9	37.7
Moderate Sedation	5.8	5.3
Neonatal Advanced Life Support	2.8	1.4
Neonatal Resuscitation	11.2	9.5
Palliative Care	12.4	NA
Pediatric Advanced Life Support (PALS)	7.5	4.0
Rehabilitation	2.6	2.8
None	1.9	9.9
Other	18.5	21.0

*Note: Respondents could select all that apply.*

**Table 5. Employment Facilities**

Type of Facility/Organization	2024 CA	2021 CA
	%	%
Hospital	81.3	79.6
Long-term care facility	9.8	10.4
Community-based or ambulatory care facility/organization (including public health department, home health, clinics, school, prison, etc.)	6.7	7.5
Other	2.2	2.4

fewer than 100 beds (12.9% reported fewer than 50 beds, and 8.2% reported 50-99 beds).

The majority of newly licensed/registered RNs (68.2%) reported working in urban or metropolitan areas; 16.8% work in rural areas, and 14.9% work in suburban areas. Data for the size and location of the facilities where respondents reported working is presented in [Table 6](#).

**Table 6. Employment Setting Characteristics**

Type of Facility/Organization	2024 CA	2021 CA
	%	%
Number of Hospital or Nursing Home Beds		
Less than 50 beds	12.9	13.5
50–99 beds	8.2	9.4
100–299 beds	19.8	20.5
300–499 beds	14.4	14.7
500 or more beds	21.1	20.3
I do not know	15.7	14.8
I do not work in a hospital or long-term care facility	7.9	6.8
Location of Employment Setting		
Urban/Metropolitan area	68.2	60.8
Suburban	14.9	19.1
Rural	16.8	20.1

## Practice Settings

Newly licensed/registered RNs reported working in the medical-surgical (43.2%) and critical care (18.8%) settings most frequently. Compared to the 2021 results, there was a decrease in the medical-surgical results and an increase in the critical care results. Some other commonly reported settings include long-term care (e.g., nursing home, skilled or immediate care) (12.2%), psychiatry or any of its subspecialties (detox, inpatient, outpatient) (7.3%), pediatrics (7.0%), palliative care (5.8%), and labor and delivery (5.0%). The data are presented in [Table 7](#). To compare with 2024, 2021 results have been recalculated by excluding the missing responses.

## Client Health Conditions

Newly licensed/registered RNs reported caring for clients with acute conditions, including clients with medical, surgical, obstetrical or critical conditions (70.1%), clients with stable chronic conditions (59.3%), clients with behavioral/emotional conditions (54.5%) and clients with unstable chronic conditions (50.7%). There were some slight increases and decreases in the percentages of nurses who reported providing care for

**Table 7. Practice Settings**

Type of Facility/Organization	2024 CA	2021 CA
	%	%
Ambulatory care, physician office or clinics	4.2	3.3
Critical care	18.8	13.6
Home health	3.3	3.3
Hospice	0.7	0.8
Inpatient medical-surgical	43.2	49.1
Labor and delivery	5.0	4.8
Long-term care	12.2	13.1
Operating room	2.7	2.2
Palliative care	5.8	8.9
Pediatric	7.0	5.9
Psychiatry or subspecialties (detox, inpatient, outpatient)	7.3	6.7
Public health/Occupational health	1.0	3.3
Rehabilitation	3.5	3.9
Residential	1.0	1.0
Other	17.6	15.1

*Note: Respondents could select two answers.*

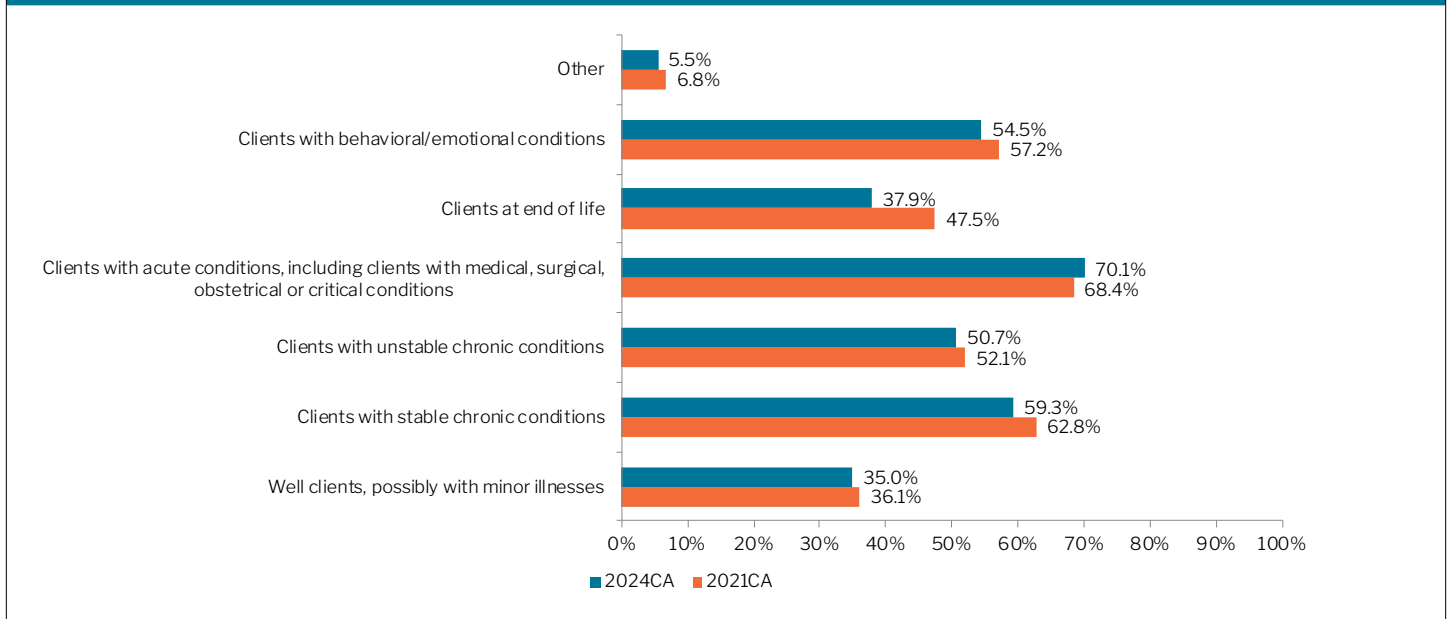
clients within each type of health condition included in the survey when compared to 2021. Survey respondents could select more than one option, resulting in a sum greater than 100%. See [Figure 4](#) for data on client health conditions. To compare with 2024, 2021 results have been recalculated by excluding the missing responses.

## Client Ages

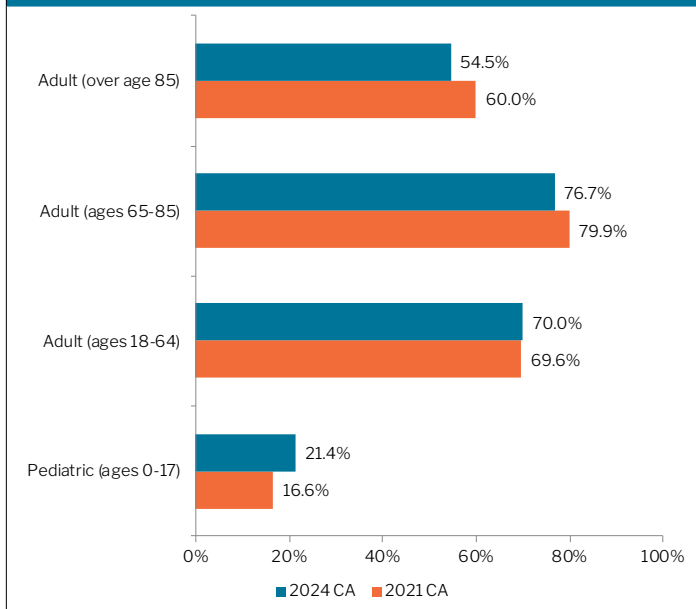
The majority of newly licensed/registered RNs reported caring for older adults aged 65 to 85 (76.7%), adults aged 18 to 64 (70.0%), older adults over age 85 (54.5%) and pediatric clients (ages 0 to 17) (21.4%). See [Figure 5](#) for data on client ages. To compare with 2024, 2021 results have been recalculated by excluding the missing responses. Survey respondents could select more than one age range, resulting in a sum greater than 100%.

On average, the respondents were responsible for 11.1 clients on their last workday with a standard deviation of 24.7.

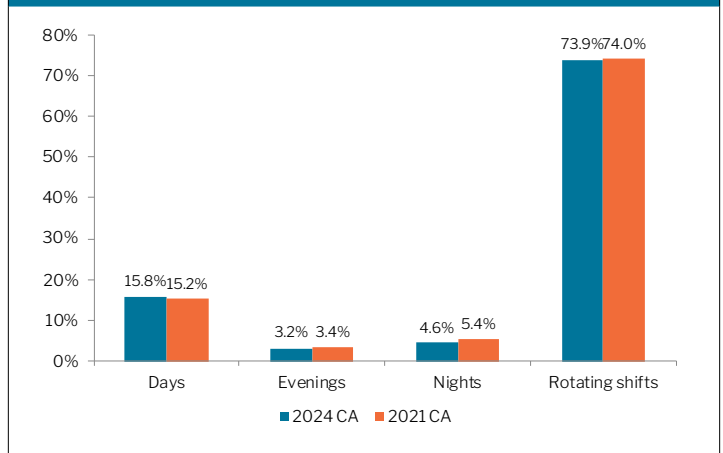
**Figure 4. Client Health Conditions**



**Figure 5. Client Ages**



**Figure 6. Shifts Worked by Newly Licensed/Registered RNs**



On a typical workday, the majority of the respondents (70.2%) worked a 12-hour shift, 22.3% worked an 8-hour shift, while 5.9% worked a combination of 8- and 12-hour shifts.

**Shifts Worked**

The shifts most commonly worked by newly licensed/registered RNs were rotating shifts (73.9%) and days (15.8%). Only 4.6% reported working nights, and only 3.2% reported evenings. See **Figure 6** for shifts reported. Note that a very small number of respondents selected “other” for shifts worked, and these responses are not reflected in **Figure 6**.

**Time Spent in Different Categories of Nursing Activities**

Respondents were asked to record the number of hours they spent performing specific categories of activities (see **Table 8**). 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

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

Categories of Activities		2024 CA	2024 CA	2024 CA	2021 CA
		Average Hours	Proportion of Work Hours	Standardized Proportion	Standardized Proportion
Management of Care	Provide and direct nursing care that enhances the care delivery setting to protect clients and health care personnel.	5.44	35.4%	16.3%	16.3%
Safety and Infection Prevention and Control	Protect clients and health care personnel from health and environmental hazards.	3.68	24.0%	11.0%	12.3%
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.	3.75	24.4%	11.2%	11.5%
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.	3.75	24.4%	11.2%	11.6%
Basic Care and Comfort	Provide comfort and assistance in the performance of activities of daily living.	4.20	27.4%	12.6%	12.4%
Pharmacological and Parenteral Therapies	Provide care related to the administration of medications and parenteral therapies.	4.11	26.7%	12.3%	12.0%
Reduction of Risk Potential	Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures.	3.66	23.9%	11.0%	10.8%
Physiological Adaptation	Manage and provide care for clients with acute, chronic or life-threatening physical health conditions.	4.78	31.1%	14.3%	13.5%

nurses often perform multiple activities simultaneously, such as teaching while giving medications or providing emotional support while giving 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 NCLEX-RN® 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/registered RNs reported spending the greatest amount of time in management of care (16.3%), physiological adaptation (14.3%), basic care and comfort (12.6%), and pharmacological and parenteral therapies (12.3%). The relatively least amount of time was reportedly spent on safety and infection prevention (11.0%), health promotion and maintenance (11.2%), psychosocial integrity (11.2%)

and reduction of risk potential (11.0%). Compared to the 2021 survey, there were only very slight variations in time spent for almost all categories of activities.

### **Administrative Responsibilities/Primary Administrative Position**

The newly licensed/registered RNs responding to the practice analysis survey were asked if they had administrative responsibilities in their nursing position such as being a unit manager, a team leader, charge nurse or coordinator. If RNs reported having such responsibilities, they were asked if they had a primary administrative position. Of the respondents, 36.5% reported having administrative responsibilities, and of those, 8.7% reported having a primary administrative position. RNs working in long-term care facilities were far more likely to report having administrative

**Table 9. Administrative Responsibilities**

	2024 CA		2021 CA	
	Administrative Responsibility	Primary Administrative Position*	Administrative Responsibility	Primary Administrative Position*
Facilities	%	%	%	%
All	36.5	8.7	40.9	76.6
Hospital	29.7	3.7	33.2	72.0
Long-term care	82.6	18.3	91.9	83.2
Community-based care	46.7	16.7	46.1	87.8
Other	50.0	26.7	58.6	82.4

\* Percent of all relevant respondents.

responsibilities than RNs working in hospitals (82.6% in long-term care compared to 29.7% in hospitals). In addition, RNs working in long-term care with administrative responsibilities were more likely to report being in a primary administrative position than those working in hospitals (18.3% in long-term care compared to 3.7% in hospitals). Of the RNs working in community-based settings, 46.7% reported having administrative responsibilities. Of those respondents, 16.7% reported holding a primary administrative position. The data are presented in [Table 9](#).

## Summary

The newly licensed/registered RNs responding to the 2024 Canadian RN Practice Analysis survey were primarily female with an average age of 30.4 years. The majority worked rotating or day shifts in medical-surgical or critical care units of hospitals. The majority of respondents were provided an orientation with an assigned preceptor or mentor for an average of 5.6 weeks. The respondents cared mostly for adults with acute or chronic conditions who were 65 to 85 years of age or 18 to 64 years of age.



## ACTIVITY STATEMENT PERFORMANCE FINDINGS

Findings relative to the activities performed by newly licensed/registered registered nurses (RNs) in Canada are presented in this section of the report. The methods used to collect and analyze activity statement findings, applicability to practice settings, frequency of performance, importance of the activities and relevance to clinical judgment are discussed. A validation of survey findings with estimates provided by the subject matter expert (SME) panel is also provided.

### Overview of Methods

See the section on overview of methods in [Part 1](#) for more details.

### Activity Performance Characteristics

#### Reliability

Reliability indices were calculated to assess the survey's capability to measure the activities relevant to safe and effective practice of newly licensed/registered RNs. Standardized Cronbach's alpha coefficients were calculated for frequency and importance ratings for the survey. The survey had an average reliability index of 0.93 for frequency, 0.92 for importance and 0.92 for relevance to clinical judgment ratings. These high reliability indices indicate the survey is reliably measuring the nursing activities necessary for competent RN practice. See [Table 10](#).

### Subject Matter Expert (SME) Panel Validation of Survey Findings

The SME panel for the 2024 RN Practice Analysis was asked to provide independent ratings of the 149 activity statements. SMEs estimated the percentage of newly licensed/registered RNs performing the activities within their practice settings, the average setting-specific frequency with which the activities were performed during one day, the average importance of the activities and the average relevance of clinical judgment to 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. There were no differences greater than 0.90 with respect to importance between the SME ratings and the newly licensed/registered RNs in Canada. In general, the importance ratings of SMEs and survey respondents were somewhat similar; however, respondents regarded most of the activity statements as more important than the SMEs did.

### Applicability of Activities to Practice Setting

The percentages of newly licensed/registered RNs indicating that the activities were applicable are included in [Table 11](#). The activities ranged from 24.8%

**Table 10. Reliability Estimates**

Form	Frequency			Importance			Clinical Judgment		
	N Items	N Cases	Scale Reliability	N Items	N Cases	Scale Reliability	N Items	N Cases	Scale Reliability
Form 1	25	444	0.95	25	444	0.91	25	444	0.91
Form 2	25	474	0.93	25	474	0.92	25	474	0.94
Form 3	25	431	0.91	25	431	0.92	25	431	0.92
Form 4	25	423	0.93	25	423	0.93	25	423	0.93
Form 5	25	449	0.93	25	449	0.91	25	449	0.91
Form 6	24	449	0.91	24	449	0.91	24	449	0.90

applicability (i.e., 24.8% of the respondents reported that the activity was performed within their work settings) to 100%. The activities with the lowest percentage of applicability were “Provide care and education to an antepartum client or a client in labor” (24.8%), “Implement and monitor phototherapy” (28.1%) and “Provide prenatal care and education” (30.9%). There were seven activities with the highest percentage of applicability (100%). Some of those activities were “Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression,” “Organize workload to manage time effectively” and “Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions).”

### Frequency of Activity Performance

Respondents were asked to rate the frequency of performance of all activities that were applicable to their work settings. Newly licensed/registered RNs reported how frequently they performed the activity on the last day they worked using a six-point scale: “0 times” to “5 times or more.” 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 respondents providing ratings (i.e., respondents indicating that the activity applied to their work setting). The total group frequency was calculated by including the missing frequency ratings (i.e., respondents 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 11](#) for setting-specific and total group frequency.

### Setting-Specific

Average setting-specific frequencies ranged from 1.62 to 4.88. The activities performed with the lowest

frequencies were “Perform and manage care of client receiving peritoneal dialysis” (1.62), “Perform postmortem care” (1.69) and “Implement and monitor phototherapy” (1.97). The activities with the highest setting-specific average frequencies of performance were “Prepare and administer medications using rights of medication administration” (4.88), “Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)” (4.86) and “Provide care within the legal scope of practice” (4.83).

### Total Group

Average total group frequencies ranged from 0.55 to 4.86. The activities performed with the lowest total group frequency were “Implement and monitor phototherapy” (0.55), “Provide care and education to an antepartum client or a client in labor” (0.59) and “Perform and manage care of client receiving peritoneal dialysis” (0.65). The activities performed with the overall highest frequencies were “Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)” (4.86), “Prepare and administer medications using rights of medication administration” (4.82) and “Provide care within the legal scope of practice” (4.81).

### Importance of Activity Performance

Respondents were asked to rate the importance of performing each nursing activity in regard to the maintenance of client safety and/or threat of complications or distress. Respondents were further requested to consider the importance of activity performance in terms of client safety, namely risk of unnecessary complications, impairment of function or serious distress to clients. Importance ratings were recorded using a 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 respondents providing

Table 11. Activity Applicability to Setting and Average Frequency of Performance								
Activity #	Activity	Apply to Setting (%)	Average Frequency (Setting-Specific)			Average Frequency (Total Group)		
			N	Avg.	Std. Err.	N	Avg.	Std. Err.
1	Perform procedures necessary to safely admit, transfer and/or discharge a client	98.7	303	3.74	0.10	307	3.69	0.10
2	Provide and receive handoff of care (report) on assigned clients	98.0	335	4.21	0.07	342	4.12	0.07
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	93.3	263	3.62	0.10	282	3.38	0.11
4	Advocate for client rights and needs	99.3	271	3.82	0.08	273	3.79	0.09
5	Prioritize the delivery of client care based on acuity	99.0	301	4.56	0.05	304	4.51	0.06
6	Participate in performance improvement projects and quality improvement processes	78.7	200	2.36	0.12	254	1.86	0.11
7	Identify and collaborate with multidisciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker)	99.3	305	4.11	0.08	307	4.08	0.08
8	Receive, verify and implement health care provider orders	99.7	341	4.53	0.06	342	4.51	0.06
9	Integrate advance directives into client plan of care	88.7	250	3.18	0.11	282	2.82	0.12
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	100.0	273	4.14	0.09	273	4.14	0.09
11	Verify the client receives education and consents for care and procedures	99.3	302	4.02	0.08	304	3.99	0.08
12	Provide education to clients and staff about client rights and responsibilities	96.1	244	3.44	0.11	254	3.30	0.11
13	Assess the need for referrals and obtain necessary orders	96.1	295	3.75	0.10	307	3.61	0.10
14	Initiate, evaluate and update client plan of care	97.1	332	3.95	0.08	342	3.83	0.09
15	Maintain client confidentiality and privacy (e.g., social media, disclosure of information)	99.3	280	4.57	0.07	282	4.54	0.07
16	Recognize limitations of self and others and utilize resources	99.6	272	3.92	0.08	273	3.91	0.08
17	Report client conditions as required by law (e.g., abuse/neglect, communicable diseases)	84.2	256	2.27	0.13	304	1.91	0.12
18	Manage conflict among clients and staff	90.6	230	2.47	0.12	254	2.23	0.12
19	Utilize resources to promote quality client care (e.g., evidence-based research, information technology, policies and procedures)	98.7	303	3.87	0.08	307	3.82	0.09
20	Recognize and report ethical dilemmas	93.9	321	2.37	0.11	342	2.23	0.11
21	Use approved terminology when documenting care	99.3	280	4.68	0.05	282	4.65	0.06
22	Organize workload to manage time effectively	100.0	273	4.60	0.05	273	4.60	0.05
23	Practice in a manner consistent with the nurses' code of ethics	99.7	303	4.74	0.04	304	4.73	0.05
24	Provide care within the legal scope of practice	99.6	253	4.83	0.04	254	4.81	0.05
25	Practice and advocate for quality and cost-effective care	95.8	294	3.39	0.10	307	3.24	0.11
26	Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)	100.0	342	4.86	0.03	342	4.86	0.03
27	Protect client from injury	99.6	281	4.64	0.06	282	4.62	0.06

**Table 11. Activity Applicability to Setting and Average Frequency of Performance**

Activity #	Activity	Apply to Setting (%)	Average Frequency (Setting-Specific)			Average Frequency (Total Group)		
			N	Avg.	Std. Err.	N	Avg.	Std. Err.
28	Verify appropriateness and accuracy of a treatment order	100.0	273	4.10	0.08	273	4.10	0.08
29	Follow procedures for handling biohazardous and hazardous materials	98.0	298	3.87	0.09	304	3.79	0.09
30	Follow security plan and procedures (e.g., newborn security, violence, controlled access, environmental)	92.9	236	3.31	0.12	254	3.08	0.12
31	Use ergonomic principles when providing care	98.4	302	3.99	0.09	307	3.93	0.09
32	Acknowledge and document practice errors and near misses	91.5	313	2.25	0.12	342	2.06	0.11
33	Properly identify client when providing care	99.6	281	4.78	0.04	282	4.76	0.05
34	Facilitate appropriate and safe use of equipment	99.6	272	4.06	0.08	273	4.04	0.09
35	Educate client on safety concerns	99.0	301	4.03	0.08	304	3.99	0.09
36	Participate in emergency planning and response	85.0	216	2.25	0.13	254	1.91	0.12
37	Follow requirements when using restraints	79.5	244	2.85	0.13	307	2.26	0.12
38	Educate client and staff regarding infection prevention measures	95.9	328	3.09	0.11	342	2.96	0.11
39	Assess client for allergies and intervene as needed	96.5	272	3.93	0.10	282	3.79	0.10
40	Report, intervene and/or escalate unsafe practice of staff (e.g., substance misuse, improper care, staffing practices)	83.5	228	2.23	0.13	273	1.86	0.12
41	Assess client care environment	97.4	296	4.39	0.07	304	4.27	0.08
42	Promote staff and workplace safety	97.6	248	3.77	0.10	254	3.68	0.11
43	Provide prenatal care and education	30.9	95	2.45	0.22	307	0.76	0.09
44	Plan and/or participate in community health education	71.6	245	2.43	0.13	342	1.74	0.11
45	Perform targeted screening assessments (e.g., vision, nutrition, depression)	93.6	264	3.50	0.10	282	3.28	0.11
46	Educate client about prevention and treatment of high-risk health behaviors	96.7	264	3.30	0.11	273	3.19	0.11
47	Educate client about preventive care and health maintenance recommendations	96.7	294	3.56	0.10	304	3.44	0.10
48	Provide postpartum care and education	35.4	90	2.12	0.23	254	0.75	0.10
49	Perform comprehensive health assessments	97.4	299	4.51	0.06	307	4.39	0.07
50	Assess client's readiness to learn, learning preferences and barriers to learning	96.2	329	3.44	0.09	342	3.31	0.10
51	Provide care and education for the newborn, infant and toddler client from birth through 2 years	35.1	99	3.20	0.21	282	1.12	0.12
52	Provide care and education for the preschool, school-age and adolescent client ages 3 through 17 years	39.6	108	2.78	0.20	273	1.10	0.11
53	Provide care and education for the adult client ages 18 through 64 years	91.1	277	4.46	0.07	304	4.07	0.10
54	Provide care and education for the adult client ages 65 years and over	90.6	230	4.57	0.07	254	4.13	0.11
55	Assess client ability to manage care in home environment and plan care accordingly	88.6	226	3.21	0.12	255	2.85	0.13

**Table 11. Activity Applicability to Setting and Average Frequency of Performance**

Activity #	Activity	Apply to Setting (%)	Average Frequency (Setting-Specific)			Average Frequency (Total Group)		
			N	Avg.	Std. Err.	N	Avg.	Std. Err.
56	Assess and educate clients about health risks based on family, population and community	92.0	263	3.03	0.12	286	2.79	0.12
57	Provide care and education to an antepartum client or a client in labor	24.8	62	2.37	0.28	250	0.59	0.09
58	Provide resources to minimize communication and learning barriers	94.5	224	3.01	0.12	237	2.84	0.13
59	Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial)	96.3	233	3.52	0.11	242	3.39	0.11
60	Assess client for abuse or neglect and report, intervene and/or escalate	87.7	192	2.41	0.14	219	2.11	0.14
61	Assess client for substance misuse and/or toxicities and intervene as appropriate (e.g., dependency, withdrawal)	87.5	223	2.83	0.13	255	2.47	0.13
62	Provide care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating disorders)	92.3	264	3.38	0.10	286	3.12	0.11
63	Promote a therapeutic environment	99.6	249	4.55	0.06	250	4.53	0.06
64	Incorporate client cultural practices and beliefs when planning and providing care	98.7	234	3.12	0.12	237	3.08	0.12
65	Provide end-of-life care and education to clients	83.5	202	2.57	0.13	242	2.15	0.13
66	Assess the potential for violence and use safety precautions	97.7	214	3.35	0.12	219	3.27	0.13
67	Assess client support system to aid in plan of care	94.5	241	3.36	0.11	255	3.18	0.11
68	Assess client's ability to cope with life changes and provide support	96.5	276	3.36	0.11	286	3.24	0.11
69	Use therapeutic communication techniques	100.0	250	4.69	0.05	250	4.69	0.05
70	Incorporate behavioral management techniques when caring for a client	96.6	229	3.53	0.11	237	3.41	0.11
71	Recognize nonverbal cues to physical and/or psychological stressors	99.6	241	4.07	0.09	242	4.05	0.09
72	Provide appropriate care for a client experiencing visual, auditory and/or cognitive alterations	96.3	211	3.91	0.11	219	3.77	0.12
73	Provide care for a client experiencing grief or loss	87.1	222	2.27	0.12	255	1.97	0.12
74	Assess client performance of activities of daily living and assist when needed	96.9	277	4.03	0.08	286	3.91	0.09
75	Provide client nutrition through tube feedings	81.2	203	3.31	0.14	250	2.69	0.14
76	Perform postmortem care	70.5	167	1.69	0.15	237	1.19	0.12
77	Perform irrigations (e.g., of bladder, ear, eye)	81.4	197	2.37	0.14	242	1.93	0.13
78	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning)	97.7	214	4.13	0.10	219	4.04	0.10
79	Perform skin assessment and implement measures to maintain skin integrity	96.9	247	4.14	0.09	255	4.01	0.10
80	Assess and manage client with an alteration in bowel and bladder elimination	94.1	269	4.01	0.09	286	3.77	0.10
81	Apply, maintain or remove orthopedic devices	63.6	159	2.70	0.15	250	1.72	0.13

**Table 11. Activity Applicability to Setting and Average Frequency of Performance**

Activity #	Activity	Apply to Setting (%)	Average Frequency (Setting-Specific)			Average Frequency (Total Group)		
			N	Avg.	Std. Err.	N	Avg.	Std. Err.
82	Maintain client dignity and privacy during care	99.6	236	4.71	0.05	237	4.69	0.05
83	Provide nonpharmacological comfort measures	99.2	240	4.18	0.08	242	4.14	0.08
84	Evaluate the client's nutritional status and intervene as needed	97.3	213	3.71	0.11	219	3.61	0.11
85	Assess client's sleep/rest pattern and intervene as needed	92.9	237	3.21	0.12	255	2.98	0.12
86	Evaluate client's intake and output and intervene as needed	96.2	275	4.05	0.09	286	3.89	0.10
87	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	94.8	237	4.01	0.10	250	3.80	0.11
88	Assess client for pain and intervene as appropriate	99.2	235	4.63	0.06	237	4.59	0.07
89	Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupressure, supplements)	72.7	176	2.27	0.15	242	1.65	0.12
90	Evaluate appropriateness and accuracy of medication order for client	99.1	217	4.46	0.08	219	4.42	0.08
91	Prepare and administer medications using rights of medication administration	98.8	252	4.88	0.04	255	4.82	0.05
92	Perform calculations needed for medication administration	97.6	279	4.02	0.09	286	3.92	0.09
93	Monitor intravenous infusion and maintain site	90.0	225	4.48	0.08	250	4.04	0.11
94	Handle and administer controlled substances within regulatory guidelines	96.6	229	4.41	0.09	237	4.26	0.10
95	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	99.2	240	4.63	0.06	242	4.59	0.07
96	Titrate dosage of medication based on assessment and ordered parameters	91.8	201	3.69	0.13	219	3.39	0.13
97	Administer blood products and evaluate client response	82.0	209	2.37	0.14	255	1.95	0.13
98	Access and/or maintain central venous access devices	83.6	239	3.58	0.12	286	2.99	0.13
99	Educate client about medications	96.8	242	4.34	0.08	250	4.20	0.09
100	Evaluate client response to medication	98.7	234	4.59	0.07	237	4.53	0.07
101	Administer parenteral nutrition and evaluate client response	74.8	181	2.99	0.16	242	2.24	0.14
102	Administer medications for pain management	98.2	215	4.62	0.07	219	4.53	0.08
103	Participate in medication reconciliation process	87.0	201	2.88	0.14	231	2.51	0.14
104	Handle and maintain medication in a safe and controlled environment	98.9	266	4.82	0.04	269	4.77	0.05
105	Handle and administer high-risk medications safely	97.3	219	4.29	0.09	225	4.17	0.10
106	Dispose of medications safely	100.0	220	4.30	0.09	220	4.30	0.09
107	Assess and respond to changes and trends in client vital signs	100.0	221	4.49	0.08	221	4.49	0.08
108	Perform focused assessments	99.5	209	4.64	0.06	210	4.61	0.07
109	Recognize trends and changes in client condition and intervene as needed	99.1	229	4.24	0.09	231	4.20	0.09
110	Monitor the results of diagnostic testing and intervene as needed	98.1	264	4.09	0.08	269	4.01	0.09

**Table 11. Activity Applicability to Setting and Average Frequency of Performance**

Activity #	Activity	Apply to Setting (%)	Average Frequency (Setting-Specific)			Average Frequency (Total Group)		
			N	Avg.	Std. Err.	N	Avg.	Std. Err.
111	Perform testing within scope of practice (e.g., electrocardiogram, point-of-care testing, fetal monitoring)	71.6	161	3.75	0.14	225	2.68	0.15
112	Evaluate client responses to procedures and treatments	99.5	219	4.41	0.08	220	4.39	0.08
113	Provide preoperative and postoperative education	76.9	170	3.09	0.14	221	2.38	0.14
114	Provide preoperative care	74.8	157	2.84	0.16	210	2.12	0.15
115	Manage client during a procedure with moderate sedation	64.1	148	2.36	0.17	231	1.51	0.13
116	Obtain blood specimens	81.0	218	3.07	0.14	269	2.49	0.13
117	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	96.4	217	4.24	0.09	225	4.09	0.10
118	Educate client about treatments and procedures	99.5	219	4.20	0.09	220	4.18	0.09
119	Obtain specimens other than blood for diagnostic testing	96.4	213	3.38	0.13	221	3.26	0.13
120	Insert, maintain or remove a nasal/oral gastrointestinal tube	82.4	173	2.71	0.15	210	2.23	0.14
121	Insert, maintain or remove a urinary catheter	92.2	213	3.17	0.13	231	2.93	0.13
122	Insert, maintain or remove a peripheral intravenous line	86.6	233	3.82	0.11	269	3.30	0.12
123	Apply and/or maintain devices used to promote venous return (e.g., antiembolism stockings, sequential compression devices)	87.1	196	3.43	0.14	225	2.99	0.14
124	Manage client following a procedure with moderate sedation	81.8	180	3.05	0.15	220	2.50	0.14
125	Maintain percutaneous feeding tube	67.9	150	2.76	0.17	221	1.87	0.15
126	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	86.7	182	3.16	0.14	210	2.74	0.14
127	Perform emergency care procedures	84.4	195	2.32	0.15	231	1.96	0.14
128	Monitor and care for clients on a ventilator	44.6	120	2.15	0.20	269	0.96	0.11
129	Perform wound care and dressing change	94.7	213	3.75	0.12	225	3.55	0.13
130	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	55.0	121	2.18	0.19	220	1.20	0.13
131	Provide ostomy care and education (e.g., tracheal, enteral)	78.7	174	2.86	0.15	221	2.25	0.14
132	Provide postoperative care	78.1	164	3.15	0.15	210	2.46	0.15
133	Perform and manage care of client receiving peritoneal dialysis	40.3	93	1.62	0.22	231	0.65	0.10
134	Perform suctioning	79.6	214	2.65	0.14	269	2.11	0.13
135	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	76.0	171	2.99	0.15	225	2.28	0.14
136	Manage the care of a client on telemetry	60.5	133	3.32	0.17	220	2.00	0.15
137	Manage the care of a client with impaired ventilation/oxygenation	88.2	195	3.49	0.13	221	3.08	0.14
138	Maintain optimal temperature of client	97.6	205	3.88	0.12	210	3.79	0.12
139	Implement and monitor phototherapy	28.1	65	1.97	0.27	231	0.55	0.10
140	Manage the care of a client with a pacing device	65.1	175	2.09	0.15	269	1.36	0.12

**Table 11. Activity Applicability to Setting and Average Frequency of Performance**

Activity #	Activity	Apply to Setting (%)	Average Frequency (Setting-Specific)			Average Frequency (Total Group)		
			N	Avg.	Std. Err.	N	Avg.	Std. Err.
141	Monitor and maintain arterial lines	50.7	114	3.17	0.19	225	1.60	0.14
142	Manage the care of a client with a fluid and electrolyte imbalance	90.9	200	3.40	0.13	220	3.09	0.13
143	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis	83.3	184	3.24	0.14	221	2.70	0.14
144	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	95.7	201	4.16	0.10	210	3.98	0.11
145	Identify pathophysiology related to an acute or chronic condition	93.5	216	3.56	0.12	231	3.33	0.12
146	Manage the care of a client receiving hemodialysis or continuous renal replacement therapy	49.1	132	2.00	0.18	269	0.98	0.11
147	Recognize signs and symptoms of client complications and intervene	98.7	222	4.12	0.10	225	4.06	0.10
148	Educate client regarding an acute or chronic condition	96.4	212	3.69	0.11	220	3.55	0.12
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	43.9	97	2.32	0.23	221	1.02	0.13

**Table 12. Average Total Group and Setting-Specific Importance Ratings**

Activity #	Activity	Average Importance (Setting-Specific)			Average Importance (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
1	Perform procedures necessary to safely admit, transfer and/or discharge a client	303	4.49	0.04	307	4.47	0.04
2	Provide and receive handoff of care (report) on assigned clients	335	4.77	0.03	342	4.74	0.03
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	263	4.14	0.05	282	4.09	0.06
4	Advocate for client rights and needs	271	4.55	0.04	273	4.55	0.04
5	Prioritize the delivery of client care based on acuity	301	4.68	0.03	304	4.68	0.03
6	Participate in performance improvement projects and quality improvement processes	200	3.96	0.06	254	3.83	0.06
7	Identify and collaborate with multidisciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker)	305	4.52	0.04	307	4.51	0.04
8	Receive, verify and implement health care provider orders	341	4.86	0.02	342	4.85	0.02
9	Integrate advance directives into client plan of care	250	4.39	0.05	282	4.28	0.05
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	273	4.51	0.04	273	4.51	0.04
11	Verify the client receives education and consents for care and procedures	302	4.50	0.04	304	4.49	0.04
12	Provide education to clients and staff about client rights and responsibilities	244	4.44	0.04	254	4.42	0.04
13	Assess the need for referrals and obtain necessary orders	295	4.44	0.04	307	4.43	0.04
14	Initiate, evaluate and update client plan of care	332	4.39	0.04	342	4.36	0.04
15	Maintain client confidentiality and privacy (e.g., social media, disclosure of information)	280	4.74	0.04	282	4.74	0.04



**Table 12. Average Total Group and Setting-Specific Importance Ratings**

Activity #	Activity	Average Importance (Setting-Specific)			Average Importance (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
16	Recognize limitations of self and others and utilize resources	272	4.58	0.04	273	4.58	0.04
17	Report client conditions as required by law (e.g., abuse/neglect, communicable diseases)	256	4.48	0.04	304	4.44	0.04
18	Manage conflict among clients and staff	230	4.20	0.05	254	4.20	0.05
19	Utilize resources to promote quality client care (e.g., evidence-based research, information technology, policies and procedures)	303	4.47	0.04	307	4.46	0.04
20	Recognize and report ethical dilemmas	321	4.33	0.04	342	4.29	0.04
21	Use approved terminology when documenting care	280	4.51	0.04	282	4.50	0.04
22	Organize workload to manage time effectively	273	4.59	0.04	273	4.59	0.04
23	Practice in a manner consistent with the nurses' code of ethics	303	4.70	0.03	304	4.70	0.03
24	Provide care within the legal scope of practice	253	4.82	0.03	254	4.81	0.03
25	Practice and advocate for quality and cost-effective care	294	4.11	0.05	307	4.08	0.05
26	Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)	342	4.80	0.02	342	4.80	0.02
27	Protect client from injury	281	4.88	0.02	282	4.88	0.02
28	Verify appropriateness and accuracy of a treatment order	273	4.68	0.03	273	4.68	0.03
29	Follow procedures for handling biohazardous and hazardous materials	298	4.51	0.04	304	4.50	0.04
30	Follow security plan and procedures (e.g., newborn security, violence, controlled access, environmental)	236	4.53	0.04	254	4.44	0.05
31	Use ergonomic principles when providing care	302	4.42	0.05	307	4.39	0.05
32	Acknowledge and document practice errors and near misses	313	4.70	0.03	342	4.66	0.03
33	Properly identify client when providing care	281	4.84	0.03	282	4.84	0.03
34	Facilitate appropriate and safe use of equipment	272	4.53	0.04	273	4.53	0.04
35	Educate client on safety concerns	301	4.50	0.04	304	4.49	0.04
36	Participate in emergency planning and response	216	4.44	0.05	254	4.34	0.05
37	Follow requirements when using restraints	244	4.59	0.04	307	4.37	0.06
38	Educate client and staff regarding infection prevention measures	328	4.50	0.04	342	4.49	0.04
39	Assess client for allergies and intervene as needed	272	4.70	0.04	282	4.67	0.04
40	Report, intervene and/or escalate unsafe practice of staff (e.g., substance misuse, improper care, staffing practices)	228	4.59	0.04	273	4.57	0.04
41	Assess client care environment	296	4.45	0.04	304	4.42	0.04
42	Promote staff and workplace safety	248	4.58	0.04	254	4.56	0.04
43	Provide prenatal care and education	95	4.12	0.09	307	3.64	0.09
44	Plan and/or participate in community health education	245	4.20	0.05	342	3.96	0.06
45	Perform targeted screening assessments (e.g., vision, nutrition, depression)	264	4.30	0.05	282	4.24	0.05
46	Educate client about prevention and treatment of high-risk health behaviors	264	4.33	0.05	273	4.29	0.05
47	Educate client about preventive care and health maintenance recommendations	294	4.27	0.04	304	4.24	0.05
48	Provide postpartum care and education	90	4.10	0.12	254	3.78	0.09

**Table 12. Average Total Group and Setting-Specific Importance Ratings**

Activity #	Activity	Average Importance (Setting-Specific)			Average Importance (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
49	Perform comprehensive health assessments	299	4.82	0.02	307	4.81	0.03
50	Assess client's readiness to learn, learning preferences and barriers to learning	329	4.40	0.04	342	4.37	0.04
51	Provide care and education for the newborn, infant and toddler client from birth through 2 years	99	4.40	0.08	282	3.79	0.09
52	Provide care and education for the preschool, school-age and adolescent client ages 3 through 17 years	108	4.14	0.10	273	3.77	0.08
53	Provide care and education for the adult client ages 18 through 64 years	277	4.48	0.04	304	4.38	0.05
54	Provide care and education for the adult client ages 65 years and over	230	4.56	0.04	254	4.41	0.06
55	Assess client ability to manage care in home environment and plan care accordingly	226	4.31	0.05	255	4.22	0.06
56	Assess and educate clients about health risks based on family, population and community	263	4.17	0.05	286	4.13	0.05
57	Provide care and education to an antepartum client or a client in labor	62	4.40	0.10	250	3.78	0.10
58	Provide resources to minimize communication and learning barriers	224	4.23	0.05	237	4.15	0.05
59	Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial)	233	4.16	0.05	242	4.14	0.05
60	Assess client for abuse or neglect and report, intervene and/or escalate	192	4.57	0.04	219	4.52	0.05
61	Assess client for substance misuse and/or toxicities and intervene as appropriate (e.g., dependency, withdrawal)	223	4.49	0.05	255	4.45	0.05
62	Provide care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating disorders)	264	4.35	0.04	286	4.31	0.05
63	Promote a therapeutic environment	249	4.53	0.04	250	4.53	0.04
64	Incorporate client cultural practices and beliefs when planning and providing care	234	4.20	0.06	237	4.19	0.05
65	Provide end-of-life care and education to clients	202	4.29	0.05	242	4.15	0.06
66	Assess the potential for violence and use safety precautions	214	4.60	0.04	219	4.59	0.04
67	Assess client support system to aid in plan of care	241	4.28	0.05	255	4.25	0.05
68	Assess client's ability to cope with life changes and provide support	276	4.33	0.04	286	4.29	0.05
69	Use therapeutic communication techniques	250	4.57	0.04	250	4.57	0.04
70	Incorporate behavioral management techniques when caring for a client	229	4.25	0.05	237	4.23	0.06
71	Recognize nonverbal cues to physical and/or psychological stressors	241	4.47	0.05	242	4.47	0.05
72	Provide appropriate care for a client experiencing visual, auditory and/or cognitive alterations	211	4.52	0.04	219	4.47	0.05
73	Provide care for a client experiencing grief or loss	222	4.23	0.05	255	4.17	0.05
74	Assess client performance of activities of daily living and assist when needed	277	4.43	0.04	286	4.37	0.05
75	Provide client nutrition through tube feedings	203	4.60	0.04	250	4.37	0.07
76	Perform postmortem care	167	4.11	0.07	237	3.94	0.07
77	Perform irrigations (e.g., of bladder, ear, eye)	197	3.97	0.07	242	3.79	0.07
78	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning)	214	4.47	0.04	219	4.44	0.05

**Table 12. Average Total Group and Setting-Specific Importance Ratings**

Activity #	Activity	Average Importance (Setting-Specific)			Average Importance (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
79	Perform skin assessment and implement measures to maintain skin integrity	247	4.55	0.04	255	4.53	0.04
80	Assess and manage client with an alteration in bowel and bladder elimination	269	4.47	0.04	286	4.41	0.05
81	Apply, maintain or remove orthopedic devices	159	4.17	0.07	250	3.90	0.08
82	Maintain client dignity and privacy during care	236	4.60	0.04	237	4.58	0.04
83	Provide nonpharmacological comfort measures	240	4.29	0.05	242	4.28	0.05
84	Evaluate the client's nutritional status and intervene as needed	213	4.33	0.05	219	4.32	0.05
85	Assess client's sleep/rest pattern and intervene as needed	237	3.97	0.06	255	3.93	0.06
86	Evaluate client's intake and output and intervene as needed	275	4.55	0.04	286	4.51	0.04
87	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	237	4.54	0.04	250	4.46	0.05
88	Assess client for pain and intervene as appropriate	235	4.66	0.04	237	4.64	0.04
89	Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupuncture, supplements)	176	3.84	0.08	242	3.53	0.08
90	Evaluate appropriateness and accuracy of medication order for client	217	4.78	0.03	219	4.79	0.03
91	Prepare and administer medications using rights of medication administration	252	4.90	0.02	255	4.88	0.03
92	Perform calculations needed for medication administration	279	4.82	0.03	286	4.81	0.03
93	Monitor intravenous infusion and maintain site	225	4.66	0.04	250	4.57	0.05
94	Handle and administer controlled substances within regulatory guidelines	229	4.69	0.04	237	4.66	0.04
95	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	240	4.84	0.03	242	4.84	0.03
96	Titrate dosage of medication based on assessment and ordered parameters	201	4.71	0.04	219	4.62	0.05
97	Administer blood products and evaluate client response	209	4.85	0.03	255	4.75	0.05
98	Access and/or maintain central venous access devices	239	4.67	0.04	286	4.54	0.05
99	Educate client about medications	242	4.60	0.04	250	4.54	0.05
100	Evaluate client response to medication	234	4.69	0.03	237	4.66	0.04
101	Administer parenteral nutrition and evaluate client response	181	4.45	0.06	242	4.17	0.07
102	Administer medications for pain management	215	4.71	0.04	219	4.68	0.04
103	Participate in medication reconciliation process	201	4.36	0.05	231	4.29	0.06
104	Handle and maintain medication in a safe and controlled environment	266	4.81	0.03	269	4.80	0.03
105	Handle and administer high-risk medications safely	219	4.84	0.03	225	4.85	0.03
106	Dispose of medications safely	220	4.52	0.05	220	4.52	0.05
107	Assess and respond to changes and trends in client vital signs	221	4.83	0.03	221	4.83	0.03
108	Perform focused assessments	209	4.77	0.03	210	4.77	0.03
109	Recognize trends and changes in client condition and intervene as needed	229	4.83	0.03	231	4.82	0.03
110	Monitor the results of diagnostic testing and intervene as needed	264	4.69	0.03	269	4.67	0.04
111	Perform testing within scope of practice (e.g., electrocardiogram, point-of-care testing, fetal monitoring)	161	4.64	0.05	225	4.34	0.08
112	Evaluate client responses to procedures and treatments	219	4.70	0.04	220	4.68	0.04

**Table 12. Average Total Group and Setting-Specific Importance Ratings**

Activity #	Activity	Average Importance (Setting-Specific)			Average Importance (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
113	Provide preoperative and postoperative education	170	4.34	0.06	221	4.14	0.07
114	Provide preoperative care	157	4.34	0.06	210	4.10	0.08
115	Manage client during a procedure with moderate sedation	148	4.49	0.06	231	4.27	0.07
116	Obtain blood specimens	218	4.40	0.05	269	4.29	0.06
117	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	217	4.69	0.04	225	4.63	0.05
118	Educate client about treatments and procedures	219	4.53	0.04	220	4.53	0.04
119	Obtain specimens other than blood for diagnostic testing	213	4.35	0.05	221	4.30	0.06
120	Insert, maintain or remove a nasal/oral gastrointestinal tube	173	4.31	0.06	210	4.12	0.07
121	Insert, maintain or remove a urinary catheter	213	4.32	0.05	231	4.27	0.05
122	Insert, maintain or remove a peripheral intravenous line	233	4.45	0.04	269	4.36	0.05
123	Apply and/or maintain devices used to promote venous return (e.g., antiembolism stockings, sequential compression devices)	196	4.39	0.06	225	4.27	0.07
124	Manage client following a procedure with moderate sedation	180	4.53	0.05	220	4.42	0.06
125	Maintain percutaneous feeding tube	150	4.29	0.07	221	3.95	0.08
126	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	182	4.51	0.05	210	4.33	0.07
127	Perform emergency care procedures	195	4.70	0.05	231	4.61	0.06
128	Monitor and care for clients on a ventilator	120	4.73	0.05	269	4.46	0.07
129	Perform wound care and dressing change	213	4.47	0.05	225	4.44	0.06
130	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	121	4.47	0.07	220	4.15	0.08
131	Provide ostomy care and education (e.g., tracheal, enteral)	174	4.29	0.06	221	4.02	0.08
132	Provide postoperative care	164	4.50	0.05	210	4.32	0.07
133	Perform and manage care of client receiving peritoneal dialysis	93	4.34	0.09	231	3.91	0.09
134	Perform suctioning	214	4.52	0.05	269	4.39	0.06
135	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	171	4.32	0.07	225	4.06	0.08
136	Manage the care of a client on telemetry	133	4.57	0.05	220	4.24	0.08
137	Manage the care of a client with impaired ventilation/oxygenation	195	4.76	0.04	221	4.54	0.07
138	Maintain optimal temperature of client	205	4.40	0.05	210	4.38	0.06
139	Implement and monitor phototherapy	65	4.25	0.12	231	3.63	0.09
140	Manage the care of a client with a pacing device	175	4.43	0.06	269	4.26	0.06
141	Monitor and maintain arterial lines	114	4.63	0.07	225	4.20	0.09
142	Manage the care of a client with a fluid and electrolyte imbalance	200	4.64	0.05	220	4.50	0.06
143	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis	184	4.72	0.05	221	4.49	0.07
144	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	201	4.51	0.05	210	4.48	0.05
145	Identify pathophysiology related to an acute or chronic condition	216	4.45	0.05	231	4.35	0.06

**Table 12. Average Total Group and Setting-Specific Importance Ratings**

Activity #	Activity	Average Importance (Setting-Specific)			Average Importance (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
146	Manage the care of a client receiving hemodialysis or continuous renal replacement therapy	132	4.48	0.07	269	4.22	0.07
147	Recognize signs and symptoms of client complications and intervene	222	4.84	0.03	225	4.84	0.03
148	Educate client regarding an acute or chronic condition	212	4.46	0.05	220	4.37	0.06
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	97	4.49	0.09	221	4.08	0.09

frequency ratings for the activity statement (RNs indicating that the activity applied to their work setting). The total group importance was calculated by including all importance ratings regardless of applicability to work setting. The average importance rating for each of the 149 activities is included in [Table 12](#).

### Setting-Specific

Average setting-specific importance ratings ranged from 3.84 to 4.90. The activities with the lowest importance ratings were “Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupressure, supplements)” (3.84), “Participate in performance improvement projects and quality improvement processes” (3.96), and “Perform irrigations (e.g., of bladder, ear, eye)” (3.97). The activities with the highest importance ratings were “Prepare and administer medications using rights of medication administration” (4.90), “Protect client from injury” (4.88), and “Receive, verify and implement health care provider orders” (4.86).

### Total Group

Average total group importance ratings ranged from 3.53 to 4.88. The activities with the lowest importance ratings were “Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupressure, supplements)” (3.53), “Implement and monitor phototherapy” (3.63) and “Provide prenatal care and education” (3.64). The activities with the highest importance ratings were “Prepare and administer medications using rights of

medication administration” (4.88), “Protect client from injury” (4.88), and “Receive, verify and implement health care provider orders” (4.85).

### Clinical Judgment Relevancy of Activity Performance

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern and generate the best possible evidence-based solutions in order to deliver safe client care.

Respondents were asked to rate the relevancy of performing each nursing activity with regard to clinical judgment. Clinical judgment relevancy ratings were recording using a four-point scale of “1” (not relevant) to “4” (essential). Average clinical judgment relevance ratings were calculated in two ways: setting-specific and total group. Setting-specific clinical judgment relevance was calculated by averaging only the ratings of respondents who provided frequency ratings for the activity statements (RNs indicating that the activity applied to their work setting). The total group clinical judgment relevance was calculated by including all clinical judgment relevance ratings regardless of applicability to work setting. The average clinical judgment relevance rating for each of the 149 activities is included in [Table 13](#).

### Setting-Specific

Average setting-specific clinical judgment relevance ratings ranged from 2.93 to 3.93. The activities with the lowest clinical judgment relevance ratings were “Perform postmortem care” (2.93), “Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupressure, supplements)” (3.01) and “Assess client’s sleep/rest pattern and intervene as needed” (3.12). The activities with the highest clinical judgment relevance ratings were “Recognize trends and changes in client condition and intervene as needed” (3.93), “Recognize signs and symptoms of client complications and intervene” (3.93) and “Assess and respond to changes and trends in client vital signs” (3.90).

### Total Group

Average total group clinical judgment relevance ratings ranged from 2.83 to 3.93. The activities with the lowest clinical judgment relevance ratings were “Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupressure, supplements)” (2.83), “Perform postmortem care” (2.97) and “Implement and monitor phototherapy” (2.94). The activities with the highest clinical judgment relevance ratings were “Recognize trends and changes in client condition and intervene as needed” (3.93), “Recognize signs and symptoms of client complications and intervene” (3.93) and “Assess and respond to changes and trends in client vital signs” (3.90).

### Summary

Respondents to the 2024 Canadian RN Practice Analysis 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 respondents were similar (correlation = 0.70), 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 2024 Canadian RN Practice Analysis used several methods to describe the practice of newly licensed/registered RNs in the Canada: (1) document reviews; (2) activity logs of newly licensed/registered RNs; (3) SMEs’ knowledge; and (4) a large-scale survey. There was evidence to support the validity of the activity statement ratings.

**Table 13. Average Total Group and Setting-Specific Clinical Judgment Ratings**

Activity #	Activity	Average Clinical Judgment (Setting-Specific)			Average Clinical Judgment (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
1	Perform procedures necessary to safely admit, transfer and/or discharge a client	303	3.55	0.04	307	3.53	0.04
2	Provide and receive handoff of care (report) on assigned clients	335	3.61	0.04	342	3.58	0.04
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	263	3.51	0.04	282	3.46	0.05
4	Advocate for client rights and needs	271	3.52	0.04	273	3.52	0.04
5	Prioritize the delivery of client care based on acuity	301	3.87	0.02	304	3.87	0.02
6	Participate in performance improvement projects and quality improvement processes	200	3.21	0.06	254	3.14	0.05
7	Identify and collaborate with multidisciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker)	305	3.54	0.04	307	3.54	0.04
8	Receive, verify and implement health care provider orders	341	3.84	0.02	342	3.83	0.02
9	Integrate advance directives into client plan of care	250	3.47	0.04	282	3.40	0.05
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	273	3.31	0.05	273	3.31	0.05
11	Verify the client receives education and consents for care and procedures	302	3.39	0.04	304	3.39	0.04
12	Provide education to clients and staff about client rights and responsibilities	244	3.50	0.04	254	3.48	0.04
13	Assess the need for referrals and obtain necessary orders	295	3.63	0.03	307	3.61	0.03
14	Initiate, evaluate and update client plan of care	332	3.52	0.04	342	3.50	0.04
15	Maintain client confidentiality and privacy (e.g., social media, disclosure of information)	280	3.62	0.05	282	3.61	0.05
16	Recognize limitations of self and others and utilize resources	272	3.63	0.04	273	3.63	0.04
17	Report client conditions as required by law (e.g., abuse/neglect, communicable diseases)	256	3.42	0.05	304	3.40	0.05
18	Manage conflict among clients and staff	230	3.23	0.05	254	3.22	0.05
19	Utilize resources to promote quality client care (e.g., evidence-based research, information technology, policies and procedures)	303	3.57	0.04	307	3.57	0.04
20	Recognize and report ethical dilemmas	321	3.43	0.04	342	3.38	0.04
21	Use approved terminology when documenting care	280	3.48	0.05	282	3.47	0.05
22	Organize workload to manage time effectively	273	3.70	0.03	273	3.70	0.03
23	Practice in a manner consistent with the nurses' code of ethics	303	3.65	0.04	304	3.65	0.04
24	Provide care within the legal scope of practice	253	3.85	0.02	254	3.83	0.03
25	Practice and advocate for quality and cost-effective care	294	3.24	0.05	307	3.21	0.05
26	Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)	342	3.56	0.04	342	3.56	0.04
27	Protect client from injury	281	3.86	0.02	282	3.86	0.02
28	Verify appropriateness and accuracy of a treatment order	273	3.77	0.03	273	3.77	0.03
29	Follow procedures for handling biohazardous and hazardous materials	298	3.38	0.05	304	3.37	0.05
30	Follow security plan and procedures (e.g., newborn security, violence, controlled access, environmental)	236	3.47	0.04	254	3.42	0.05

**Table 13. Average Total Group and Setting-Specific Clinical Judgment Ratings**

Activity #	Activity	Average Clinical Judgment (Setting-Specific)			Average Clinical Judgment (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
31	Use ergonomic principles when providing care	302	3.25	0.05	307	3.24	0.05
32	Acknowledge and document practice errors and near misses	313	3.60	0.04	342	3.58	0.04
33	Properly identify client when providing care	281	3.65	0.04	282	3.65	0.04
34	Facilitate appropriate and safe use of equipment	272	3.43	0.04	273	3.43	0.04
35	Educate client on safety concerns	301	3.52	0.04	304	3.52	0.04
36	Participate in emergency planning and response	216	3.50	0.05	254	3.43	0.05
37	Follow requirements when using restraints	244	3.62	0.04	307	3.48	0.05
38	Educate client and staff regarding infection prevention measures	328	3.38	0.04	342	3.36	0.04
39	Assess client for allergies and intervene as needed	272	3.70	0.03	282	3.68	0.04
40	Report, intervene and/or escalate unsafe practice of staff (e.g., substance misuse, improper care, staffing practices)	228	3.43	0.05	273	3.42	0.05
41	Assess client care environment	296	3.48	0.04	304	3.45	0.04
42	Promote staff and workplace safety	248	3.50	0.04	254	3.50	0.04
43	Provide prenatal care and education	95	3.39	0.07	307	2.98	0.06
44	Plan and/or participate in community health education	245	3.32	0.05	342	3.10	0.05
45	Perform targeted screening assessments (e.g., vision, nutrition, depression)	264	3.53	0.04	282	3.50	0.04
46	Educate client about prevention and treatment of high-risk health behaviors	264	3.42	0.04	273	3.40	0.05
47	Educate client about preventive care and health maintenance recommendations	294	3.38	0.04	304	3.37	0.04
48	Provide postpartum care and education	90	3.40	0.08	254	3.11	0.07
49	Perform comprehensive health assessments	299	3.89	0.02	307	3.88	0.02
50	Assess client's readiness to learn, learning preferences and barriers to learning	329	3.46	0.04	342	3.43	0.04
51	Provide care and education for the newborn, infant and toddler client from birth through 2 years	99	3.66	0.06	282	3.11	0.07
52	Provide care and education for the preschool, school-age and adolescent client ages 3 through 17 years	108	3.34	0.08	273	2.99	0.07
53	Provide care and education for the adult client ages 18 through 64 years	277	3.58	0.04	304	3.49	0.04
54	Provide care and education for the adult client ages 65 years and over	230	3.63	0.04	254	3.51	0.05
55	Assess client ability to manage care in home environment and plan care accordingly	226	3.42	0.04	255	3.37	0.05
56	Assess and educate clients about health risks based on family, population and community	263	3.35	0.05	286	3.29	0.05
57	Provide care and education to an antepartum client or a client in labor	62	3.56	0.08	250	3.10	0.07
58	Provide resources to minimize communication and learning barriers	224	3.15	0.06	237	3.09	0.06
59	Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial)	233	3.26	0.05	242	3.24	0.05
60	Assess client for abuse or neglect and report, intervene and/or escalate	192	3.55	0.04	219	3.53	0.05
61	Assess client for substance misuse and/or toxicities and intervene as appropriate (e.g., dependency, withdrawal)	223	3.58	0.04	255	3.57	0.04



**Table 13. Average Total Group and Setting-Specific Clinical Judgment Ratings**

Activity #	Activity	Average Clinical Judgment (Setting-Specific)			Average Clinical Judgment (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
62	Provide care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating disorders)	264	3.53	0.04	286	3.50	0.04
63	Promote a therapeutic environment	249	3.51	0.04	250	3.52	0.04
64	Incorporate client cultural practices and beliefs when planning and providing care	234	3.19	0.06	237	3.19	0.05
65	Provide end-of-life care and education to clients	202	3.36	0.05	242	3.26	0.06
66	Assess the potential for violence and use safety precautions	214	3.61	0.04	219	3.61	0.04
67	Assess client support system to aid in plan of care	241	3.31	0.05	255	3.29	0.05
68	Assess client's ability to cope with life changes and provide support	276	3.45	0.04	286	3.41	0.04
69	Use therapeutic communication techniques	250	3.56	0.04	250	3.56	0.04
70	Incorporate behavioral management techniques when caring for a client	229	3.38	0.05	237	3.36	0.05
71	Recognize nonverbal cues to physical and/or psychological stressors	241	3.60	0.04	242	3.59	0.04
72	Provide appropriate care for a client experiencing visual, auditory and/or cognitive alterations	211	3.58	0.04	219	3.56	0.04
73	Provide care for a client experiencing grief or loss	222	3.20	0.05	255	3.15	0.05
74	Assess client performance of activities of daily living and assist when needed	277	3.44	0.04	286	3.39	0.05
75	Provide client nutrition through tube feedings	203	3.70	0.04	250	3.54	0.05
76	Perform postmortem care	167	2.93	0.07	237	2.87	0.07
77	Perform irrigations (e.g., of bladder, ear, eye)	197	3.21	0.06	242	3.08	0.06
78	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning)	214	3.48	0.04	219	3.47	0.04
79	Perform skin assessment and implement measures to maintain skin integrity	247	3.56	0.04	255	3.55	0.04
80	Assess and manage client with an alteration in bowel and bladder elimination	269	3.50	0.04	286	3.45	0.05
81	Apply, maintain or remove orthopedic devices	159	3.34	0.07	250	3.14	0.06
82	Maintain client dignity and privacy during care	236	3.33	0.06	237	3.32	0.06
83	Provide nonpharmacological comfort measures	240	3.28	0.05	242	3.27	0.05
84	Evaluate the client's nutritional status and intervene as needed	213	3.49	0.04	219	3.47	0.04
85	Assess client's sleep/rest pattern and intervene as needed	237	3.12	0.05	255	3.07	0.05
86	Evaluate client's intake and output and intervene as needed	275	3.63	0.03	286	3.59	0.04
87	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	237	3.54	0.04	250	3.48	0.05
88	Assess client for pain and intervene as appropriate	235	3.70	0.04	237	3.69	0.04
89	Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupressure, supplements)	176	3.01	0.07	242	2.83	0.06
90	Evaluate appropriateness and accuracy of medication order for client	217	3.84	0.03	219	3.84	0.03
91	Prepare and administer medications using rights of medication administration	252	3.87	0.02	255	3.85	0.03
92	Perform calculations needed for medication administration	279	3.77	0.04	286	3.76	0.04
93	Monitor intravenous infusion and maintain site	225	3.74	0.03	250	3.67	0.04
94	Handle and administer controlled substances within regulatory guidelines	229	3.73	0.04	237	3.71	0.04

Table 13. Average Total Group and Setting-Specific Clinical Judgment Ratings

Activity #	Activity	Average Clinical Judgment (Setting-Specific)			Average Clinical Judgment (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
95	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	240	3.86	0.03	242	3.86	0.03
96	Titrate dosage of medication based on assessment and ordered parameters	201	3.82	0.03	219	3.75	0.04
97	Administer blood products and evaluate client response	209	3.88	0.02	255	3.80	0.04
98	Access and/or maintain central venous access devices	239	3.66	0.04	286	3.57	0.04
99	Educate client about medications	242	3.70	0.03	250	3.66	0.04
100	Evaluate client response to medication	234	3.76	0.03	237	3.74	0.03
101	Administer parenteral nutrition and evaluate client response	181	3.60	0.05	242	3.38	0.06
102	Administer medications for pain management	215	3.78	0.03	219	3.75	0.03
103	Participate in medication reconciliation process	201	3.42	0.05	231	3.34	0.05
104	Handle and maintain medication in a safe and controlled environment	266	3.76	0.03	269	3.75	0.03
105	Handle and administer high-risk medications safely	219	3.89	0.03	225	3.89	0.03
106	Dispose of medications safely	220	3.29	0.06	220	3.29	0.06
107	Assess and respond to changes and trends in client vital signs	221	3.90	0.02	221	3.90	0.02
108	Perform focused assessments	209	3.86	0.02	210	3.86	0.02
109	Recognize trends and changes in client condition and intervene as needed	229	3.93	0.02	231	3.93	0.02
110	Monitor the results of diagnostic testing and intervene as needed	264	3.81	0.03	269	3.79	0.03
111	Perform testing within scope of practice (e.g., electrocardiogram, point-of-care testing, fetal monitoring)	161	3.72	0.04	225	3.52	0.06
112	Evaluate client responses to procedures and treatments	219	3.74	0.03	220	3.73	0.04
113	Provide preoperative and postoperative education	170	3.38	0.06	221	3.24	0.06
114	Provide preoperative care	157	3.49	0.06	210	3.28	0.07
115	Manage client during a procedure with moderate sedation	148	3.70	0.04	231	3.51	0.05
116	Obtain blood specimens	218	3.47	0.05	269	3.35	0.05
117	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	217	3.71	0.04	225	3.66	0.04
118	Educate client about treatments and procedures	219	3.53	0.04	220	3.53	0.04
119	Obtain specimens other than blood for diagnostic testing	213	3.27	0.05	221	3.24	0.05
120	Insert, maintain or remove a nasal/oral gastrointestinal tube	173	3.48	0.05	210	3.33	0.06
121	Insert, maintain or remove a urinary catheter	213	3.39	0.05	231	3.37	0.05
122	Insert, maintain or remove a peripheral intravenous line	233	3.51	0.04	269	3.43	0.05
123	Apply and/or maintain devices used to promote venous return (e.g., antiembolism stockings, sequential compression devices)	196	3.46	0.05	225	3.37	0.06
124	Manage client following a procedure with moderate sedation	180	3.72	0.04	220	3.59	0.05
125	Maintain percutaneous feeding tube	150	3.39	0.06	221	3.11	0.07
126	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	182	3.63	0.04	210	3.50	0.05
127	Perform emergency care procedures	195	3.81	0.04	231	3.73	0.05
128	Monitor and care for clients on a ventilator	120	3.81	0.04	269	3.58	0.05

**Table 13. Average Total Group and Setting-Specific Clinical Judgment Ratings**

Activity #	Activity	Average Clinical Judgment (Setting-Specific)			Average Clinical Judgment (Total Group)		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
129	Perform wound care and dressing change	213	3.62	0.04	225	3.59	0.04
130	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	121	3.65	0.05	220	3.35	0.07
131	Provide ostomy care and education (e.g., tracheal, enteral)	174	3.37	0.06	221	3.19	0.06
132	Provide postoperative care	164	3.63	0.05	210	3.50	0.06
133	Perform and manage care of client receiving peritoneal dialysis	93	3.57	0.07	231	3.22	0.07
134	Perform suctioning	214	3.60	0.04	269	3.49	0.05
135	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	171	3.47	0.06	225	3.29	0.06
136	Manage the care of a client on telemetry	133	3.74	0.04	220	3.48	0.06
137	Manage the care of a client with impaired ventilation/oxygenation	195	3.79	0.03	221	3.64	0.05
138	Maintain optimal temperature of client	205	3.48	0.05	210	3.46	0.05
139	Implement and monitor phototherapy	65	3.34	0.10	231	2.94	0.07
140	Manage the care of a client with a pacing device	175	3.57	0.05	269	3.42	0.05
141	Monitor and maintain arterial lines	114	3.76	0.05	225	3.42	0.07
142	Manage the care of a client with a fluid and electrolyte imbalance	200	3.79	0.03	220	3.66	0.05
143	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis	184	3.77	0.04	221	3.60	0.05
144	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	201	3.69	0.04	210	3.67	0.04
145	Identify pathophysiology related to an acute or chronic condition	216	3.60	0.04	231	3.53	0.05
146	Manage the care of a client receiving hemodialysis or continuous renal replacement therapy	132	3.62	0.05	269	3.42	0.05
147	Recognize signs and symptoms of client complications and intervene	222	3.93	0.02	225	3.93	0.02
148	Educate client regarding an acute or chronic condition	212	3.53	0.05	220	3.47	0.05
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	97	3.57	0.07	221	3.24	0.07

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# APPENDIX A: 2024 RN PRACTICE ANALYSIS SURVEY

## English Form 1



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### NATIONAL COUNCIL OF STATE BOARDS OF NURSING

#### REGISTERED NURSING SURVEY- FORM 1

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

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 write in information. Type your answer in the space provided.

You will notice that many questions ask you to report what you did on your **last 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 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.

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1. What is your province/territory of registration?

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

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

- Yes
  - No
- 

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

- Yes, 20 or more hours per week, on average
  - Yes, less than 20 hours per week, on average
  - No
-

SECTION 1:

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, three questions are asked. Please answer all questions.

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

**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.

**QUESTION C – CLINICAL JUDGMENT:** How relevant is clinical judgment when performing this nursing activity?

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

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

**Question A –** 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 the clinical judgment rating as noted in Question C. Then move on to the next activity. If an activity is performed in your work setting, mark 0–5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B and Question C.

**Question B –** 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.

**Question C –** Rate the overall relevancy of clinical judgment when performing this nursing activity with 1 = Not relevant, 2 = Helpful, 3 = Important, 4 = Essential.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
1. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Identify and collaborate with multidisciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Assess the need for referrals 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Utilize resources to promote quality client care (e.g., evidence-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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Practice and advocate for quality and cost-effective 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Use ergonomic principles 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Follow requirements when using 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
10. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Assess client for substance misuse and/or toxicities and intervene as appropriate (e.g., dependency, withdrawal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Assess client support system to aid in plan of 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Perform skin assessment and 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Assess client's sleep/rest pattern 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
18. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Recognize trends and changes in client condition 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Manage client during 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Perform emergency care 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Perform and manage care of client receiving peritoneal dialysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: EXPERIENCE AND ORIENTATION

4. What is the total number of **months** you have worked as an RN in Canada? (Whole numbers only.)

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

- Yes - If yes, what is the total number of months you worked outside Canada as an RN?
- No

6. 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
- Classroom instruction/skills lab plus supervised work with clients
- Work with an assigned preceptor(s) or mentor(s) with or without additional classroom instruction/skills lab work
- A formal internship/residency with or without additional classroom instruction/skills lab work
- Other, please specify:

7. If you had an orientation period, how many **weeks** did it last? (Whole numbers only.)

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

- Advanced Cardiac Life Support (ACLS)
- Basic Life Support (BLS/CPR)
- Behavioral Management
- Cardiac Care
- Chemotherapy
- Community Health
- Critical Care
- Dialysis
- Intravenous Therapy
- Moderate Sedation
- Neonatal Advanced Life Support
- Neonatal Resuscitation
- Palliative Care
- Pediatric Advanced Life Support (PALS)
- Rehabilitation
- None
- Other, please specify:

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

- Yes
- No

10. Is your nursing position primarily administrative?

- Yes
- No



## SECTION 3: WORK ENVIRONMENT

11. Which of the following **best** describes the acuity of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Well clients, possibly with minor illnesses
- Clients with stable chronic conditions
- Clients with unstable chronic conditions
- Clients with acute conditions, including clients with medical, surgical, obstetrical, or critical conditions
- Clients at end of life
- Clients with behavioral/emotional conditions
- Other, please specify:

12. Which of the following **best** describes the ages of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Pediatric (ages 0-17)
- Adult (ages 18-64)
- Adult (ages 65-85)
- Adult (over age 85)

13. Which of the following choices **best** describes your employment setting/specialty area **on the last day you worked**? If you worked mainly in one setting, 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.)

- Ambulatory care, physician office, or clinics
- Critical care
- Home health
- Hospice
- Inpatient medical-surgical
- Labor and delivery
- Long-term care
- Operating room
- Palliative care
- Pediatric
- Psychiatry or subspecialties (detox, inpatient, outpatient)
- Public health/Occupational health
- Rehabilitation
- Residential
- Other, please specify:

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

- Hospital
- Long-term care facility
- Community-based or ambulatory care facility/organization (including public health department, home health, clinics, school, prison, etc.)
- Other, please specify:

15. If you work in a hospital or long-term care facility, how large is the facility? (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 long-term care facility

16. Which of the following **best** describes your shift **on a typical workday**? (Select **only one**.)

- Days
- Evenings
- Nights
- Rotating shifts
- Other, please specify:

18. Which **best** describes the location of your employment setting? (Select **only one**.)

- Urban/Metropolitan area  
 Suburban  
 Rural

#### SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK

19. How many hours did you work on the **last shift you worked**? (Whole numbers only.)

20. How many clients were you responsible for on the **last day you worked**? (Whole numbers only.) This includes clients to whom you were assigned to provide direct care, indirect care (provided through others such as LPN/VNs or unlicensed assistive personnel), or any performance of tasks or other responsibility for care during all or any part of your time in the work setting.

21. How much of your time was spent performing each of the following types of activities **on the last 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 day you worked** rounded to the nearest hour. For example, if you spent about 2.25 hours on a set of activities, select the option 2. If you spent 3.5 hours on a set of activities, select the option 4. Numerous categories may be performed simultaneously; therefore, total hours spent may be greater than 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
<b>1. Management of Care:</b> 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"/>
<b>2. Safety and Infection Prevention:</b> 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"/>
<b>3. Health Promotion and Maintenance:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Psychosocial Integrity:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Basic Care and Comfort:</b> Provide comfort and assistance in the performance of activities of daily living.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacological and Parenteral Therapies:</b> Provide care related to the administration of medications and parenteral therapies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Reduction of Risk Potential:</b> Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments, or 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"/>
<b>8. Physiological Adaptation:</b> Manage and provide care for clients with acute, chronic, or life-threatening physical health conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### SECTION 5: DEMOGRAPHIC INFORMATION

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

22. Did you work as an unlicensed assistive personnel prior to becoming an RN?

- Yes- If yes, for how many months?   
 No

23. Did you work as a LPN/VN prior to becoming an RN?

- Yes- If yes, for how many months?   
 No

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24. What is your gender?

- Male  
 Female  
 Prefer to self-describe:

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25. What is your age in years? (Whole numbers only.)

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26. Which of the following **best** describes your racial/ethnic background? (Select **only one**.)

- North American Indian (First Nations)  
 Me'tis  
 Inuit (Eskimo)  
 White  
 Chinese  
 South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)  
 Black  
 Filipino  
 Latin American  
 Southeast Asian (e.g., Vietnamese, Cambodian, Malaysian, Laotian, etc.)  
 Arab  
 West Asian (e.g., Iranian, Afghan, etc.)  
 Korean  
 Japanese  
 Other

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27. What is your primary language?

- English  
 French  
 English and another language  
 French and another language  
 Another language

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28. What type of **basic** nursing education program qualified you to take the NCLEX-RN? (Select **only one**.)

- RN - Baccalaureate degree in Canada  
 RN - Master's degree in Canada  
 RN - Doctorate degree in Canada  
 Any nursing program NOT located in Canada  
 Other program, please specify:

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29. How many months has it been since you completed course requirements from the above nursing education program? (Whole numbers only.)

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#### SECTION 6: ADDITIONAL QUESTIONS

If you took the updated NCLEX after April 2023, please help us by answering a few questions about the addition of clinical judgment to the NCLEX.

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30. Did you take the updated NCLEX on or after April 1, 2023?

- Yes  
 No
-

31. Rate the following statements on a scale from 1 to 4: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

	1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly agree
1. The use of clinical judgment in your daily duties, e.g., decision-making, communications, etc., is essential to safe care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The questions in the current NCLEX exam accurately assessed my clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The addition of clinical judgment and the unfolding case scenarios reflect the type of work you are now doing as a licensed nurse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The unfolding case scenarios measured real-world clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### SECTION 7: COMMENTS

32. 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 a number where you can be reached during the day or early evening.

Name:

Daytime or early evening phone number with area code:

Email address:

33. We thank you for your time spent taking this survey. Click the following link to download your recognition letter.

[RN PA Recognition Letter](#)

## English Form 2



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### NATIONAL COUNCIL OF STATE BOARDS OF NURSING

#### REGISTERED NURSING SURVEY- FORM 2

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

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 write in information. Type your answer in the space provided.

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1. What is your province/territory of registration?

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

---

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

- Yes
- No

---

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

- Yes, 20 or more hours per week, on average
  - Yes, less than 20 hours per week, on average
  - No
-

**SECTION 1:**

**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, three questions are asked. Please answer all 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 or more times) did you personally perform the activity on the last 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 and Question C.

**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.

**QUESTION C – CLINICAL JUDGMENT:** How relevant is clinical judgment when performing this nursing activity?

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

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

**Question A –** 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 the clinical judgment rating as noted in Question C. Then move on to the next activity. If an activity is performed in your work setting, mark 0–5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B and Question C.

**Question B –** 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.

**Question C –** Rate the overall relevancy of clinical judgment when performing this nursing activity with 1 = Not relevant, 2 = Helpful, 3 = Important, 4 = Essential.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
1. Provide and receive handoff 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Receive, verify and implement 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Initiate, evaluate and update client plan of 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Recognize and report ethical dilemmas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Acknowledge and document practice errors and near misses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Educate client and staff regarding infection prevention 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Plan and/or participate in community health 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
10. Assess and educate clients about health risks based on family, population and community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Assess client performance of activities of daily living and assist 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Assess and manage client with an alteration in bowel and bladder elimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Evaluate client's intake and output 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Access and/or maintain central 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
18. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Monitor the results of diagnostic testing 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Obtain blood specimens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Insert, 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Monitor and care for clients on a ventilator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Perform suctioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Manage the care of a client with a 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Manage the care of a client receiving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: EXPERIENCE AND ORIENTATION

4. What is the total number of **months** you have worked as an RN in Canada? (Whole numbers only.)

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

- Yes - If yes, what is the total number of months you worked outside Canada as an RN?
- No

6. 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
- Classroom instruction/skills lab plus supervised work with clients
- Work with an assigned preceptor(s) or mentor(s) with or without additional classroom instruction/skills lab work
- A formal internship/residency with or without additional classroom instruction/skills lab work
- Other, please specify:

7. If you had an orientation period, how many **weeks** did it last? (Whole numbers only.)

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

- Advanced Cardiac Life Support (ACLS)
- Basic Life Support (BLS/CPR)
- Behavioral Management
- Cardiac Care
- Chemotherapy
- Community Health
- Critical Care
- Dialysis
- Intravenous Therapy
- Moderate Sedation
- Neonatal Advanced Life Support
- Neonatal Resuscitation
- Palliative Care
- Pediatric Advanced Life Support (PALS)
- Rehabilitation
- None
- Other, please specify:

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

- Yes
- No

10. Is your nursing position primarily administrative?

- Yes
- No



## SECTION 3: WORK ENVIRONMENT

11. Which of the following **best** describes the acuity of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Well clients, possibly with minor illnesses
- Clients with stable chronic conditions
- Clients with unstable chronic conditions
- Clients with acute conditions, including clients with medical, surgical, obstetrical, or critical conditions
- Clients at end of life
- Clients with behavioral/emotional conditions
- Other, please specify:

12. Which of the following **best** describes the ages of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Pediatric (ages 0-17)
- Adult (ages 18-64)
- Adult (ages 65-85)
- Adult (over age 85)

13. Which of the following choices **best** describes your employment setting/specialty area **on the last day you worked**? If you worked mainly in one setting, 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.)

- Ambulatory care, physician office, or clinics
- Critical care
- Home health
- Hospice
- Inpatient medical-surgical
- Labor and delivery
- Long-term care
- Operating room
- Palliative care
- Pediatric
- Psychiatry or subspecialties (detox, inpatient, outpatient)
- Public health/Occupational health
- Rehabilitation
- Residential
- Other, please specify:

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

- Hospital
- Long-term care facility
- Community-based or ambulatory care facility/organization (including public health department, home health, clinics, school, prison, etc.)
- Other, please specify:

15. If you work in a hospital or long-term care facility, how large is the facility? (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 long-term care facility

16. Which of the following **best** describes your shift **on a typical workday**? (Select **only one**.)

- Days
- Evenings
- Nights
- Rotating shifts
- Other, please specify:

17. What is the length of your shift **on a typical workday**? (Select only **one**.)

- 8 hours
- 10 hours
- 12 hours
- Combination of 8 hours and 12 hours
- Other, please specify:

18. Which **best** describes the location of your employment setting? (Select only **one**.)

- Urban/Metropolitan area
- Suburban
- Rural

**SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK**

19. How many hours did you work on the **last shift you worked**? (Whole numbers only.)

20. How many clients were you responsible for on the **last day you worked**? (Whole numbers only.) This includes clients to whom you were assigned to provide direct care, indirect care (provided through others such as LPN/VNs or unlicensed assistive personnel), or any performance of tasks or other responsibility for care during all or any part of your time in the work setting.

21. How much of your time was spent performing each of the following types of activities **on the last 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 day you worked** rounded to the nearest hour. For example, if you spent about 2.25 hours on a set of activities, select the option 2. If you spent 3.5 hours on a set of activities, select the option 4. Numerous categories may be performed simultaneously; therefore, total hours spent may be greater than 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
<b>1. Management of Care:</b> 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"/>
<b>2. Safety and Infection Prevention:</b> 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"/>
<b>3. Health Promotion and Maintenance:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Psychosocial Integrity:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Basic Care and Comfort:</b> Provide comfort and assistance in the performance of activities of daily living.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacological and Parenteral Therapies:</b> Provide care related to the administration of medications and parenteral therapies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Reduction of Risk Potential:</b> Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments, or 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"/>
<b>8. Physiological Adaptation:</b> Manage and provide care for clients with acute, chronic, or life-threatening physical health conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 5: DEMOGRAPHIC INFORMATION**

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

22. Did you work as an unlicensed assistive personnel prior to becoming an RN?

- Yes- If yes, for how many months?
- No

23. Did you work as a LPN/VN prior to becoming an RN?

- Yes- If yes, for how many months?
- No

24. What is your gender?

- Male
- Female
- Prefer to self-describe:

25. What is your age in years? (Whole numbers only.)

26. Which of the following **best** describes your racial/ethnic background? (Select **only one**.)

- North American Indian (First Nations)
- Me'tis
- Inuit (Eskimo)
- White
- Chinese
- South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
- Black
- Filipino
- Latin American
- Southeast Asian (e.g., Vietnamese, Cambodian, Malaysian, Laotian, etc.)
- Arab
- West Asian (e.g., Iranian, Afghan, etc.)
- Korean
- Japanese
- Other

27. What is your primary language?

- English
- French
- English and another language
- French and another language
- Another language

28. What type of **basic** nursing education program qualified you to take the NCLEX-RN? (Select **only one**.)

- RN - Baccalaureate degree in Canada
- RN - Master's degree in Canada
- RN - Doctorate degree in Canada
- Any nursing program NOT located in Canada
- Other program, please specify:

29. How many months has it been since you completed course requirements from the above nursing education program? (Whole numbers only.)

**SECTION 6: ADDITIONAL QUESTIONS**

If you took the updated NCLEX after April 2023, please help us by answering a few questions about the addition of clinical judgment to the NCLEX.

30. Did you take the updated NCLEX on or after April 1, 2023?

- Yes  
 No

31. Rate the following statements on a scale from 1 to 4: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

	1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly agree
1. The use of clinical judgment in your daily duties, e.g., decision-making, communications, etc., is essential to safe care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The questions in the current NCLEX exam accurately assessed my clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The addition of clinical judgment and the unfolding case scenarios reflect the type of work you are now doing as a licensed nurse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The unfolding case scenarios measured real-world clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 7: COMMENTS**

32. 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 a number where you can be reached during the day or early evening.

Name:

Daytime or early evening phone number with area code:

Email address:

33. We thank you for your time spent taking this survey. Click the following link to download your recognition letter.

[RN PA Recognition Letter](#)

## English Form 3



## NATIONAL COUNCIL OF STATE BOARDS OF NURSING

## REGISTERED NURSING SURVEY- FORM 3

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

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 write in information. Type your answer in the space provided.

You will notice that many questions ask you to report what you did on your **last 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 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.

1. What is your province/territory of registration?

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

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

- Yes
- No

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

- Yes, 20 or more hours per week, on average
- Yes, less than 20 hours per week, on average
- No

**SECTION 1:**

**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, three questions are asked. Please answer all 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 or more times) did you personally perform the activity on the last 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 and Question C.

**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.

**QUESTION C – CLINICAL JUDGMENT:** How relevant is clinical judgment when performing this nursing activity?

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

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

**Question A –** 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 the clinical judgment rating as noted in Question C. Then move on to the next activity. If an activity is performed in your work setting, mark 0–5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B and Question C.

**Question B –** 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.

**Question C –** Rate the overall relevancy of clinical judgment when performing this nursing activity with 1 = Not relevant, 2 = Helpful, 3 = Important, 4 = Essential.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
1. Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Integrate advance directives into client plan of 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Maintain client confidentiality and privacy (e.g., social media, disclosure of information)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Use approved 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Protect client from injury	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Properly identify 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Assess client for allergies 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Perform targeted screening assessments (e.g., vision, nutrition, depression)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
10. Provide care and education to an antepartum client or a client in labor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Promote a therapeutic 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Provide client nutrition through tube feedings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Apply, maintain or remove orthopedic 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Implement measures to promote circulation (e.g., active or passive range of motion, 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
18. Handle and administer high-risk medications safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Perform testing within scope of practice (e.g., electrocardiogram, point-of-care testing, fetal monitoring)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Apply and/or maintain devices used to promote venous return (e.g., antiembolism stockings, sequential compression 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Perform wound care and 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Monitor and maintain arterial lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: EXPERIENCE AND ORIENTATION

4. What is the total number of **months** you have worked as an RN in Canada? (Whole numbers only.)

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

- Yes - If yes, what is the total number of months you worked outside Canada as an RN?
- No

6. 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
- Classroom instruction/skills lab plus supervised work with clients
- Work with an assigned preceptor(s) or mentor(s) with or without additional classroom instruction/skills lab work
- A formal internship/residency with or without additional classroom instruction/skills lab work
- Other, please specify:

7. If you had an orientation period, how many **weeks** did it last? (Whole numbers only.)

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

- Advanced Cardiac Life Support (ACLS)
- Basic Life Support (BLS/CPR)
- Behavioral Management
- Cardiac Care
- Chemotherapy
- Community Health
- Critical Care
- Dialysis
- Intravenous Therapy
- Moderate Sedation
- Neonatal Advanced Life Support
- Neonatal Resuscitation
- Palliative Care
- Pediatric Advanced Life Support (PALS)
- Rehabilitation
- None
- Other, please specify:

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

- Yes
- No

10. Is your nursing position primarily administrative?

- Yes
- No



## SECTION 3: WORK ENVIRONMENT

11. Which of the following **best** describes the acuity of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Well clients, possibly with minor illnesses
- Clients with stable chronic conditions
- Clients with unstable chronic conditions
- Clients with acute conditions, including clients with medical, surgical, obstetrical, or critical conditions
- Clients at end of life
- Clients with behavioral/emotional conditions
- Other, please specify:

12. Which of the following **best** describes the ages of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Pediatric (ages 0-17)
- Adult (ages 18-64)
- Adult (ages 65-85)
- Adult (over age 85)

13. Which of the following choices **best** describes your employment setting/specialty area **on the last day you worked**? If you worked mainly in one setting, 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.)

- Ambulatory care, physician office, or clinics
- Critical care
- Home health
- Hospice
- Inpatient medical-surgical
- Labor and delivery
- Long-term care
- Operating room
- Palliative care
- Pediatric
- Psychiatry or subspecialties (detox, inpatient, outpatient)
- Public health/Occupational health
- Rehabilitation
- Residential
- Other, please specify:

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

- Hospital
- Long-term care facility
- Community-based or ambulatory care facility/organization (including public health department, home health, clinics, school, prison, etc.)
- Other, please specify:

15. If you work in a hospital or long-term care facility, how large is the facility? (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 long-term care facility

16. Which of the following **best** describes your shift **on a typical workday**? (Select **only one**.)

- Days
- Evenings
- Nights
- Rotating shifts
- Other, please specify:

17. What is the length of your shift on a typical workday? (Select only one.)

- 8 hours
- 10 hours
- 12 hours
- Combination of 8 hours and 12 hours
- Other, please specify:

18. Which best describes the location of your employment setting? (Select only one.)

- Urban/Metropolitan area
- Suburban
- Rural

**SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK**

19. How many hours did you work on the last shift you worked? (Whole numbers only.)

20. How many clients were you responsible for on the last day you worked? (Whole numbers only.) This includes clients to whom you were assigned to provide direct care, indirect care (provided through others such as LPN/VNs or unlicensed assistive personnel), or any performance of tasks or other responsibility for care during all or any part of your time in the work setting.

21. How much of your time was spent performing each of the following types of activities on the last 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 day you worked rounded to the nearest hour. For example, if you spent about 2.25 hours on a set of activities, select the option 2. If you spent 3.5 hours on a set of activities, select the option 4. Numerous categories may be performed simultaneously; therefore, total hours spent may be greater than 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
<b>1. Management of Care:</b> 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"/>
<b>2. Safety and Infection Prevention:</b> 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"/>
<b>3. Health Promotion and Maintenance:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Psychosocial Integrity:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Basic Care and Comfort:</b> Provide comfort and assistance in the performance of activities of daily living.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacological and Parenteral Therapies:</b> Provide care related to the administration of medications and parenteral therapies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Reduction of Risk Potential:</b> Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments, or 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"/>
<b>8. Physiological Adaptation:</b> Manage and provide care for clients with acute, chronic, or life-threatening physical health conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 5: DEMOGRAPHIC INFORMATION**

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

22. Did you work as an unlicensed assistive personnel prior to becoming an RN?

- Yes- If yes, for how many months?
- No

23. Did you work as a LPN/VN prior to becoming an RN?

- Yes- If yes, for how many months?
- No

24. What is your gender?

- Male
- Female
- Prefer to self-describe:

25. What is your age in years? (Whole numbers only.)

26. Which of the following **best** describes your racial/ethnic background? (Select **only one**.)

- North American Indian (First Nations)
- Me'tis
- Inuit (Eskimo)
- White
- Chinese
- South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
- Black
- Filipino
- Latin American
- Southeast Asian (e.g., Vietnamese, Cambodian, Malaysian, Laotian, etc.)
- Arab
- West Asian (e.g., Iranian, Afghan, etc.)
- Korean
- Japanese
- Other

27. What is your primary language?

- English
- French
- English and another language
- French and another language
- Another language

28. What type of **basic** nursing education program qualified you to take the NCLEX-RN? (Select **only one**.)

- RN - Baccalaureate degree in Canada
- RN - Master's degree in Canada
- RN - Doctorate degree in Canada
- Any nursing program NOT located in Canada
- Other program, please specify:

29. How many months has it been since you completed course requirements from the above nursing education program? (Whole numbers only.)

**SECTION 6: ADDITIONAL QUESTIONS**

If you took the updated NCLEX after April 2023, please help us by answering a few questions about the addition of clinical judgment to the NCLEX.

30. Did you take the updated NCLEX on or after April 1, 2023?

- Yes  
 No

31. Rate the following statements on a scale from 1 to 4: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

	1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly agree
1. The use of clinical judgment in your daily duties, e.g., decision-making, communications, etc., is essential to safe care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The questions in the current NCLEX exam accurately assessed my clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The addition of clinical judgment and the unfolding case scenarios reflect the type of work you are now doing as a licensed nurse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The unfolding case scenarios measured real-world clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 7: COMMENTS**

32. 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 a number where you can be reached during the day or early evening.

Name:

Daytime or early evening phone number with area code:

Email address:

33. We thank you for your time spent taking this survey. Click the following link to download your recognition letter.

[RN PA Recognition Letter](#)

## English Form 4



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### NATIONAL COUNCIL OF STATE BOARDS OF NURSING

#### REGISTERED NURSING SURVEY- FORM 4

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

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 write in information. Type your answer in the space provided.

You will notice that many questions ask you to report what you did on your **last 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 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.

---

1. What is your province/territory of registration?

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

---

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

- Yes
- No

---

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

- Yes, 20 or more hours per week, on average
  - Yes, less than 20 hours per week, on average
  - No
-

SECTION 1:

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, three questions are asked. Please answer all 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 or more times) did you personally perform the activity on the last 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 and Question C.

**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.

**QUESTION C – CLINICAL JUDGMENT:** How relevant is clinical judgment when performing this nursing activity?

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

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

**Question A –** 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 the clinical judgment rating as noted in Question C. Then move on to the next activity. If an activity is performed in your work setting, mark 0–5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B and Question C.

**Question B –** 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.

**Question C –** Rate the overall relevancy of clinical judgment when performing this nursing activity with 1 = Not relevant, 2 = Helpful, 3 = Important, 4 = Essential.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
1. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Recognize limitations of self and others and utilize resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Verify appropriateness and accuracy of a treatment 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Facilitate appropriate and safe use of 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Report, intervene and/or escalate unsafe practice of staff (e.g., substance misuse, improper care, staffing practices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Educate client about prevention and treatment of high-risk health behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
10. Provide resources to minimize communication and learning barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Incorporate behavioral management techniques when caring for 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Maintain client dignity and privacy during 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Assess client for pain and intervene as appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Handle and administer controlled substances within regulatory 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
18. Dispose of medications safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Evaluate client responses to procedures and treatments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Manage the care of a client on telemetry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Manage the care of a 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: EXPERIENCE AND ORIENTATION

4. What is the total number of **months** you have worked as an RN in Canada? (Whole numbers only.)

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

- Yes - If yes, what is the total number of months you worked outside Canada as an RN?
- No

6. 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
- Classroom instruction/skills lab plus supervised work with clients
- Work with an assigned preceptor(s) or mentor(s) with or without additional classroom instruction/skills lab work
- A formal internship/residency with or without additional classroom instruction/skills lab work
- Other, please specify:

7. If you had an orientation period, how many **weeks** did it last? (Whole numbers only.)

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

- Advanced Cardiac Life Support (ACLS)
- Basic Life Support (BLS/CPR)
- Behavioral Management
- Cardiac Care
- Chemotherapy
- Community Health
- Critical Care
- Dialysis
- Intravenous Therapy
- Moderate Sedation
- Neonatal Advanced Life Support
- Neonatal Resuscitation
- Palliative Care
- Pediatric Advanced Life Support (PALS)
- Rehabilitation
- None
- Other, please specify:

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

- Yes
- No

10. Is your nursing position primarily administrative?

- Yes
- No



## SECTION 3: WORK ENVIRONMENT

11. Which of the following **best** describes the acuity of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Well clients, possibly with minor illnesses
- Clients with stable chronic conditions
- Clients with unstable chronic conditions
- Clients with acute conditions, including clients with medical, surgical, obstetrical, or critical conditions
- Clients at end of life
- Clients with behavioral/emotional conditions
- Other, please specify:

12. Which of the following **best** describes the ages of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Pediatric (ages 0-17)
- Adult (ages 18-64)
- Adult (ages 65-85)
- Adult (over age 85)

13. Which of the following choices **best** describes your employment setting/specialty area **on the last day you worked**? If you worked mainly in one setting, 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.)

- Ambulatory care, physician office, or clinics
- Critical care
- Home health
- Hospice
- Inpatient medical-surgical
- Labor and delivery
- Long-term care
- Operating room
- Palliative care
- Pediatric
- Psychiatry or subspecialties (detox, inpatient, outpatient)
- Public health/Occupational health
- Rehabilitation
- Residential
- Other, please specify:

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

- Hospital
- Long-term care facility
- Community-based or ambulatory care facility/organization (including public health department, home health, clinics, school, prison, etc.)
- Other, please specify:

15. If you work in a hospital or long-term care facility, how large is the facility? (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 long-term care facility

16. Which of the following **best** describes your shift **on a typical workday**? (Select **only one**.)

- Days
- Evenings
- Nights
- Rotating shifts
- Other, please specify:

17. What is the length of your shift **on a typical workday**? (Select only **one**.)

- 8 hours
- 10 hours
- 12 hours
- Combination of 8 hours and 12 hours
- Other, please specify:

18. Which **best** describes the location of your employment setting? (Select only **one**.)

- Urban/Metropolitan area
- Suburban
- Rural

**SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK**

19. How many hours did you work on the **last shift you worked**? (Whole numbers only.)

20. How many clients were you responsible for on the **last day you worked**? (Whole numbers only.) This includes clients to whom you were assigned to provide direct care, indirect care (provided through others such as LPN/VNs or unlicensed assistive personnel), or any performance of tasks or other responsibility for care during all or any part of your time in the work setting.

21. How much of your time was spent performing each of the following types of activities **on the last 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 day you worked** rounded to the nearest hour. For example, if you spent about 2.25 hours on a set of activities, select the option 2. If you spent 3.5 hours on a set of activities, select the option 4. Numerous categories may be performed simultaneously; therefore, total hours spent may be greater than 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
<b>1. Management of Care:</b> 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"/>
<b>2. Safety and Infection Prevention:</b> 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"/>
<b>3. Health Promotion and Maintenance:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Psychosocial Integrity:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Basic Care and Comfort:</b> Provide comfort and assistance in the performance of activities of daily living.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacological and Parenteral Therapies:</b> Provide care related to the administration of medications and parenteral therapies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Reduction of Risk Potential:</b> Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments, or 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"/>
<b>8. Physiological Adaptation:</b> Manage and provide care for clients with acute, chronic, or life-threatening physical health conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 5: DEMOGRAPHIC INFORMATION**

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

22. Did you work as an unlicensed assistive personnel prior to becoming an RN?

- Yes- If yes, for how many months?
- No

23. Did you work as a LPN/VN prior to becoming an RN?

- Yes- If yes, for how many months?
- No

24. What is your gender?

- Male
- Female
- Prefer to self-describe:

25. What is your age in years? (Whole numbers only.)

26. Which of the following **best** describes your racial/ethnic background? (**Select only one.**)

- North American Indian (First Nations)
- Me'tis
- Inuit (Eskimo)
- White
- Chinese
- South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
- Black
- Filipino
- Latin American
- Southeast Asian (e.g., Vietnamese, Cambodian, Malaysian, Laotian, etc.)
- Arab
- West Asian (e.g., Iranian, Afghan, etc.)
- Korean
- Japanese
- Other

27. What is your primary language?

- English
- French
- English and another language
- French and another language
- Another language

28. What type of **basic** nursing education program qualified you to take the NCLEX-RN? (**Select only one.**)

- RN - Baccalaureate degree in Canada
- RN - Master's degree in Canada
- RN - Doctorate degree in Canada
- Any nursing program NOT located in Canada
- Other program, please specify:

29. How many months has it been since you completed course requirements from the above nursing education program? (Whole numbers only.)

**SECTION 6: ADDITIONAL QUESTIONS**

If you took the updated NCLEX after April 2023, please help us by answering a few questions about the addition of clinical judgment to the NCLEX.

30. Did you take the updated NCLEX on or after April 1, 2023?

- Yes  
 No

31. Rate the following statements on a scale from 1 to 4: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

	1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly agree
1. The use of clinical judgment in your daily duties, e.g., decision-making, communications, etc., is essential to safe care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The questions in the current NCLEX exam accurately assessed my clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The addition of clinical judgment and the unfolding case scenarios reflect the type of work you are now doing as a licensed nurse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The unfolding case scenarios measured real-world clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 7: COMMENTS**

32. 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 a number where you can be reached during the day or early evening.

Name:

Daytime or early evening phone number with area code:

Email address:

33. We thank you for your time spent taking this survey. Click the following link to download your recognition letter.

[RN PA Recognition Letter](#)

## English Form 5



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### NATIONAL COUNCIL OF STATE BOARDS OF NURSING

#### REGISTERED NURSING SURVEY- FORM 5

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

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 write in information. Type your answer in the space provided.

You will notice that many questions ask you to report what you did on your **last 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 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.

---

1. What is your province/territory of registration?

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

---

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

- Yes
- No

---

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

- Yes, 20 or more hours per week, on average
  - Yes, less than 20 hours per week, on average
  - No
-

**SECTION 1:**

**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, three questions are asked. Please answer all 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 or more times) did you personally perform the activity on the last 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 and Question C.

**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.

**QUESTION C – CLINICAL JUDGMENT:** How relevant is clinical judgment when performing this nursing activity?

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

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

**Question A – 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 the clinical judgment rating as noted in Question C. Then move on to the next activity. **If an activity is performed in your work setting,** mark 0–5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B and Question C.

**Question B –** 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.

**Question C –** Rate the overall relevancy of clinical judgment when performing this nursing activity with 1 = Not relevant, 2 = Helpful, 3 = Important, 4 = Essential.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
1. Prioritize the delivery of client care based on acuity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Verify the client receives education and consents for care 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Report client conditions as required by law (e.g., abuse/neglect, communicable diseases)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 the nurses' code of ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Educate client on safety concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Assess client care 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Educate client about preventive care and health maintenance recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
10. Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 end-of-life care and education 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Recognize nonverbal 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Perform irrigations (e.g., of bladder, ear, 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Provide nonpharmacological 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Recognize complementary therapies and identify potential benefits and 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
18. Assess and respond to changes and 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Provide preoperative and 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Obtain specimens other than blood for diagnostic testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Provide ostomy care and 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Manage the care of a client with alteration in hemodynamics, tissue perfusion and 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: EXPERIENCE AND ORIENTATION

4. What is the total number of **months** you have worked as an RN in Canada? (Whole numbers only.)

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

- Yes - If yes, what is the total number of months you worked outside Canada as an RN?
- No

6. 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
- Classroom instruction/skills lab plus supervised work with clients
- Work with an assigned preceptor(s) or mentor(s) with or without additional classroom instruction/skills lab work
- A formal internship/residency with or without additional classroom instruction/skills lab work
- Other, please specify:

7. If you had an orientation period, how many **weeks** did it last? (Whole numbers only.)

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

- Advanced Cardiac Life Support (ACLS)
- Basic Life Support (BLS/CPR)
- Behavioral Management
- Cardiac Care
- Chemotherapy
- Community Health
- Critical Care
- Dialysis
- Intravenous Therapy
- Moderate Sedation
- Neonatal Advanced Life Support
- Neonatal Resuscitation
- Palliative Care
- Pediatric Advanced Life Support (PALS)
- Rehabilitation
- None
- Other, please specify:

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

- Yes
- No

10. Is your nursing position primarily administrative?

- Yes
- No



## SECTION 3: WORK ENVIRONMENT

11. Which of the following **best** describes the acuity of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Well clients, possibly with minor illnesses
- Clients with stable chronic conditions
- Clients with unstable chronic conditions
- Clients with acute conditions, including clients with medical, surgical, obstetrical, or critical conditions
- Clients at end of life
- Clients with behavioral/emotional conditions
- Other, please specify:

12. Which of the following **best** describes the ages of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Pediatric (ages 0-17)
- Adult (ages 18-64)
- Adult (ages 65-85)
- Adult (over age 85)

13. Which of the following choices **best** describes your employment setting/specialty area **on the last day you worked**? If you worked mainly in one setting, 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.)

- Ambulatory care, physician office, or clinics
- Critical care
- Home health
- Hospice
- Inpatient medical-surgical
- Labor and delivery
- Long-term care
- Operating room
- Palliative care
- Pediatric
- Psychiatry or subspecialties (detox, inpatient, outpatient)
- Public health/Occupational health
- Rehabilitation
- Residential
- Other, please specify:

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

- Hospital
- Long-term care facility
- Community-based or ambulatory care facility/organization (including public health department, home health, clinics, school, prison, etc.)
- Other, please specify:

15. If you work in a hospital or long-term care facility, how large is the facility? (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 long-term care facility

16. Which of the following **best** describes your shift **on a typical workday**? (Select **only one**.)

- Days
- Evenings
- Nights
- Rotating shifts
- Other, please specify:

17. What is the length of your shift **on a typical workday**? (Select only **one**.)

- 8 hours
- 10 hours
- 12 hours
- Combination of 8 hours and 12 hours
- Other, please specify:

18. Which **best** describes the location of your employment setting? (Select only **one**.)

- Urban/Metropolitan area
- Suburban
- Rural

**SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK**

19. How many hours did you work on the **last shift you worked**? (Whole numbers only.)

20. How many clients were you responsible for on the **last day you worked**? (Whole numbers only.) This includes clients to whom you were assigned to provide direct care, indirect care (provided through others such as LPN/VNs or unlicensed assistive personnel), or any performance of tasks or other responsibility for care during all or any part of your time in the work setting.

21. How much of your time was spent performing each of the following types of activities **on the last 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 day you worked** rounded to the nearest hour. For example, if you spent about 2.25 hours on a set of activities, select the option 2. If you spent 3.5 hours on a set of activities, select the option 4. Numerous categories may be performed simultaneously; therefore, total hours spent may be greater than 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
<b>1. Management of Care:</b> 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"/>
<b>2. Safety and Infection Prevention:</b> 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"/>
<b>3. Health Promotion and Maintenance:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Psychosocial Integrity:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Basic Care and Comfort:</b> Provide comfort and assistance in the performance of activities of daily living.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacological and Parenteral Therapies:</b> Provide care related to the administration of medications and parenteral therapies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Reduction of Risk Potential:</b> Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments, or 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"/>
<b>8. Physiological Adaptation:</b> Manage and provide care for clients with acute, chronic, or life-threatening physical health conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 5: DEMOGRAPHIC INFORMATION**

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

22. Did you work as an unlicensed assistive personnel prior to becoming an RN?

- Yes- If yes, for how many months?
- No

23. Did you work as a LPN/VN prior to becoming an RN?

- Yes- If yes, for how many months?
- No

24. What is your gender?

- Male
- Female
- Prefer to self-describe:

25. What is your age in years? (Whole numbers only.)

26. Which of the following **best** describes your racial/ethnic background? (Select only **one**.)

- North American Indian (First Nations)
- Me'tis
- Inuit (Eskimo)
- White
- Chinese
- South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
- Black
- Filipino
- Latin American
- Southeast Asian (e.g., Vietnamese, Cambodian, Malaysian, Laotian, etc.)
- Arab
- West Asian (e.g., Iranian, Afghan, etc.)
- Korean
- Japanese
- Other

27. What is your primary language?

- English
- French
- English and another language
- French and another language
- Another language

28. What type of **basic** nursing education program qualified you to take the NCLEX-RN? (Select only **one**.)

- RN - Baccalaureate degree in Canada
- RN - Master's degree in Canada
- RN - Doctorate degree in Canada
- Any nursing program NOT located in Canada
- Other program, please specify:

29. How many months has it been since you completed course requirements from the above nursing education program? (Whole numbers only.)

**SECTION 6: ADDITIONAL QUESTIONS**

If you took the updated NCLEX after April 2023, please help us by answering a few questions about the addition of clinical judgment to the NCLEX.

30. Did you take the updated NCLEX on or after April 1, 2023?

- Yes  
 No

31. Rate the following statements on a scale from 1 to 4: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

	1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly agree
1. The use of clinical judgment in your daily duties, e.g., decision-making, communications, etc., is essential to safe care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The questions in the current NCLEX exam accurately assessed my clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The addition of clinical judgment and the unfolding case scenarios reflect the type of work you are now doing as a licensed nurse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The unfolding case scenarios measured real-world clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 7: COMMENTS**

32. 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 a number where you can be reached during the day or early evening.

Name:   
 Daytime or early evening phone number with area code:   
 Email address:

33. We thank you for your time spent taking this survey. Click the following link to download your recognition letter.

[RN PA Recognition Letter](#)

## English Form 6



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### NATIONAL COUNCIL OF STATE BOARDS OF NURSING

#### REGISTERED NURSING SURVEY- FORM 6

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

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 write in information. Type your answer in the space provided.

You will notice that many questions ask you to report what you did on your **last 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 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.

---

1. What is your province/territory of registration?

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

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

- Yes
- No

---

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

- Yes, 20 or more hours per week, on average
  - Yes, less than 20 hours per week, on average
  - No
-

**SECTION 1:**

**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, three questions are asked. Please answer all 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 or more times) did you personally perform the activity on the last 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 and Question C.

**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.

**QUESTION C – CLINICAL JUDGMENT:** How relevant is clinical judgment when performing this nursing activity?

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

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

**Question A –** 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 the clinical judgment rating as noted in Question C. Then move on to the next activity. If an activity is performed in your work setting, mark 0–5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B and Question C.

**Question B –** 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.

**Question C –** Rate the overall relevancy of clinical judgment when performing this nursing activity with 1 = Not relevant, 2 = Helpful, 3 = Important, 4 = Essential.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
1. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Manage conflict among clients and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Provide care within the legal 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Follow security plan and procedures (e.g., newborn security, violence, controlled access, environmental)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Participate in emergency planning and 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Promote staff and workplace safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
10. Assess client for abuse or neglect and report, intervene and/or escalate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Assess the potential for violence 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Provide appropriate care for a client experiencing visual, auditory and/or cognitive alterations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Evaluate the client's nutritional status 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Evaluate appropriateness and accuracy of medication order for 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Administer medications for pain management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each activity, three questions are asked. Please answer all questions.

	A - FREQUENCY							B - IMPORTANCE					C - CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
18. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Insert, 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: EXPERIENCE AND ORIENTATION

4. What is the total number of **months** you have worked as an RN in Canada? (Whole numbers only.)

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

- Yes - If yes, what is the total number of months you worked outside Canada as an RN?
- No

6. 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
- Classroom instruction/skills lab plus supervised work with clients
- Work with an assigned preceptor(s) or mentor(s) with or without additional classroom instruction/skills lab work
- A formal internship/residency with or without additional classroom instruction/skills lab work
- Other, please specify:

7. If you had an orientation period, how many **weeks** did it last? (Whole numbers only.)

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

- Advanced Cardiac Life Support (ACLS)
- Basic Life Support (BLS/CPR)
- Behavioral Management
- Cardiac Care
- Chemotherapy
- Community Health
- Critical Care
- Dialysis
- Intravenous Therapy
- Moderate Sedation
- Neonatal Advanced Life Support
- Neonatal Resuscitation
- Palliative Care
- Pediatric Advanced Life Support (PALS)
- Rehabilitation
- None
- Other, please specify:

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

- Yes
- No

10. Is your nursing position primarily administrative?

- Yes
- No



## SECTION 3: WORK ENVIRONMENT

11. Which of the following **best** describes the acuity of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Well clients, possibly with minor illnesses
- Clients with stable chronic conditions
- Clients with unstable chronic conditions
- Clients with acute conditions, including clients with medical, surgical, obstetrical, or critical conditions
- Clients at end of life
- Clients with behavioral/emotional conditions
- Other, please specify:

12. Which of the following **best** describes the ages of the clients for whom you provided care **on the last day you worked**? (Select **ALL** that apply.)

- Pediatric (ages 0-17)
- Adult (ages 18-64)
- Adult (ages 65-85)
- Adult (over age 85)

13. Which of the following choices **best** describes your employment setting/specialty area **on the last day you worked**? If you worked mainly in one setting, 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.)

- Ambulatory care, physician office, or clinics
- Critical care
- Home health
- Hospice
- Inpatient medical-surgical
- Labor and delivery
- Long-term care
- Operating room
- Palliative care
- Pediatric
- Psychiatry or subspecialties (detox, inpatient, outpatient)
- Public health/Occupational health
- Rehabilitation
- Residential
- Other, please specify:

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

- Hospital
- Long-term care facility
- Community-based or ambulatory care facility/organization (including public health department, home health, clinics, school, prison, etc.)
- Other, please specify:

15. If you work in a hospital or long-term care facility, how large is the facility? (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 long-term care facility

16. Which of the following **best** describes your shift **on a typical workday**? (Select **only one**.)

- Days
- Evenings
- Nights
- Rotating shifts
- Other, please specify:

17. What is the length of your shift **on a typical workday**? (Select only **one**.)

- 8 hours
- 10 hours
- 12 hours
- Combination of 8 hours and 12 hours
- Other, please specify:

18. Which **best** describes the location of your employment setting? (Select only **one**.)

- Urban/Metropolitan area
- Suburban
- Rural

**SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK**

19. How many hours did you work on the **last shift you worked**? (Whole numbers only.)

20. How many clients were you responsible for on the **last day you worked**? (Whole numbers only.) This includes clients to whom you were assigned to provide direct care, indirect care (provided through others such as LPN/VNs or unlicensed assistive personnel), or any performance of tasks or other responsibility for care during all or any part of your time in the work setting.

21. How much of your time was spent performing each of the following types of activities **on the last 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 day you worked** rounded to the nearest hour. For example, if you spent about 2.25 hours on a set of activities, select the option 2. If you spent 3.5 hours on a set of activities, select the option 4. Numerous categories may be performed simultaneously; therefore, total hours spent may be greater than 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
<b>1. Management of Care:</b> 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"/>
<b>2. Safety and Infection Prevention:</b> 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"/>
<b>3. Health Promotion and Maintenance:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Psychosocial Integrity:</b> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Basic Care and Comfort:</b> Provide comfort and assistance in the performance of activities of daily living.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacological and Parenteral Therapies:</b> Provide care related to the administration of medications and parenteral therapies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Reduction of Risk Potential:</b> Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments, or 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"/>
<b>8. Physiological Adaptation:</b> Manage and provide care for clients with acute, chronic, or life-threatening physical health conditions.	<input type="radio"/>	<input type="radio"/>	<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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**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.

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22. Did you work as an unlicensed assistive personnel prior to becoming an RN?

- Yes- If yes, for how many months?
- No
- 

23. Did you work as a LPN/VN prior to becoming an RN?

- Yes- If yes, for how many months?
- No
- 

24. What is your gender?

- Male
- Female
- Prefer to self-describe:
- 

25. What is your age in years? (Whole numbers only.)

---

26. Which of the following **best** describes your racial/ethnic background? (Select **only one**.)

- North American Indian (First Nations)
- Me'tis
- Inuit (Eskimo)
- White
- Chinese
- South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
- Black
- Filipino
- Latin American
- Southeast Asian (e.g., Vietnamese, Cambodian, Malaysian, Laotian, etc.)
- Arab
- West Asian (e.g., Iranian, Afghan, etc.)
- Korean
- Japanese
- Other
- 

27. What is your primary language?

- English
- French
- English and another language
- French and another language
- Another language
- 

28. What type of **basic** nursing education program qualified you to take the NCLEX-RN? (Select **only one**.)

- RN - Baccalaureate degree in Canada
- RN - Master's degree in Canada
- RN - Doctorate degree in Canada
- Any nursing program NOT located in Canada
- Other program, please specify:
-

29. How many months has it been since you completed course requirements from the above nursing education program? (Whole numbers only.)

#### SECTION 6: ADDITIONAL QUESTIONS

If you took the updated NCLEX after April 2023, please help us by answering a few questions about the addition of clinical judgment to the NCLEX.

30. Did you take the updated NCLEX on or after April 1, 2023?

- Yes  
 No

31. Rate the following statements on a scale from 1 to 4: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

	1 = Strongly disagree	2 = Disagree	3 = Agree	4 = Strongly agree
1. The use of clinical judgment in your daily duties, e.g., decision-making, communications, etc., is essential to safe care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The questions in the current NCLEX exam accurately assessed my clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The addition of clinical judgment and the unfolding case scenarios reflect the type of work you are now doing as a licensed nurse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The unfolding case scenarios measured real-world clinical judgment skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### SECTION 7: COMMENTS

32. 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 a number where you can be reached during the day or early evening.

Name:

Daytime or early evening phone number with area code:

Email address:

33. We thank you for your time spent taking this survey. Click the following link to download your recognition letter.

[RN PA Recognition Letter](#)

## French Form 1



NATIONAL COUNCIL OF STATE BOARDS OF NURSING

### SONDAGE AUPRÈS DES INFIRMIÈRES ET DES INFIRMIERS AUTORISÉS (IA) - FORMULAIRE 1

Ce sondage est mené par le National Council of State Boards of Nursing (NCSBN®) au nom de votre organisme de réglementation. Il fait partie d'une étude exhaustive sur l'exercice de la profession d'infirmiers/infirmières nouvellement autorisés (IA) dans les régions NCSBN qui utilisent l'examen NCLEX® pour les décisions sur l'attribution de l'autorisation d'exercer. Veuillez remplir le présent formulaire dès que possible. C'est votre opportunité de contribuer au développement de l'examen auquel les futur(e)s candidat(e)s se présenteront.

Veuillez lire attentivement chaque question et y répondre en choisissant l'option qui correspond le mieux à votre réponse. Choisissez la réponse qui convient le **mieux** à l'exercice de votre profession; sélectionnez la ou les réponses pertinentes. Quelques questions vous demandent d'écrire l'information. Veuillez taper votre réponse dans l'espace prévu.

Vous remarquerez que plusieurs questions vous demandent de faire le rapport de vos activités lors de votre **dernière journée 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 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. Le terme « client » a le même sens que « résident » ou « patient ». Vos réponses seront traitées de façon confidentielle et aucune de vos réponses individuelles aux questions ne sera divulguée.

1. Quel(le) est votre province/territoire d'immatriculation/autorisation ?

- Alberta
- Colombie-Britannique
- Manitoba
- Nouveau-Brunswick
- Terre-Neuve-et-Labrador
- Territoires du Nord-Ouest et Nuvaunut
- Nouvelle-Écosse
- Ontario
- Île du Prince Édouard
- Québec
- Saskatchewan
- Yukon

2. Travaillez-vous actuellement comme IA au Canada ?

- Oui
- Non

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

- Oui, 20 heures ou plus par semaine, en moyenne
- Oui, moins de 20 heures par semaine, en moyenne
- Non

**SECTION 1: ACTIVITÉS DE SOINS INFIRMIERS**

Cette section comprend une liste des activités décrivant la pratique des soins infirmiers dans différents milieux. Veuillez noter que certaines activités pourraient ne pas s'appliquer à votre milieu de travail. Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les 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 ou davantage) avez-vous exécuté personnellement cette activité au cours de votre dernière journée 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.

**QUESTION C – LE JUGEMENT CLINIQUE:** Dans quelle mesure le jugement clinique est-il pertinent lors de l'exercice de cette activité infirmière ?

Le jugement clinique est défini comme étant le résultat observé d'une pensée critique et d'une prise de décision. Il s'agit d'un processus itératif qui utilise le savoir infirmier pour observer et évaluer des situations qui se présentent, identifier l'inquiétude principale d'un client, et générer les meilleures solutions possibles fondées sur les faits pour offrir des soins sécuritaires au client.

REMARQUE : L'inclusion d'une activité dans ce sondage d'analyse de la pratique n'implique pas que l'activité est ou serait incluse dans le champ d'exercice des infirmières autorisées défini par une province spécifique. Vous devez vous référer à votre organisme local de réglementation des soins infirmiers pour obtenir des informations sur votre champ d'exercice.

**Question A – 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 et pour le jugement clinique indiquée à la question C, puis passez à l'activité suivante. **Si l'activité est exécutée dans votre milieu de travail,** donnez une note de 0 à 5+ représentant la fréquence à laquelle vous l'avez exécutée lors de votre dernier jour de travail, puis répondez à la Question B et à la Question C.

**Question B –** Notez l'importance globale de cette activité du point de vue de la sécurité et 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.

**Question C –** Notez la pertinence globale du jugement clinique lors de l'exécution de cette activité infirmière, comme suit : 1 = Non pertinent, 2 = Utile, 3 = Important, 4 = Essentiel.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
1. Exécuter les procédures nécessaires pour admettre ou 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Identifier et collaborer avec des membres d'équipe multidisciplinaires lorsqu'on fournit des soins aux clients (par ex. physiothérapeute, nutritionniste, travailleur social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Évaluer le besoin de recommandations 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Utiliser les ressources pour promouvoir des soins aux clients de qualité (par ex. recherche fondée sur des 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Pratiquer et préconiser des soins de manière efficace au niveau des coûts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Utiliser des principes ergonomiques 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Respecter les conditions requises lors de 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Fournir des soins prénataux et un enseignement à cet égard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
10. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Évaluer le client pour un abus d'alcool ou d'autres drogues et/ou pour des toxicités et intervenir comme il convient (par ex. dépendance, sevrage)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Évaluer le réseau de soutien du client pour mieux planifier 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Fournir 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Effectuer une évaluation cutanée et mettre en œuvre des mesures pour maintenir l'intégrité de la peau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Évaluer la structure de sommeil/repos du client et intervenir 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Administrer des produits sanguins et évaluer la réponse 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
18. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Reconnaître les tendances et les changements dans l'état du client et intervenir 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Prendre en charge le client pendant 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Insérer, maintenir ou retirer un cathéter 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Exécuter les procédures de soins 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Fournir et gérer les soins d'un client recevant une dialyse péritonéale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Mettre en place et surveiller la photothérapie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: EXPÉRIENCE ET ORIENTATION

4. Depuis combien de **mois** travaillez-vous comme IA au Canada ? (Nombres entiers uniquement.)

5. Avez-vous déjà travaillé comme IA hors du Canada ?

- Oui – Si oui, combien de mois au total avez-vous travaillé comme IA hors du Canada ?
- Non

6. Lequel des énoncés suivants définit le **mieux** l'orientation que vous avez reçue dans vos fonctions actuelles ? (Sélectionnez **une** seule réponse.)

- Aucune orientation officielle
- Enseignement en classe/laboratoire sur les compétences uniquement
- Enseignement en classe/laboratoire sur les compétences, plus du travail supervisé auprès des clients
- Travail auprès d'un ou de plusieurs précepteurs ou mentors désignés, avec ou sans travail en classe ou laboratoire sur les compétences en plus
- Stage formel/résidence, avec ou sans travail en classe ou laboratoire sur les compétences en plus
- Autre, veuillez préciser :

7. Si vous avez eu une période d'orientation, combien de **semaines** a-t-elle duré? (Nombres entiers uniquement.)

8. 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.)

- Chimiothérapie
- Dialyse
- Gestion du comportement
- Intraveino-thérapie
- Réadaptation
- Réanimation néonatale
- Santé communautaire
- Soins cardiaques
- Soins de base
- Soins intensifs
- Sédation modérée
- Soins néonataux avancés
- Soins palliatifs
- Soins pédiatriques avancés
- Technique spécialisée de réanimation cardiorespiratoire
- Aucun
- Autre(s), veuillez préciser :

9. 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

10. Votre poste d'infirmière est-il principalement administratif ?

- Oui
- Non



## SECTION 3: ENVIRONNEMENT DE TRAVAIL

11. Lesquels des choix suivants définissent le **mieux** l'acuité 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
- Clients atteints d'affections chroniques stables
- Clients atteints d'affections chroniques instables
- Clients atteints d'affections aiguës, y compris les clients atteints de troubles médicaux, chirurgicaux, obstétricaux ou critiques
- Clients en fin de vie
- Clients qui ont des troubles du comportement/émotionnels
- Autre(s), veuillez préciser :

12. Lesquels des choix suivants définissent le **mieux** les âges de vos clients **lors de votre dernière journée de travail**? (Sélectionnez **TOUTES** les réponses qui s'appliquent.)

- Pédiatrie (0 à 17 ans)
- Adultes (18 à 64 ans)
- Adultes (65 à 85 ans)
- Adultes (plus de 85 ans)

13. Lesquels des choix suivants définissent le **mieux** votre milieu de travail/domaine de spécialité **lors de votre dernière journée de travail**? Si vous avez travaillé essentiellement dans un seul milieu de travail, sélectionnez la case correspondant à ce milieu de travail. Si vous avez travaillé dans plusieurs milieux de travail, sélectionnez la case correspondant à tous ces milieux de travail dans lesquels vous avez passé au moins la moitié de votre temps. (Sélectionnez **deux réponses au maximum**.)

- En résidence
- Hospitalisation médicale/chirurgicale
- Longue durée
- Pédiatrie
- Psychiatrie ou sous-spécialités (désintoxication, malade hospitalisé, externe)
- Réadaptation
- Salle d'opération
- Salle de travail et accouchement
- Santé publique/Santé au travail
- Soins à domicile
- Soins ambulatoires, cabinet de médecin ou cliniques
- Soins en fin de vie
- Soins intensifs
- Soins palliatifs
- Autre(s), veuillez préciser :

14. Lequel des types d'établissement/organisation suivants définit le **mieux** celui dans lequel se situe votre milieu de travail/domaine de spécialité? (Sélectionnez **une seule réponse**.)

- Hôpital
- Établissement de soins de longue durée
- Établissement/organisation de soins communautaires ou ambulatoires (y compris service de santé publique, soins à domicile, cliniques, école, prison, etc.)
- Autre(s), veuillez préciser :

15. Si vous travaillez dans un hôpital ou dans un établissement de soins de longue durée, quel est le nombre de lits de cette installation? (Sélectionnez **une seule réponse**.)

- Moins de 50 lits
- 50 à 99 lits
- 100 à 299 lits
- 300 à 499 lits
- 500 lits ou davantage
- Je ne sais pas
- Je ne travaille pas dans un hôpital ou dans un établissement de soins de longue

16. Lequel des choix suivants définit le **mieux** votre quart de travail **au cours d'une journée de travail typique**? (Sélectionnez **une seule réponse**.)

- Journée
- Soirée
- Nuit
- Équipe alternante
- Autre, veuillez préciser :

17. 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
- Combinaison 8 et 12 heures
- Autre, veuillez préciser :

18. Lequel des choix suivants décrit le **mieux** le lieu de votre emploi ? (Sélectionnez une seule réponse.)

- Zone urbaine/métropolitaine
- Banlieue
- Zone rurale

**SECTION 4: DESCRIPTION DE VOTRE DERNIÈRE JOURNÉE DE TRAVAIL**

19. Pendant combien d'heures avez-vous travaillé lors de votre **dernier quart de travail** ? (Nombres entiers uniquement.)

20. De combien de clients étiez-vous responsable lors de votre **dernière journée de travail** ? (Nombres entiers uniquement.) Cela comprend les clients auxquels vous étiez affecté(e) pour fournir des soins directs, indirects (par l'intermédiaire d'autres personnes telles que IAA ou fournisseurs non réglementés de soins de santé) ou pour assumer toute tâche ou autre responsabilité en matière de soins pendant toute votre journée de travail ou une partie de la journée dans votre milieu de travail.

21. Combien de temps avez-vous passé à exécuter chacun des types d'activités suivants **lors de votre dernière journée 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 de travail** en arrondissant à l'heure la plus proche. Par exemple, si vous avez passé 2,25 heures à exécuter un ensemble d'activités, sélectionnez l'option 2. Si vous avez passé 3,5 heures 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 total approximatif (Heures) passées à l'exécution de l'ensemble d'activités**

	0	1	2	3	4	5	6	7	8	>8
<b>1. Gestion des soins:</b> Procurer et orienter des soins infirmiers qui améliorent le cadre de prestation des soins, en vue de protéger les clients/clientes 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"/>
<b>2. Sécurité et prévention des infections:</b> Protéger les clients et le personnel soignant contre les risques pour la santé et les risques environnementaux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Promotion et maintien de la santé:</b> Procurer et orienter des soins infirmiers des clients qui incorporent la connaissance de principes de croissance et de développement prévus, la prévention ou la détection précoce de problèmes de santé, et les stratégies à suivre en vue d'une santé optimale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Intégrité psychologique:</b> Procurer et orienter des soins infirmiers qui favorisent et soutiennent le bien-être émotionnel, mental, et social des clients qui vivent des événements stressants, ainsi que des clients atteints d'une maladie mentale aigüe 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"/>
<b>5. Soins de base et confort:</b> Assurer le confort et aider à l'exécution des activités de la vie quotidienne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacothérapies et thérapies parentérales:</b> Procurer des soins associés à l'administration de médicaments et de traitements parentéraux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Réduction du potentiel de risque:</b> Réduire la probabilité que les clients développent des complications ou des problèmes de santé liés aux affections existantes, aux traitements, ou aux 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"/>
<b>8. Adaptation physiologique:</b> Gérer et procurer des soins pour les clients atteints de problèmes de santé physique aigus, chroniques ou qui mettent la vie en danger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 5: 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.

22. Avez-vous travaillé comme fournisseur non réglementé de soins de santé avant de devenir IA ?

Oui – Si oui, combien de mois ?

Non

23. Avez-vous travaillé comme infirmier(e) auxiliaire autorisé(e) [IAA] avant de devenir IA ?

Si oui, combien de mois ?

Non

24. De quel sexe êtes-vous ?

Masculin

Féminin

Je préfère me définir comme :

25. Quel âge avez-vous ? (Nombres entiers uniquement.)

26. Laquelle des options suivantes décrit le **mieux** votre origine raciale/ethnique ? (**Sélectionnez une seule réponse.**)

Indien de l'Amérique du Nord (Premières nations)

Métis

Inuit (Esquimau)

Blanc

Chinois

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

Noir

Philippin

Latino-américain

Asiatique du Sud-Est (p. ex., Vietnamiens, Cambodgien, Malaisien, Laotien, etc.)

Arabe

Asiatique de l'Ouest (p. ex., Iranien, Afghan, etc.)

Coréen

Japonais

Autre

27. Quelle est votre langue maternelle ?

Anglais

Français

Anglais et une autre langue

Français et une autre langue

Une autre langue

28. Quel type de programme de sciences infirmières de **base** vous a qualifié(e) pour vous présenter à l'examen NCLEX-RN ? (**Sélectionnez une seule réponse.**)

IA - Baccalauréat au Canada

IA - Maîtrise au Canada

IA - Doctorat au Canada

Un programme de sciences infirmières NON canadien

Autre programme (veuillez préciser) :

29. Depuis combien de mois avez-vous terminé les études en sciences infirmières ci-dessus ? (Nombres entiers uniquement.)

## SECTION 6: QUESTIONS SUPPLÉMENTAIRES

Si vous avez passé le NCLEX après avril 2023, aidez-nous en répondant à quelques questions sur l'ajout du jugement clinique au NCLEX.

30. Avez-vous passé l'examen mis à jour le 1er avril 2023 ou après cette date ?

- Oui  
 Non

31. Évaluez les énoncés suivants sur une échelle de 1 à 4 : 1 = Fortement en désaccord, 2 = En désaccord, 3 = D'accord, 4 = Tout à fait d'accord

	1 = Fortement en désaccord	2 = En désaccord	3 = D'accord	4 = Tout à fait d'accord
1. Le recours au jugement clinique dans vos tâches quotidiennes, par ex. la prise de décision, les communications, etc., est essentiel à la sécurité des soins.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Les questions de l'examen NCLEX actuel ont évalué avec précision vos compétences en jugement clinique.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. L'ajout du jugement clinique et les scénarios de cas reflètent le type de travail que vous effectuez actuellement en tant qu'infirmière autorisée.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Les scénarios de cas qui se déroulaient mesuraient les compétences de jugement clinique dans le monde réel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 7: COMMENTAIRES

32. Nous pourrions communiquer avec certains participants par téléphone ou par courriel si nous avons besoin de renseignements supplémentaires pour clarifier les résultats de cette étude. Si vous souhaitez répondre à quelques questions supplémentaires par téléphone ou par courriel, veuillez fournir le numéro de téléphone où nous pouvons 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:

33. Nous vous remercions du temps consacré à répondre à cette enquête. Cliquez sur le lien suivant pour télécharger votre lettre de reconnaissance.

[Lettre de reconnaissance d'analyse de pratique RN](#)

## French Form 2



NATIONAL COUNCIL OF STATE BOARDS OF NURSING

## SONDAGE AUPRÈS DES INFIRMIÈRES ET DES INFIRMIERS AUTORISÉS (IA) - FORMULAIRE 2

Ce sondage est mené par le National Council of State Boards of Nursing (NCSBN®) au nom de votre organisme de réglementation. Il fait partie d'une étude exhaustive sur l'exercice de la profession d'infirmiers/infirmières nouvellement autorisés (IA) dans les régions NCSBN qui utilisent l'examen NCLEX® pour les décisions sur l'attribution de l'autorisation d'exercer. Veuillez remplir le présent formulaire dès que possible. C'est votre opportunité de contribuer au développement de l'examen auquel les futur(e)s candidat(e)s se présenteront.

Veuillez lire attentivement chaque question et y répondre en choisissant l'option qui correspond le mieux à votre réponse. Choisissez la réponse qui convient le **mieux** à l'exercice de votre profession; sélectionnez la ou les réponses pertinentes. Quelques questions vous demandent d'écrire l'information. Veuillez taper votre réponse dans l'espace prévu.

Vous remarquerez que plusieurs questions vous demandent de faire le rapport de vos activités lors de votre **dernière journée 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 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. Le terme « client » a le même sens que « résident » ou « patient ». Vos réponses seront traitées de façon confidentielle et aucune de vos réponses individuelles aux questions ne sera divulguée.

1. Quel(le) est votre province/territoire d'immatriculation/autorisation ?

- Alberta
- Colombie-Britannique
- Manitoba
- Nouveau-Brunswick
- Terre-Neuve-et-Labrador
- Territoires du Nord-Ouest et Nuwanut
- Nouvelle-Écosse
- Ontario
- Île du Prince Édouard
- Québec
- Saskatchewan
- Yukon

2. Travaillez-vous actuellement comme IA au Canada ?

- Oui
- Non

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

- Oui, 20 heures ou plus par semaine, en moyenne
- Oui, moins de 20 heures par semaine, en moyenne
- Non

**SECTION 1: ACTIVITÉS DE SOINS INFIRMIERS**

Cette section comprend une liste des activités décrivant la pratique des soins infirmiers dans différents milieux. Veuillez noter que certaines activités pourraient ne pas s'appliquer à votre milieu de travail. Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les 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 ou davantage) avez-vous exécuté personnellement cette activité au cours de votre dernière journée 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'invalité fonctionnelle, ou d'une grande détresse pour les clients. Notez toutes les activités.

**QUESTION C – LE JUGEMENT CLINIQUE:** Dans quelle mesure le jugement clinique est-il pertinent lors de l'exercice de cette activité infirmière ?

Le jugement clinique est défini comme étant le résultat observé d'une pensée critique et d'une prise de décision. Il s'agit d'un processus itératif qui utilise le savoir infirmier pour observer et évaluer des situations qui se présentent, identifier l'inquiétude principale d'un client, et générer les meilleures solutions possibles fondées sur les faits pour offrir des soins sécuritaires au client.

REMARQUE : L'inclusion d'une activité dans ce sondage d'analyse de la pratique n'implique pas que l'activité est ou serait incluse dans le champ d'exercice des infirmières autorisées défini par une province spécifique. Vous devez vous référer à votre organisme local de réglementation des soins infirmiers pour obtenir des informations sur votre champ d'exercice.

**Question A – 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 et pour le jugement clinique indiquée à la question C, puis passez à l'activité suivante. **Si l'activité est exécutée dans votre milieu de travail,** donnez une note de 0 à 5+ représentant la fréquence à laquelle vous l'avez exécutée lors de votre dernier jour de travail, puis répondez à la Question B et à la Question C.

**Question B –** Notez l'importance globale de cette activité du point de vue de la sécurité et 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.

**Question C –** Notez la pertinence globale du jugement clinique lors de l'exécution de cette activité infirmière, comme suit : 1 = Non pertinent, 2 = Utile, 3 = Important, 4 = Essentiel.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
1. Fournir et recevoir le transfert des soins (rapport) concernant les clients assignés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Recevoir, vérifier et mettre en œuvre 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Établir, évaluer et mettre à jour le plan de soins 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Reconnaître et signaler les préoccupations éthiques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Appliquer les principes de prévention des infections (par ex. hygiène des mains, technique aseptique, isolement, technique stérile, précautions universelles et standard perfectionnées en matière de barrières)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Reconnaître et consigner les erreurs de pratique et les incidents évités de justesse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Enseigner les mesures de prévention des infections au client 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Planifier et/ou participer à l'éducation de la santé communautaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
10. Évaluer et renseigner les clients sur les risques pour la santé en fonction des caractéristiques familiales, communautaires et de la population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Fournir des soins et de l'enseignement pour des problèmes aigus et chroniques de santé psychosociale (par ex. accoutumances/dépendances, dépression, démence, troubles alimentaires)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Évaluer la capacité du client à faire face aux changements 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Évaluer l'exécution des activités de la vie de tous les jours par le client et aider 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Évaluer et gérer le client en modifiant l'élimination intestinale et de la vessie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Évaluer les ingestas et excréta du client et intervenir 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Accéder aux (et/ou maintenir les) dispositifs d'accès veineux central	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
18. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Surveiller les résultats des tests de diagnostic et intervenir 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Effectuer des prélèvements sanguins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Insérer, maintenir ou retirer une ligne 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Surveiller et prendre soin des clients ventilés mécaniquement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Effectuer une aspiration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Gérer les soins d'un client portant 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Gérer les soins d'un client recevant une hémodialyse ou un traitement continu de suppléance rénale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: EXPÉRIENCE ET ORIENTATION

4. Depuis combien de **mois** travaillez-vous comme IA au Canada ? (Nombres entiers uniquement.)

5. Avez-vous déjà travaillé comme IA hors du Canada ?

- Oui – Si oui, combien de mois au total avez-vous travaillé comme IA hors du Canada ?
- Non

6. Lequel des énoncés suivants définit le **mieux** l'orientation que vous avez reçue dans vos fonctions actuelles ? (**Sélectionnez une seule réponse.**)

- Aucune orientation officielle
- Enseignement en classe/laboratoire sur les compétences uniquement
- Enseignement en classe/laboratoire sur les compétences, plus du travail supervisé auprès des clients
- Travail auprès d'un ou de plusieurs précepteurs ou mentors désignés, avec ou sans travail en classe ou laboratoire sur les compétences en plus
- Stage formel/résidence, avec ou sans travail en classe ou laboratoire sur les compétences en plus
- Autre, veuillez préciser :

7. Si vous avez eu une période d'orientation, combien de **semaines** a-t-elle duré? (Nombres entiers uniquement.)

8. 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.**)

- Chimiothérapie
- Dialyse
- Gestion du comportement
- Intraveino-thérapie
- Réadaptation
- Réanimation néonatale
- Santé communautaire
- Soins cardiaques
- Soins de base
- Soins intensifs
- Sédation modérée
- Soins néonataux avancés
- Soins palliatifs
- Soins pédiatriques avancés
- Technique spécialisée de réanimation cardiorespiratoire
- Aucun
- Autre(s), veuillez préciser :

9. 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

10. Votre poste d'infirmière est-il principalement administratif ?

- Oui
- Non



## SECTION 3: ENVIRONNEMENT DE TRAVAIL

11. Lesquels des choix suivants définissent le **mieux** l'acuité 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
- Clients atteints d'affections chroniques stables
- Clients atteints d'affections chroniques instables
- Clients atteints d'affections aiguës, y compris les clients atteints de troubles médicaux, chirurgicaux, obstétricaux ou critiques
- Clients en fin de vie
- Clients qui ont des troubles du comportement/émotionnels
- Autre(s), veuillez préciser :

12. Lesquels des choix suivants définissent le **mieux** les âges de vos clients **lors de votre dernière journée de travail** ? (Sélectionnez **TOUTES** les réponses qui s'appliquent.)

- Pédiatrie (0 à 17 ans)
- Adultes (18 à 64 ans)
- Adultes (65 à 85 ans)
- Adultes (plus de 85 ans)

13. Lesquels des choix suivants définissent le **mieux** votre milieu de travail/domaine de spécialité **lors de votre dernière journée de travail** ? Si vous avez travaillé essentiellement dans un seul milieu de travail, sélectionnez la case correspondant à ce milieu de travail. Si vous avez travaillé dans plusieurs milieux de travail, sélectionnez la case correspondant à tous ces milieux de travail dans lesquels vous avez passé au moins la moitié de votre temps. (Sélectionnez **deux réponses au maximum**.)

- En résidence
- Hospitalisation médicale/chirurgicale
- Longue durée
- Pédiatrie
- Psychiatrie ou sous-spécialités (désintoxication, malade hospitalisé, externe)
- Réadaptation
- Salle d'opération
- Salle de travail et accouchement
- Santé publique/Santé au travail
- Soins à domicile
- Soins ambulatoires, cabinet de médecin ou cliniques
- Soins en fin de vie
- Soins intensifs
- Soins palliatifs
- Autre(s), veuillez préciser :

14. Lequel des types d'établissement/organisation suivants définit le **mieux** celui dans lequel se situe votre milieu de travail/domaine de spécialité ? (Sélectionnez **une seule réponse**.)

- Hôpital
- Établissement de soins de longue durée
- Établissement/organisation de soins communautaires ou ambulatoires (y compris service de santé publique, soins à domicile, cliniques, école, prison, etc.)
- Autre(s), veuillez préciser :

15. Si vous travaillez dans un hôpital ou dans un établissement de soins de longue durée, quel est le nombre de lits de cette installation ? (Sélectionnez **une seule réponse**.)

- Moins de 50 lits
- 50 à 99 lits
- 100 à 299 lits
- 300 à 499 lits
- 500 lits ou davantage
- Je ne sais pas
- Je ne travaille pas dans un hôpital ou dans un établissement de soins de longue

16. Lequel des choix suivants définit le **mieux** votre quart de travail **au cours d'une journée de travail typique** ? (Sélectionnez **une seule réponse**.)

- Journée  
 Soirée  
 Nuit  
 Équipe alternante  
 Autre, veuillez préciser :
- 

17. 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  
 Combinaison 8 et 12 heures  
 Autre, veuillez préciser :
- 

18. Lequel des choix suivants décrit le **mieux** le lieu de votre emploi ? (Sélectionnez **une seule réponse**.)

- Zone urbaine/métropolitaine  
 Banlieue  
 Zone rurale

#### SECTION 4: DESCRIPTION DE VOTRE DERNIÈRE JOURNÉE DE TRAVAIL

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19. Pendant combien d'heures avez-vous travaillé lors de votre **dernier quart de travail** ? (Nombres entiers uniquement.)

20. De combien de clients étiez-vous responsable lors de votre **dernière journée de travail** ? (Nombres entiers uniquement.) Cela comprend les clients auxquels vous étiez affecté(e) pour fournir des soins directs, indirects (par l'intermédiaire d'autres personnes telles que IAA ou fournisseurs non réglementés de soins de santé) ou pour assumer toute tâche ou autre responsabilité en matière de soins pendant toute votre journée de travail ou une partie de la journée dans votre milieu de travail.

21. Combien de temps avez-vous passé à exécuter chacun des types d'activités suivants **lors de votre dernière journée 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 de travail** en arrondissant à l'heure la plus proche. Par exemple, si vous avez passé 2,25 heures à exécuter un ensemble d'activités, sélectionnez l'option 2. Si vous avez passé 3,5 heures 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 total approximatif (Heures) passées à l'exécution de l'ensemble d'activités									
	0	1	2	3	4	5	6	7	8	>8
<b>1. Gestion des soins:</b> Procurer et orienter des soins infirmiers qui améliorent le cadre de prestation des soins, en vue de protéger les clients/clientes 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"/>
<b>2. Sécurité et prévention des infections:</b> Protéger les clients et le personnel soignant contre les risques pour la santé et les risques environnementaux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Promotion et maintien de la santé:</b> Procurer et orienter des soins infirmiers des clients qui incorporent la connaissance de principes de croissance et de développement prévus, la prévention ou la détection précoce de problèmes de santé, et les stratégies à suivre en vue d'une santé optimale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Intégrité psychologique:</b> Procurer et orienter des soins infirmiers qui favorisent et soutiennent le bien-être émotionnel, mental, et social des clients qui vivent des événements stressants, ainsi que des clients atteints d'une maladie mentale aigüe 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"/>
<b>5. Soins de base et confort:</b> Assurer le confort et aider à l'exécution des activités de la vie quotidienne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacothérapies et thérapies parentérales:</b> Procurer des soins associés à l'administration de médicaments et de traitements parentéraux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Réduction du potentiel de risque:</b> Réduire la probabilité que les clients développent des complications ou des problèmes de santé liés aux affections existantes, aux traitements, ou aux 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"/>
<b>8. Adaptation physiologique:</b> Gérer et procurer des soins pour les clients atteints de problèmes de santé physique aigus, chroniques ou qui mettent la vie en danger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 5: 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.

22. Avez-vous travaillé comme fournisseur non réglementé de soins de santé avant de devenir IA ?

- Oui – Si oui, combien de mois ?
- Non

23. Avez-vous travaillé comme infirmier(e) auxiliaire autorisé(e) [IAA] avant de devenir IA ?

- Si oui, combien de mois ?
- Non

24. De quel sexe êtes-vous ?

- Masculin
- Féminin
- Je préfère me définir comme :

25. Quel âge avez-vous ? (Nombres entiers uniquement.)

26. Laquelle des options suivantes décrit le **mieux** votre origine raciale/ethnique ? (Sélectionnez **une** seule réponse.)

- Indien de l'Amérique du Nord (Premières nations)  
 Métis  
 Inuit (Esquimau)  
 Blanc  
 Chinois  
 Sud-asiatique (p. ex., des Indes orientales, du Pakistan, du Sri Lanka, etc.)  
 Noir  
 Philippin  
 Latino-américain  
 Asiatique du Sud-Est (p. ex., Vietnamien, Cambodgien, Malaisien, Laotien, etc.)  
 Arabe  
 Asiatique de l'Ouest (p. ex., Iranien, Afghan, etc.)  
 Coréen  
 Japonais  
 Autre

27. Quelle est votre langue maternelle ?

- Anglais  
 Français  
 Anglais et une autre langue  
 Français et une autre langue  
 Une autre langue

28. Quel type de programme de sciences infirmières de **base** vous a qualifié(e) pour vous présenter à l'examen NCLEX-RN ? (Sélectionnez **une** seule réponse.)

- IA - Baccalauréat au Canada  
 IA - Maîtrise au Canada  
 IA - Doctorat au Canada  
 Un programme de sciences infirmières NON canadien  
 Autre programme (veuillez préciser) :

29. Depuis combien de mois avez-vous terminé les études en sciences infirmières ci-dessus ? (Nombres entiers uniquement.)

#### SECTION 6: QUESTIONS SUPPLÉMENTAIRES

Si vous avez passé le NCLEX après avril 2023, aidez-nous en répondant à quelques questions sur l'ajout du jugement clinique au NCLEX.

30. Avez-vous passé l'examen mis à jour le 1er avril 2023 ou après cette date ?

- Oui  
 Non

31. Évaluez les énoncés suivants sur une échelle de 1 à 4 : 1 = Fortement en désaccord, 2 = En désaccord, 3 = D'accord, 4 = Tout à fait d'accord

	1 = Fortement en désaccord	2 = En désaccord	3 = D'accord	4 = Tout à fait d'accord
1. Le recours au jugement clinique dans vos tâches quotidiennes, par ex. la prise de décision, les communications, etc., est essentiel à la sécurité des soins.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Les questions de l'examen NCLEX actuel ont évalué avec précision vos compétences en jugement clinique.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. L'ajout du jugement clinique et les scénarios de cas reflètent le type de travail que vous effectuez actuellement en tant qu'infirmière autorisée.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Les scénarios de cas qui se déroulaient mesureraient les compétences de jugement clinique dans le monde réel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 7: COMMENTAIRES**

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32. Nous pourrions communiquer avec certains participants par téléphone ou par courriel si nous avons besoin de renseignements supplémentaires pour clarifier les résultats de cette étude. Si vous souhaitez répondre à quelques questions supplémentaires par téléphone ou par courriel, veuillez fournir le numéro de téléphone où nous pouvons 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:

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33. Nous vous remercions du temps consacré à répondre à cette enquête. Cliquez sur le lien suivant pour télécharger votre lettre de reconnaissance.

[Lettre de reconnaissance d'analyse de pratique RN](#)

## French Form 3



NATIONAL COUNCIL OF STATE BOARDS OF NURSING

## SONDAGE AUPRÈS DES INFIRMIÈRES ET DES INFIRMIERS AUTORISÉS (IA) - FORMULAIRE 3

Ce sondage est mené par le National Council of State Boards of Nursing (NCSBN®) au nom de votre organisme de réglementation. Il fait partie d'une étude exhaustive sur l'exercice de la profession d'infirmiers/infirmières nouvellement autorisés (IA) dans les régions NCSBN qui utilisent l'examen NCLEX® pour les décisions sur l'attribution de l'autorisation d'exercer. Veuillez remplir le présent formulaire dès que possible. C'est votre opportunité de contribuer au développement de l'examen auquel les futur(e)s candidat(e)s se présenteront.

Veuillez lire attentivement chaque question et y répondre en choisissant l'option qui correspond le mieux à votre réponse. Choisissez la réponse qui convient le **mieux** à l'exercice de votre profession; sélectionnez la ou les réponses pertinentes. Quelques questions vous demandent d'écrire l'information. Veuillez taper votre réponse dans l'espace prévu.

Vous remarquerez que plusieurs questions vous demandent de faire le rapport de vos activités lors de votre **dernière journée 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 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. Le terme « client » a le même sens que « résident » ou « patient ». Vos réponses seront traitées de façon confidentielle et aucune de vos réponses individuelles aux questions ne sera divulguée.

1. Quel(le) est votre province/territoire d'immatriculation/autorisation ?

- Alberta
- Colombie-Britannique
- Manitoba
- Nouveau-Brunswick
- Terre-Neuve-et-Labrador
- Territoires du Nord-Ouest et Nuwanut
- Nouvelle-Écosse
- Ontario
- Île du Prince Édouard
- Québec
- Saskatchewan
- Yukon

2. Travaillez-vous actuellement comme IA au Canada ?

- Oui
- Non

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

- Oui, 20 heures ou plus par semaine, en moyenne
- Oui, moins de 20 heures par semaine, en moyenne
- Non

**SECTION 1: ACTIVITÉS DE SOINS INFIRMIERS**

Cette section comprend une liste des activités décrivant la pratique des soins infirmiers dans différents milieux. Veuillez noter que certaines activités pourraient ne pas s'appliquer à votre milieu de travail. Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les 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 ou davantage) avez-vous exécuté personnellement cette activité au cours de votre dernière journée 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'invalider fonctionnelle, ou d'une grande détresse pour les clients. Notez toutes les activités.

**QUESTION C – LE JUGEMENT CLINIQUE:** Dans quelle mesure le jugement clinique est-il pertinent lors de l'exercice de cette activité infirmière ?

Le jugement clinique est défini comme étant le résultat observé d'une pensée critique et d'une prise de décision. Il s'agit d'un processus itératif qui utilise le savoir infirmier pour observer et évaluer des situations qui se présentent, identifier l'inquiétude principale d'un client, et générer les meilleures solutions possibles fondées sur les faits pour offrir des soins sécuritaires au client.

REMARQUE : L'inclusion d'une activité dans ce sondage d'analyse de la pratique n'implique pas que l'activité est ou serait incluse dans le champ d'exercice des infirmières autorisées défini par une province spécifique. Vous devez vous référer à votre organisme local de réglementation des soins infirmiers pour obtenir des informations sur votre champ d'exercice.

**Question A – 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 et pour le jugement clinique indiquée à la question C, puis passez à l'activité suivante. **Si l'activité est exécutée dans votre milieu de travail,** donnez une note de 0 à 5+ représentant la fréquence à laquelle vous l'avez exécutée lors de votre dernier jour de travail, puis répondez à la Question B et à la Question C.

**Question B –** Notez l'importance globale de cette activité du point de vue de la sécurité et 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.

**Question C –** Notez la pertinence globale du jugement clinique lors de l'exécution de cette activité infirmière, comme suit : 1 = Non pertinent, 2 = Utile, 3 = Important, 4 = Essentiel.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
1. Déléguer et superviser les soins au client fournis par d'autres (par ex. infirmière auxiliaire, personnel suppléant, autres infirmières autorisées)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Intégrer les directives avancées au plan de soins 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Assurer la confidentialité et le respect de la vie privée du client (par ex. médias sociaux, divulgation d'informations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Utiliser une terminologie approuvée 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Protéger le client contre les blessures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Identifier le client de manière adéquate 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Évaluer le client pour des allergies et intervenir s'il y a lieu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Effectuer des évaluations de dépistage ciblées (par ex. vision, nutrition, dépression)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Fournir 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
10. Fournir des soins et de l'enseignement à une cliente avant l'accouchement ou 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Promouvoir un environnement thérapeutique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Alimenter le client par sonde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Appliquer, maintenir ou retirer les appareils orthopédiques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Surveiller le perfusion 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Renseigner le client 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
18. Manipuler et administrer les médicaments à haut risque de manière sécuritaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Effectuer des tests dans le cadre de l'exercice (par ex. électrocardiogramme, analyse hors laboratoire, surveillance fœtale)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Soigner les plaies et 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Fournir une hygiène pulmonaire (par ex. physiothérapie thoracique, spirométrie d'incitation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Surveiller et maintenir les cathéters intra-artériels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## SECTION 2: EXPÉRIENCE ET ORIENTATION

4. Depuis combien de **mois** travaillez-vous comme IA au Canada ? (Nombres entiers uniquement.)

5. Avez-vous déjà travaillé comme IA hors du Canada ?

- Oui – Si oui, combien de mois au total avez-vous travaillé comme IA hors du Canada ?
- Non

6. Lequel des énoncés suivants définit le **mieux** l'orientation que vous avez reçue dans vos fonctions actuelles ? (**Sélectionnez une seule réponse.**)

- Aucune orientation officielle
- Enseignement en classe/laboratoire sur les compétences uniquement
- Enseignement en classe/laboratoire sur les compétences, plus du travail supervisé auprès des clients
- Travail auprès d'un ou de plusieurs précepteurs ou mentors désignés, avec ou sans travail en classe ou laboratoire sur les compétences en plus
- Stage formel/résidence, avec ou sans travail en classe ou laboratoire sur les compétences en plus
- Autre, veuillez préciser :

7. Si vous avez eu une période d'orientation, combien de **semaines** a-t-elle duré? (Nombres entiers uniquement.)

8. 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.**)

- Chimiothérapie
- Dialyse
- Gestion du comportement
- Intraveino-thérapie
- Réadaptation
- Réanimation néonatale
- Santé communautaire
- Soins cardiaques
- Soins de base
- Soins intensifs
- Sédation modérée
- Soins néonataux avancés
- Soins palliatifs
- Soins pédiatriques avancés
- Technique spécialisée de réanimation cardiorespiratoire
- Aucun
- Autre(s), veuillez préciser :

9. 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

10. Votre poste d'infirmière est-il principalement administratif ?

- Oui
- Non

## SECTION 3: ENVIRONNEMENT DE TRAVAIL

11. Lesquels des choix suivants définissent le **mieux** l'acuité 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
- Clients atteints d'affections chroniques stables
- Clients atteints d'affections chroniques instables
- Clients atteints d'affections aiguës, y compris les clients atteints de troubles médicaux, chirurgicaux, obstétricaux ou critiques
- Clients en fin de vie
- Clients qui ont des troubles du comportement/émotionnels
- Autre(s), veuillez préciser :

12. Lesquels des choix suivants définissent le **mieux** les âges de vos clients **lors de votre dernière journée de travail**? (Sélectionnez **TOUTES** les réponses qui s'appliquent.)

- Pédiatrie (0 à 17 ans)
- Adultes (18 à 64 ans)
- Adultes (65 à 85 ans)
- Adultes (plus de 85 ans)

13. Lesquels des choix suivants définissent le **mieux** votre milieu de travail/domaine de spécialité **lors de votre dernière journée de travail**? Si vous avez travaillé essentiellement dans un seul milieu de travail, sélectionnez la case correspondant à ce milieu de travail. Si vous avez travaillé dans plusieurs milieux de travail, sélectionnez la case correspondant à tous ces milieux de travail dans lesquels vous avez passé au moins la moitié de votre temps. (Sélectionnez **deux réponses au maximum**.)

- En résidence
- Hospitalisation médicale/chirurgicale
- Longue durée
- Pédiatrie
- Psychiatrie ou sous-spécialités (désintoxication, malade hospitalisé, externe)
- Réadaptation
- Salle d'opération
- Salle de travail et accouchement
- Santé publique/Santé au travail
- Soins à domicile
- Soins ambulatoires, cabinet de médecin ou cliniques
- Soins en fin de vie
- Soins intensifs
- Soins palliatifs
- Autre(s), veuillez préciser :

14. Lequel des types d'établissement/organisation suivants définit le **mieux** celui dans lequel se situe votre milieu de travail/domaine de spécialité? (Sélectionnez **une seule réponse**.)

- Hôpital
- Établissement de soins de longue durée
- Établissement/organisation de soins communautaires ou ambulatoires (y compris service de santé publique, soins à domicile, cliniques, école, prison, etc.)
- Autre(s), veuillez préciser :

15. Si vous travaillez dans un hôpital ou dans un établissement de soins de longue durée, quel est le nombre de lits de cette installation? (Sélectionnez **une seule réponse**.)

- Moins de 50 lits
- 50 à 99 lits
- 100 à 299 lits
- 300 à 499 lits
- 500 lits ou davantage
- Je ne sais pas
- Je ne travaille pas dans un hôpital ou dans un établissement de soins de longue

16. Lequel des choix suivants définit le **mieux** votre quart de travail **au cours d'une journée de travail typique** ? (Sélectionnez **une** seule réponse.)

- Journée
  - Soirée
  - Nuit
  - Équipe alternante
  - Autre, veuillez préciser :
- 

17. 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
  - Combinaison 8 et 12 heures
  - Autre, veuillez préciser :
- 

18. Lequel des choix suivants décrit le **mieux** le lieu de votre emploi ? (Sélectionnez **une** seule réponse.)

- Zone urbaine/métropolitaine
- Banlieue
- Zone rurale

#### SECTION 4: DESCRIPTION DE VOTRE DERNIÈRE JOURNÉE DE TRAVAIL

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19. Pendant combien d'heures avez-vous travaillé lors de votre **dernier quart de travail** ? (Nombres entiers uniquement.)

20. De combien de clients étiez-vous responsable lors de votre **dernière journée de travail** ? (Nombres entiers uniquement.) Cela comprend les clients auxquels vous étiez affecté(e) pour fournir des soins directs, indirects (par l'intermédiaire d'autres personnes telles que IAA ou fournisseurs non réglementés de soins de santé) ou pour assumer toute tâche ou autre responsabilité en matière de soins pendant toute votre journée de travail ou une partie de la journée dans votre milieu de travail.

21. Combien de temps avez-vous passé à exécuter chacun des types d'activités suivants **lors de votre dernière journée 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 de travail** en arrondissant à l'heure la plus proche. Par exemple, si vous avez passé 2,25 heures à exécuter un ensemble d'activités, sélectionnez l'option 2. Si vous avez passé 3,5 heures 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 total approximatif (Heures) passées à l'exécution de l'ensemble d'activités									
	0	1	2	3	4	5	6	7	8	>8
<b>1. Gestion des soins:</b> Procurer et orienter des soins infirmiers qui améliorent le cadre de prestation des soins, en vue de protéger les clients/clientes 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"/>
<b>2. Sécurité et prévention des infections:</b> Protéger les clients et le personnel soignant contre les risques pour la santé et les risques environnementaux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Promotion et maintien de la santé:</b> Procurer et orienter des soins infirmiers des clients qui incorporent la connaissance de principes de croissance et de développement prévus, la prévention ou la détection précoce de problèmes de santé, et les stratégies à suivre en vue d'une santé optimale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Intégrité psychologique:</b> Procurer et orienter des soins infirmiers qui favorisent et soutiennent le bien-être émotionnel, mental, et social des clients qui vivent des événements stressants, ainsi que des clients atteints d'une maladie mentale aigüe 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"/>
<b>5. Soins de base et confort:</b> Assurer le confort et aider à l'exécution des activités de la vie quotidienne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacothérapies et thérapies parentérales:</b> Procurer des soins associés à l'administration de médicaments et de traitements parentéraux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Réduction du potentiel de risque:</b> Réduire la probabilité que les clients développent des complications ou des problèmes de santé liés aux affections existantes, aux traitements, ou aux 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"/>
<b>8. Adaptation physiologique:</b> Gérer et procurer des soins pour les clients atteints de problèmes de santé physique aigus, chroniques ou qui mettent la vie en danger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 5: 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.

22. Avez-vous travaillé comme fournisseur non réglementé de soins de santé avant de devenir IA ?

- Oui – Si oui, combien de mois ?
- Non

23. Avez-vous travaillé comme infirmier(e) auxiliaire autorisé(e) [IAA] avant de devenir IA ?

- Si oui, combien de mois ?
- Non

24. De quel sexe êtes-vous ?

- Masculin
- Féminin
- Je préfère me définir comme :

25. Quel âge avez-vous ? (Nombres entiers uniquement.)

26. Laquelle des options suivantes décrit le **mieux** votre origine raciale/ethnique ? (Sélectionnez **une** seule réponse.)

- Indien de l'Amérique du Nord (Premières nations)  
 Métis  
 Inuit (Esquimau)  
 Blanc  
 Chinois  
 Sud-asiatique (p. ex., des Indes orientales, du Pakistan, du Sri Lanka, etc.)  
 Noir  
 Philippin  
 Latino-américain  
 Asiatique du Sud-Est (p. ex., Vietnamien, Cambodgien, Malaisien, Laotien, etc.)  
 Arabe  
 Asiatique de l'Ouest (p. ex., Iranien, Afghan, etc.)  
 Coréen  
 Japonais  
 Autre

27. Quelle est votre langue maternelle ?

- Anglais  
 Français  
 Anglais et une autre langue  
 Français et une autre langue  
 Une autre langue

28. Quel type de programme de sciences infirmières de **base** vous a qualifié(e) pour vous présenter à l'examen NCLEX-RN ? (Sélectionnez **une** seule réponse.)

- IA - Baccalauréat au Canada  
 IA - Maîtrise au Canada  
 IA - Doctorat au Canada  
 Un programme de sciences infirmières NON canadien  
 Autre programme (veuillez préciser) :

29. Depuis combien de mois avez-vous terminé les études en sciences infirmières ci-dessus ? (Nombres entiers uniquement.)

## SECTION 6: QUESTIONS SUPPLÉMENTAIRES

Si vous avez passé le NCLEX après avril 2023, aidez-nous en répondant à quelques questions sur l'ajout du jugement clinique au NCLEX.

30. Avez-vous passé l'examen mis à jour le 1er avril 2023 ou après cette date ?

- Oui  
 Non

31. Évaluez les énoncés suivants sur une échelle de 1 à 4 : 1 = Fortement en désaccord, 2 = En désaccord, 3 = D'accord, 4 = Tout à fait d'accord

	1 = Fortement en désaccord	2 = En désaccord	3 = D'accord	4 = Tout à fait d'accord
1. Le recours au jugement clinique dans vos tâches quotidiennes, par ex. la prise de décision, les communications, etc., est essentiel à la sécurité des soins.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Les questions de l'examen NCLEX actuel ont évalué avec précision vos compétences en jugement clinique.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. L'ajout du jugement clinique et les scénarios de cas reflètent le type de travail que vous effectuez actuellement en tant qu'infirmière autorisée.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Les scénarios de cas qui se déroulaient mesureraient les compétences de jugement clinique dans le monde réel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 7: COMMENTAIRES**

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32. Nous pourrions communiquer avec certains participants par téléphone ou par courriel si nous avons besoin de renseignements supplémentaires pour clarifier les résultats de cette étude. Si vous souhaitez répondre à quelques questions supplémentaires par téléphone ou par courriel, veuillez fournir le numéro de téléphone où nous pouvons 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:

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33. Nous vous remercions du temps consacré à répondre à cette enquête. Cliquez sur le lien suivant pour télécharger votre lettre de reconnaissance.

[Lettre de reconnaissance d'analyse de pratique RN](#)

## French Form 4



NATIONAL COUNCIL OF STATE BOARDS OF NURSING

## SONDAGE AUPRÈS DES INFIRMIÈRES ET DES INFIRMIERS AUTORISÉS (IA) - FORMULAIRE 4

Ce sondage est mené par le National Council of State Boards of Nursing (NCSBN®) au nom de votre organisme de réglementation. Il fait partie d'une étude exhaustive sur l'exercice de la profession d'infirmiers/infirmières nouvellement autorisés (IA) dans les régions NCSBN qui utilisent l'examen NCLEX® pour les décisions sur l'attribution de l'autorisation d'exercer. Veuillez remplir le présent formulaire dès que possible. C'est votre opportunité de contribuer au développement de l'examen auquel les futur(e)s candidat(e)s se présenteront.

Veuillez lire attentivement chaque question et y répondre en choisissant l'option qui correspond le mieux à votre réponse. Choisissez la réponse qui convient le **mieux** à l'exercice de votre profession; sélectionnez la ou les réponses pertinentes. Quelques questions vous demandent d'écrire l'information. Veuillez taper votre réponse dans l'espace prévu.

Vous remarquerez que plusieurs questions vous demandent de faire le rapport de vos activités lors de votre **dernière journée 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 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. Le terme « client » a le même sens que « résident » ou « patient ». Vos réponses seront traitées de façon confidentielle et aucune de vos réponses individuelles aux questions ne sera divulguée.

1. Quel(le) est votre province/territoire d'immatriculation/autorisation ?

- Alberta
- Colombie-Britannique
- Manitoba
- Nouveau-Brunswick
- Terre-Neuve-et-Labrador
- Territoires du Nord-Ouest et Nuwanut
- Nouvelle-Écosse
- Ontario
- Île du Prince Édouard
- Québec
- Saskatchewan
- Yukon

2. Travaillez-vous actuellement comme IA au Canada ?

- Oui
- Non

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

- Oui, 20 heures ou plus par semaine, en moyenne
- Oui, moins de 20 heures par semaine, en moyenne
- Non

**SECTION 1: ACTIVITÉS DE SOINS INFIRMIERS**

Cette section comprend une liste des activités décrivant la pratique des soins infirmiers dans différents milieux. Veuillez noter que certaines activités pourraient ne pas s'appliquer à votre milieu de travail. Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les 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 ou davantage) avez-vous exécuté personnellement cette activité au cours de votre dernière journée 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'invalité fonctionnelle, ou d'une grande détresse pour les clients. Notez toutes les activités.

**QUESTION C – LE JUGEMENT CLINIQUE:** Dans quelle mesure le jugement clinique est-il pertinent lors de l'exercice de cette activité infirmière ?

Le jugement clinique est défini comme étant le résultat observé d'une pensée critique et d'une prise de décision. Il s'agit d'un processus itératif qui utilise le savoir infirmier pour observer et évaluer des situations qui se présentent, identifier l'inquiétude principale d'un client, et générer les meilleures solutions possibles fondées sur les faits pour offrir des soins sécuritaires au client.

REMARQUE : L'inclusion d'une activité dans ce sondage d'analyse de la pratique n'implique pas que l'activité est ou serait incluse dans le champ d'exercice des infirmières autorisées défini par une province spécifique. Vous devez vous référer à votre organisme local de réglementation des soins infirmiers pour obtenir des informations sur votre champ d'exercice.

**Question A – 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 et pour le jugement clinique indiquée à la question C, puis passez à l'activité suivante. **Si l'activité est exécutée dans votre milieu de travail,** donnez une note de 0 à 5+ représentant la fréquence à laquelle vous l'avez exécutée lors de votre dernier jour de travail, puis répondez à la Question B et à la Question C.

**Question B –** Notez l'importance globale de cette activité du point de vue de la sécurité et 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.

**Question C –** Notez la pertinence globale du jugement clinique lors de l'exécution de cette activité infirmière, comme suit : 1 = Non pertinent, 2 = Utile, 3 = Important, 4 = Essentiel.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
1. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Fournir des soins aux clients afin de soutenir un traitement impartial et un accès égal aux soins, indépendamment de la culture/origine ethnique, de l'orientation sexuelle, de l'identité de genre et/ou de l'expression de genre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Reconnaître ses propres limites et celles des autres et utiliser les ressources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Vérifier la pertinence et l'exactitude d'une prescription de 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Faciliter l'utilisation appropriée et sécuritaire de l'équipement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Signaler, intervenir et/ou transmettre à un plus haut niveau un exercice non sécuritaire par le personnel soignant (par ex., abus d'alcool ou d'autres drogues, soins inadéquats, pratiques de dotation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Renseigner le client sur la prévention et le traitement de comportements à risques élevés pour 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Fournir 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
10. Fournir des ressources pour réduire les barrières 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Incorporer les pratiques culturelles et les croyances du client lorsqu'on planifie et fournit 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Appliquer les techniques de gestion du comportement lorsqu'on fournit des soins à un 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Exécuter les soins post-mortem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Préserver la dignité et l'intimité du client pendant 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Évaluer le client pour la douleur et intervenir comme il convient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Manipuler et administrer les substances contrôlées conformément aux directives réglementaires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Évaluer la réponse 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
18. Mettre au rebut les médicaments de façon sécuritaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Évaluer les réponses du client aux procédures et aux traitements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Renseigner le client 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Aider avec les procédures invasives (par ex. cathéter central, 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Gérer les soins d'un client surveillé par télémétrie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Gérer les soins du client atteint d'un déséquilibre hydrique et électrolytique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Renseigner le client 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: EXPÉRIENCE ET ORIENTATION

4. Depuis combien de **mois** travaillez-vous comme IA au Canada ? (Nombres entiers uniquement.)

5. Avez-vous déjà travaillé comme IA hors du Canada ?

- Oui – Si oui, combien de mois au total avez-vous travaillé comme IA hors du Canada ?
- Non

6. Lequel des énoncés suivants définit le **mieux** l'orientation que vous avez reçue dans vos fonctions actuelles ? (**Sélectionnez une seule réponse.**)

- Aucune orientation officielle
- Enseignement en classe/laboratoire sur les compétences uniquement
- Enseignement en classe/laboratoire sur les compétences, plus du travail supervisé auprès des clients
- Travail auprès d'un ou de plusieurs précepteurs ou mentors désignés, avec ou sans travail en classe ou laboratoire sur les compétences en plus
- Stage formel/résidence, avec ou sans travail en classe ou laboratoire sur les compétences en plus
- Autre, veuillez préciser :

7. Si vous avez eu une période d'orientation, combien de **semaines** a-t-elle duré? (Nombres entiers uniquement.)

8. 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.**)

- Chimiothérapie
- Dialyse
- Gestion du comportement
- Intraveino-thérapie
- Réadaptation
- Réanimation néonatale
- Santé communautaire
- Soins cardiaques
- Soins de base
- Soins intensifs
- Sédation modérée
- Soins néonataux avancés
- Soins palliatifs
- Soins pédiatriques avancés
- Technique spécialisée de réanimation cardiorespiratoire
- Aucun
- Autre(s), veuillez préciser :

9. 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

10. Votre poste d'infirmière est-il principalement administratif ?

- Oui
- Non

## SECTION 3: ENVIRONNEMENT DE TRAVAIL

11. Lesquels des choix suivants définissent le **mieux** l'acuité 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
- Clients atteints d'affections chroniques stables
- Clients atteints d'affections chroniques instables
- Clients atteints d'affections aiguës, y compris les clients atteints de troubles médicaux, chirurgicaux, obstétricaux ou critiques
- Clients en fin de vie
- Clients qui ont des troubles du comportement/émotionnels
- Autre(s), veuillez préciser :

12. Lesquels des choix suivants définissent le **mieux** les âges de vos clients **lors de votre dernière journée de travail**? (Sélectionnez **TOUTES** les réponses qui s'appliquent.)

- Pédiatrie (0 à 17 ans)
- Adultes (18 à 64 ans)
- Adultes (65 à 85 ans)
- Adultes (plus de 85 ans)

13. Lesquels des choix suivants définissent le **mieux** votre milieu de travail/domaine de spécialité **lors de votre dernière journée de travail**? Si vous avez travaillé essentiellement dans un seul milieu de travail, sélectionnez la case correspondant à ce milieu de travail. Si vous avez travaillé dans plusieurs milieux de travail, sélectionnez la case correspondant à tous ces milieux de travail dans lesquels vous avez passé au moins la moitié de votre temps. (Sélectionnez **deux réponses au maximum**.)

- En résidence
- Hospitalisation médicale/chirurgicale
- Longue durée
- Pédiatrie
- Psychiatrie ou sous-spécialités (désintoxication, malade hospitalisé, externe)
- Réadaptation
- Salle d'opération
- Salle de travail et accouchement
- Santé publique/Santé au travail
- Soins à domicile
- Soins ambulatoires, cabinet de médecin ou cliniques
- Soins en fin de vie
- Soins intensifs
- Soins palliatifs
- Autre(s), veuillez préciser :

14. Lequel des types d'établissement/organisation suivants définit le **mieux** celui dans lequel se situe votre milieu de travail/domaine de spécialité? (Sélectionnez **une seule réponse**.)

- Hôpital
- Établissement de soins de longue durée
- Établissement/organisation de soins communautaires ou ambulatoires (y compris service de santé publique, soins à domicile, cliniques, école, prison, etc.)
- Autre(s), veuillez préciser :

15. Si vous travaillez dans un hôpital ou dans un établissement de soins de longue durée, quel est le nombre de lits de cette installation? (Sélectionnez **une seule réponse**.)

- Moins de 50 lits
- 50 à 99 lits
- 100 à 299 lits
- 300 à 499 lits
- 500 lits ou davantage
- Je ne sais pas
- Je ne travaille pas dans un hôpital ou dans un établissement de soins de longue

16. Lequel des choix suivants définit le **mieux** votre quart de travail **au cours d'une journée de travail typique**? (Sélectionnez **une seule réponse**.)

- Journée
- Soirée
- Nuit
- Équipe alternante
- Autre, veuillez préciser :

17. 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  
 Combinaison 8 et 12 heures  
 Autre, veuillez préciser :

18. Lequel des choix suivants décrit le **mieux** le lieu de votre emploi ? (Sélectionnez **une seule réponse**.)

- Zone urbaine/métropolitaine  
 Banlieue  
 Zone rurale

#### SECTION 4: DESCRIPTION DE VOTRE DERNIÈRE JOURNÉE DE TRAVAIL

19. Pendant combien d'heures avez-vous travaillé lors de votre **dernier quart de travail** ? (Nombres entiers uniquement.)

20. De combien de clients étiez-vous responsable lors de votre **dernière journée de travail** ? (Nombres entiers uniquement.) Cela comprend les clients auxquels vous étiez affecté(e) pour fournir des soins directs, indirects (par l'intermédiaire d'autres personnes telles que IAA ou fournisseurs non réglementés de soins de santé) ou pour assumer toute tâche ou autre responsabilité en matière de soins pendant toute votre journée de travail ou une partie de la journée dans votre milieu de travail.

21. Combien de temps avez-vous passé à exécuter chacun des types d'activités suivants **lors de votre dernière journée 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 de travail** en arrondissant à l'heure la plus proche. Par exemple, si vous avez passé 2,25 heures à exécuter un ensemble d'activités, sélectionnez l'option 2. Si vous avez passé 3,5 heures 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 total approximatif (Heures) passées à l'exécution de l'ensemble d'activités

	0	1	2	3	4	5	6	7	8	>8
<b>1. Gestion des soins:</b> Procurer et orienter des soins infirmiers qui améliorent le cadre de prestation des soins, en vue de protéger les clients/clientes 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"/>
<b>2. Sécurité et prévention des infections:</b> Protéger les clients et le personnel soignant contre les risques pour la santé et les risques environnementaux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Promotion et maintien de la santé:</b> Procurer et orienter des soins infirmiers des clients qui incorporent la connaissance de principes de croissance et de développement prévus, la prévention ou la détection précoce de problèmes de santé, et les stratégies à suivre en vue d'une santé optimale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Intégrité psychologique:</b> Procurer et orienter des soins infirmiers qui favorisent et soutiennent le bien-être émotionnel, mental, et social des clients qui vivent des événements stressants, ainsi que des clients atteints d'une maladie mentale aigüe 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"/>
<b>5. Soins de base et confort:</b> Assurer le confort et aider à l'exécution des activités de la vie quotidienne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacothérapies et thérapies parentérales:</b> Procurer des soins associés à l'administration de médicaments et de traitements parentéraux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Réduction du potentiel de risque:</b> Réduire la probabilité que les clients développent des complications ou des problèmes de santé liés aux affections existantes, aux traitements, ou aux 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"/>
<b>8. Adaptation physiologique:</b> Gérer et procurer des soins pour les clients atteints de problèmes de santé physique aigus, chroniques ou qui mettent la vie en danger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 5: 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.

22. Avez-vous travaillé comme fournisseur non réglementé de soins de santé avant de devenir IA ?

- Oui – Si oui, combien de mois ?
- Non

23. Avez-vous travaillé comme infirmier(e) auxiliaire autorisé(e) [IAA] avant de devenir IA ?

- Si oui, combien de mois ?
- Non

24. De quel sexe êtes-vous ?

- Masculin
- Féminin
- Je préfère me définir comme :

25. Quel âge avez-vous ? (Nombres entiers uniquement.)

26. Laquelle des options suivantes décrit le **mieux** votre origine raciale/ethnique ? (Sélectionnez **une** seule réponse.)

- Indien de l'Amérique du Nord (Premières nations)
- Métis
- Inuit (Esquimau)
- Blanc
- Chinois
- Sud-asiatique (p. ex., des Indes orientales, du Pakistan, du Sri Lanka, etc.)
- Noir
- Philippin
- Latino-américain
- Asiatique du Sud-Est (p. ex., Vietnamien, Cambodgien, Malaisien, Laotien, etc.)
- Arabe
- Asiatique de l'Ouest (p. ex., Iranien, Afghan, etc.)
- Coréen
- Japonais
- Autre

27. Quelle est votre langue maternelle ?

- Anglais
- Français
- Anglais et une autre langue
- Français et une autre langue
- Une autre langue

28. Quel type de programme de sciences infirmières de **base** vous a qualifié(e) pour vous présenter à l'examen NCLEX-RN ? (Sélectionnez **une** seule réponse.)

- IA - Baccalauréat au Canada
- IA - Maîtrise au Canada
- IA - Doctorat au Canada
- Un programme de sciences infirmières NON canadien
- Autre programme (veuillez préciser) :

29. Depuis combien de mois avez-vous terminé les études en sciences infirmières ci-dessus ? (Nombres entiers uniquement.)

## SECTION 6: QUESTIONS SUPPLÉMENTAIRES

Si vous avez passé le NCLEX après avril 2023, aidez-nous en répondant à quelques questions sur l'ajout du jugement clinique au NCLEX.

30. Avez-vous passé l'examen mis à jour le 1er avril 2023 ou après cette date ?

- Oui  
 Non

31. Évaluez les énoncés suivants sur une échelle de 1 à 4 : 1 = Fortement en désaccord, 2 = En désaccord, 3 = D'accord, 4 = Tout à fait d'accord

	1 = Fortement en désaccord	2 = En désaccord	3 = D'accord	4 = Tout à fait d'accord
1. Le recours au jugement clinique dans vos tâches quotidiennes, par ex. la prise de décision, les communications, etc., est essentiel à la sécurité des soins.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Les questions de l'examen NCLEX actuel ont évalué avec précision vos compétences en jugement clinique.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. L'ajout du jugement clinique et les scénarios de cas reflètent le type de travail que vous effectuez actuellement en tant qu'infirmière autorisée.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Les scénarios de cas qui se déroulaient mesuraient les compétences de jugement clinique dans le monde réel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 7: COMMENTAIRES

32. Nous pourrions communiquer avec certains participants par téléphone ou par courriel si nous avons besoin de renseignements supplémentaires pour clarifier les résultats de cette étude. Si vous souhaitez répondre à quelques questions supplémentaires par téléphone ou par courriel, veuillez fournir le numéro de téléphone où nous pouvons 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:

33. Nous vous remercions du temps consacré à répondre à cette enquête. Cliquez sur le lien suivant pour télécharger votre lettre de reconnaissance.

[Lettre de reconnaissance d'analyse de pratique RN](#)

## French Form 5



NATIONAL COUNCIL OF STATE BOARDS OF NURSING

## SONDAGE AUPRÈS DES INFIRMIÈRES ET DES INFIRMIERS AUTORISÉS (IA) - FORMULAIRE 5

Ce sondage est mené par le National Council of State Boards of Nursing (NCSBN®) au nom de votre organisme de réglementation. Il fait partie d'une étude exhaustive sur l'exercice de la profession d'infirmiers/infirmières nouvellement autorisés (IA) dans les régions NCSBN qui utilisent l'examen NCLEX® pour les décisions sur l'attribution de l'autorisation d'exercer. Veuillez remplir le présent formulaire dès que possible. C'est votre opportunité de contribuer au développement de l'examen auquel les futur(e)s candidat(e)s se présenteront.

Veuillez lire attentivement chaque question et y répondre en choisissant l'option qui correspond le mieux à votre réponse. Choisissez la réponse qui convient le **mieux** à l'exercice de votre profession; sélectionnez la ou les réponses pertinentes. Quelques questions vous demandent d'écrire l'information. Veuillez taper votre réponse dans l'espace prévu.

Vous remarquerez que plusieurs questions vous demandent de faire le rapport de vos activités lors de votre **dernière journée 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 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. Le terme « client » a le même sens que « résident » ou « patient ». Vos réponses seront traitées de façon confidentielle et aucune de vos réponses individuelles aux questions ne sera divulguée.

1. Quel(le) est votre province/territoire d'immatriculation/autorisation ?

- Alberta
- Colombie-Britannique
- Manitoba
- Nouveau-Brunswick
- Terre-Neuve-et-Labrador
- Territoires du Nord-Ouest et Nuwanut
- Nouvelle-Écosse
- Ontario
- Île du Prince Édouard
- Québec
- Saskatchewan
- Yukon

2. Travaillez-vous actuellement comme IA au Canada ?

- Oui
- Non

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

- Oui, 20 heures ou plus par semaine, en moyenne
- Oui, moins de 20 heures par semaine, en moyenne
- Non

**SECTION 1: ACTIVITÉS DE SOINS INFIRMIERS**

Cette section comprend une liste des activités décrivant la pratique des soins infirmiers dans différents milieux. Veuillez noter que certaines activités pourraient ne pas s'appliquer à votre milieu de travail. Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les 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 ou davantage) avez-vous exécuté personnellement cette activité au cours de votre dernière journée 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'invalité fonctionnelle, ou d'une grande détresse pour les clients. Notez toutes les activités.

**QUESTION C – LE JUGEMENT CLINIQUE:** Dans quelle mesure le jugement clinique est-il pertinent lors de l'exercice de cette activité infirmière ?

Le jugement clinique est défini comme étant le résultat observé d'une pensée critique et d'une prise de décision. Il s'agit d'un processus itératif qui utilise le savoir infirmier pour observer et évaluer des situations qui se présentent, identifier l'inquiétude principale d'un client, et générer les meilleures solutions possibles fondées sur les faits pour offrir des soins sécuritaires au client.

REMARQUE : L'inclusion d'une activité dans ce sondage d'analyse de la pratique n'implique pas que l'activité est ou serait incluse dans le champ d'exercice des infirmières autorisées défini par une province spécifique. Vous devez vous référer à votre organisme local de réglementation des soins infirmiers pour obtenir des informations sur votre champ d'exercice.

**Question A – 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 et pour le jugement clinique indiquée à la question C, puis passez à l'activité suivante. **Si l'activité est exécutée dans votre milieu de travail,** donnez une note de 0 à 5+ représentant la fréquence à laquelle vous l'avez exécutée lors de votre dernier jour de travail, puis répondez à la Question B et à la Question C.

**Question B –** Notez l'importance globale de cette activité du point de vue de la sécurité et 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.

**Question C –** Notez la pertinence globale du jugement clinique lors de l'exécution de cette activité infirmière, comme suit : 1 = Non pertinent, 2 = Utile, 3 = Important, 4 = Essentiel.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
1. Établir l'ordre de priorité de l'administration des soins aux clients en fonction de l'acuité	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Confirmer que le client est informé et qu'il consent aux soins et aux 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Signaler les situations ayant trait au client conformément à la loi (par 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Exercer la profession conformément au code de déontologie des infirmières	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Renseigner le client sur les problèmes de 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Assurer l'environnement de soins au 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Renseigner le client sur les soins préventifs et les recommandations en matière de maintien 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Fournir 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
10. Évaluer les facteurs psychosociaux qui influencent les interventions en matière de soins et de planification (par ex. sur le plan professionnel, spirituel, environnemental et financier)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Fournir des soins de fin de vie aux clients et les renseigner à cet égard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Reconnaître les signes non verbaux face 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Effectuer des irrigations (par ex. vessie, oreilles, 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Reconnaître des thérapies complémentaires et identifier les avantages et les contre-indications potentiels (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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Administrer une nutrition parentérale et évaluer la réponse 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
18. Évaluer les changements et les tendances des signes vitaux du client et y répondre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Fournir des renseignements préopératoires et 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Effectuer des prélèvements non sanguins pour des tests de 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Maintenir un tube 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Fournir des soins pour une stomie et de l'enseignement à cet égard (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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Gérer les soins d'un client 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Gérer les soins d'un client présentant une altération de l'hémodynamique, de la perfusion tissulaire et 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Surveiller et entretenir les appareils de surveillance internes (par ex. moniteur de pression intracrânienne, cathéter de pression intra-utérine)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 2: EXPÉRIENCE ET ORIENTATION

4. Depuis combien de **mois** travaillez-vous comme IA au Canada ? (Nombres entiers uniquement.)

5. Avez-vous déjà travaillé comme IA hors du Canada ?

- Oui – Si oui, combien de mois au total avez-vous travaillé comme IA hors du Canada ?
- Non

6. Lequel des énoncés suivants définit le **mieux** l'orientation que vous avez reçue dans vos fonctions actuelles ? (Sélectionnez **une** seule réponse.)

- Aucune orientation officielle
- Enseignement en classe/laboratoire sur les compétences uniquement
- Enseignement en classe/laboratoire sur les compétences, plus du travail supervisé auprès des clients
- Travail auprès d'un ou de plusieurs précepteurs ou mentors désignés, avec ou sans travail en classe ou laboratoire sur les compétences en plus
- Stage formel/résidence, avec ou sans travail en classe ou laboratoire sur les compétences en plus
- Autre, veuillez préciser :

7. Si vous avez eu une période d'orientation, combien de **semaines** a-t-elle duré? (Nombres entiers uniquement.)

8. 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.)

- Chimiothérapie
- Dialyse
- Gestion du comportement
- Intraveino-thérapie
- Réadaptation
- Réanimation néonatale
- Santé communautaire
- Soins cardiaques
- Soins de base
- Soins intensifs
- Sédation modérée
- Soins néonataux avancés
- Soins palliatifs
- Soins pédiatriques avancés
- Technique spécialisée de réanimation cardiorespiratoire
- Aucun
- Autre(s), veuillez préciser :

9. 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

10. Votre poste d'infirmière est-il principalement administratif ?

- Oui
- Non

### SECTION 3: ENVIRONNEMENT DE TRAVAIL

11. Lesquels des choix suivants définissent le **mieux** l'acuité 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
- Clients atteints d'affections chroniques stables
- Clients atteints d'affections chroniques instables
- Clients atteints d'affections aiguës, y compris les clients atteints de troubles médicaux, chirurgicaux, obstétricaux ou critiques
- Clients en fin de vie
- Clients qui ont des troubles du comportement/émotionnels
- Autre(s), veuillez préciser :

12. Lesquels des choix suivants définissent le **mieux** les âges de vos clients **lors de votre dernière journée de travail** ? (Sélectionnez **TOUTES** les réponses qui s'appliquent.)

- Pédiatrie (0 à 17 ans)
- Adultes (18 à 64 ans)
- Adultes (65 à 85 ans)
- Adultes (plus de 85 ans)

13. Lesquels des choix suivants définissent le **mieux** votre milieu de travail/domaine de spécialité **lors de votre dernière journée de travail** ? Si vous avez travaillé essentiellement dans un seul milieu de travail, sélectionnez la case correspondant à ce milieu de travail. Si vous avez travaillé dans plusieurs milieux de travail, sélectionnez la case correspondant à tous ces milieux de travail dans lesquels vous avez passé au moins la moitié de votre temps. **(Sélectionnez deux réponses au maximum.)**

- En résidence
- Hospitalisation médicale/chirurgicale
- Longue durée
- Pédiatrie
- Psychiatrie ou sous-spécialités (désintoxication, malade hospitalisé, externe)
- Réadaptation
- Salle d'opération
- Salle de travail et accouchement
- Santé publique/Santé au travail
- Soins à domicile
- Soins ambulatoires, cabinet de médecin ou cliniques
- Soins en fin de vie
- Soins intensifs
- Soins palliatifs
- Autre(s), veuillez préciser :

14. Lequel des types d'établissement/organisation suivants définit le **mieux** celui dans lequel se situe votre milieu de travail/domaine de spécialité ? **(Sélectionnez une seule réponse.)**

- Hôpital
- Établissement de soins de longue durée
- Établissement/organisation de soins communautaires ou ambulatoires (y compris service de santé publique, soins à domicile, cliniques, école, prison, etc.)
- Autre(s), veuillez préciser :

15. Si vous travaillez dans un hôpital ou dans un établissement de soins de longue durée, quel est le nombre de lits de cette installation ? **(Sélectionnez une seule réponse.)**

- Moins de 50 lits
- 50 à 99 lits
- 100 à 299 lits
- 300 à 499 lits
- 500 lits ou davantage
- Je ne sais pas
- Je ne travaille pas dans un hôpital ou dans un établissement de soins de longue

16. Lequel des choix suivants définit le **mieux** votre quart de travail **au cours d'une journée de travail typique** ? **(Sélectionnez une seule réponse.)**

- Journée
- Soirée
- Nuit
- Équipe alternante
- Autre, veuillez préciser :

17. 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
- Combinaison 8 et 12 heures
- Autre, veuillez préciser :

18. Lequel des choix suivants décrit le **mieux** le lieu de votre emploi ? **(Sélectionnez une seule réponse.)**

- Zone urbaine/métropolitaine
- Banlieue
- Zone rurale

## SECTION 4: DESCRIPTION DE VOTRE DERNIÈRE JOURNÉE DE TRAVAIL

19. Pendant combien d'heures avez-vous travaillé lors de votre **dernier quart de travail** ? (Nombres entiers uniquement.)

20. De combien de clients étiez-vous responsable lors de votre **dernière journée de travail** ? (Nombres entiers uniquement.) Cela comprend les clients auxquels vous étiez affecté(e) pour fournir des soins directs, indirects (par l'intermédiaire d'autres personnes telles que IAA ou fournisseurs non réglementés de soins de santé) ou pour assumer toute tâche ou autre responsabilité en matière de soins pendant toute votre journée de travail ou une partie de la journée dans votre milieu de travail.

21. Combien de temps avez-vous passé à exécuter chacun des types d'activités suivants **lors de votre dernière journée 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 de travail** en arrondissant à l'heure la plus proche. Par exemple, si vous avez passé 2,25 heures à exécuter un ensemble d'activités, sélectionnez l'option 2. Si vous avez passé 3,5 heures 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 total approximatif (Heures) passées à l'exécution de l'ensemble d'activités

	0	1	2	3	4	5	6	7	8	>8
<b>1. Gestion des soins:</b> Procurer et orienter des soins infirmiers qui améliorent le cadre de prestation des soins, en vue de protéger les clients/clientes 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"/>
<b>2. Sécurité et prévention des infections:</b> Protéger les clients et le personnel soignant contre les risques pour la santé et les risques environnementaux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Promotion et maintien de la santé:</b> Procurer et orienter des soins infirmiers des clients qui incorporent la connaissance de principes de croissance et de développement prévus, la prévention ou la détection précoce de problèmes de santé, et les stratégies à suivre en vue d'une santé optimale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Intégrité psychologique:</b> Procurer et orienter des soins infirmiers qui favorisent et soutiennent le bien-être émotionnel, mental, et social des clients qui vivent des événements stressants, ainsi que des clients atteints d'une maladie mentale aigüe 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"/>
<b>5. Soins de base et confort:</b> Assurer le confort et aider à l'exécution des activités de la vie quotidienne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacothérapies et thérapies parentérales:</b> Procurer des soins associés à l'administration de médicaments et de traitements parentéraux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Réduction du potentiel de risque:</b> Réduire la probabilité que les clients développent des complications ou des problèmes de santé liés aux affections existantes, aux traitements, ou aux 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"/>
<b>8. Adaptation physiologique:</b> Gérer et procurer des soins pour les clients atteints de problèmes de santé physique aigus, chroniques ou qui mettent la vie en danger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 5: 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.

22. Avez-vous travaillé comme fournisseur non réglementé de soins de santé avant de devenir IA ?

- Oui – Si oui, combien de mois ?
- Non

23. Avez-vous travaillé comme infirmier(e) auxiliaire autorisé(e) [IAA] avant de devenir IA ?

- Si oui, combien de mois ?
- Non

24. De quel sexe êtes-vous ?

- Masculin  
 Féminin  
 Je préfère me définir comme :
- 

25. Quel âge avez-vous ? (Nombres entiers uniquement.)

---

26. Laquelle des options suivantes décrit le **mieux** votre origine raciale/ethnique ? (**Sélectionnez une seule réponse.**)

- Indien de l'Amérique du Nord (Premières nations)  
 Métis  
 Inuit (Esquimau)  
 Blanc  
 Chinois  
 Sud-asiatique (p. ex., des Indes orientales, du Pakistan, du Sri Lanka, etc.)  
 Noir  
 Philippin  
 Latino-américain  
 Asiatique du Sud-Est (p. ex., Vietnamien, Cambodgien, Malaisien, Laotien, etc.)  
 Arabe  
 Asiatique de l'Ouest (p. ex., Iranien, Afghan, etc.)  
 Coréen  
 Japonais  
 Autre
- 

27. Quelle est votre langue maternelle ?

- Anglais  
 Français  
 Anglais et une autre langue  
 Français et une autre langue  
 Une autre langue
- 

28. Quel type de programme de sciences infirmières de **base** vous a qualifié(e) pour vous présenter à l'examen NCLEX-RN ? (**Sélectionnez une seule réponse.**)

- IA - Baccalauréat au Canada  
 IA - Maîtrise au Canada  
 IA - Doctorat au Canada  
 Un programme de sciences infirmières NON canadien  
 Autre programme (veuillez préciser) :
- 

29. Depuis combien de mois avez-vous terminé les études en sciences infirmières ci-dessus ? (Nombres entiers uniquement.)

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## SECTION 6: QUESTIONS SUPPLÉMENTAIRES

Si vous avez passé le NCLEX après avril 2023, aidez-nous en répondant à quelques questions sur l'ajout du jugement clinique au NCLEX.

30. Avez-vous passé l'examen mis à jour le 1er avril 2023 ou après cette date ?

- Oui  
 Non

31. Évaluez les énoncés suivants sur une échelle de 1 à 4 : 1 = Fortement en désaccord, 2 = En désaccord, 3 = D'accord, 4 = Tout à fait d'accord

	1 = Fortement en désaccord	2 = En désaccord	3 = D'accord	4 = Tout à fait d'accord
1. Le recours au jugement clinique dans vos tâches quotidiennes, par ex. la prise de décision, les communications, etc., est essentiel à la sécurité des soins.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Les questions de l'examen NCLEX actuel ont évalué avec précision vos compétences en jugement clinique.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. L'ajout du jugement clinique et les scénarios de cas reflètent le type de travail que vous effectuez actuellement en tant qu'infirmière autorisée.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Les scénarios de cas qui se déroulaient mesureraient les compétences de jugement clinique dans le monde réel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 7: COMMENTAIRES

32. Nous pourrions communiquer avec certains participants par téléphone ou par courriel si nous avons besoin de renseignements supplémentaires pour clarifier les résultats de cette étude. Si vous souhaitez répondre à quelques questions supplémentaires par téléphone ou par courriel, veuillez fournir le numéro de téléphone où nous pouvons 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:

33. Nous vous remercions du temps consacré à répondre à cette enquête. Cliquez sur le lien suivant pour télécharger votre lettre de reconnaissance.

[Lettre de reconnaissance d'analyse de pratique RN](#)

## French Form 6



NATIONAL COUNCIL OF STATE BOARDS OF NURSING

## SONDAGE AUPRÈS DES INFIRMIÈRES ET DES INFIRMIERS AUTORISÉS (IA) - FORMULAIRE 6

Ce sondage est mené par le National Council of State Boards of Nursing (NCSBN®) au nom de votre organisme de réglementation. Il fait partie d'une étude exhaustive sur l'exercice de la profession d'infirmiers/infirmières nouvellement autorisés (IA) dans les régions NCSBN qui utilisent l'examen NCLEX® pour les décisions sur l'attribution de l'autorisation d'exercer. Veuillez remplir le présent formulaire dès que possible. C'est votre opportunité de contribuer au développement de l'examen auquel les futur(e)s candidat(e)s se présenteront.

Veuillez lire attentivement chaque question et y répondre en choisissant l'option qui correspond le mieux à votre réponse. Choisissez la réponse qui convient le **mieux** à l'exercice de votre profession; sélectionnez la ou les réponses pertinentes. Quelques questions vous demandent d'écrire l'information. Veuillez taper votre réponse dans l'espace prévu.

Vous remarquerez que plusieurs questions vous demandent de faire le rapport de vos activités lors de votre **dernière journée 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 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. Le terme « client » a le même sens que « résident » ou « patient ». Vos réponses seront traitées de façon confidentielle et aucune de vos réponses individuelles aux questions ne sera divulguée.

1. Quel(le) est votre province/territoire d'immatriculation/autorisation ?

- Alberta
- Colombie-Britannique
- Manitoba
- Nouveau-Brunswick
- Terre-Neuve-et-Labrador
- Territoires du Nord-Ouest et Nuvaunut
- Nouvelle-Écosse
- Ontario
- Île du Prince Édouard
- Québec
- Saskatchewan
- Yukon

2. Travaillez-vous actuellement comme IA au Canada ?

- Oui
- Non

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

- Oui, 20 heures ou plus par semaine, en moyenne
- Oui, moins de 20 heures par semaine, en moyenne
- Non



### SECTION 1: ACTIVITÉS DE SOINS INFIRMIERS

Cette section comprend une liste des activités décrivant la pratique des soins infirmiers dans différents milieux. Veuillez noter que certaines activités pourraient ne pas s'appliquer à votre milieu de travail. Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les 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 ou davantage) avez-vous exécuté personnellement cette activité au cours de votre dernière journée 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.

**QUESTION C – LE JUGEMENT CLINIQUE:** Dans quelle mesure le jugement clinique est-il pertinent lors de l'exercice de cette activité infirmière?

Le jugement clinique est défini comme étant le résultat observé d'une pensée critique et d'une prise de décision. Il s'agit d'un processus itératif qui utilise le savoir infirmier pour observer et évaluer des situations qui se présentent, identifier l'inquiétude principale d'un client, et générer les meilleures solutions possibles fondées sur les faits pour offrir des soins sécuritaires au client.

REMARQUE : L'inclusion d'une activité dans ce sondage d'analyse de la pratique n'implique pas que l'activité est ou serait incluse dans le champ d'exercice des infirmières autorisées défini par une province spécifique. Vous devez vous référer à votre organisme local de réglementation des soins infirmiers pour obtenir des informations sur votre champ d'exercice.

**Question A – 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 et pour le jugement clinique indiquée à la question C, puis passez à l'activité suivante. **Si l'activité est exécutée dans votre milieu de travail,** donnez une note de 0 à 5+ représentant la fréquence à laquelle vous l'avez exécutée lors de votre dernier jour de travail, puis répondez à la Question B et à la Question C.

**Question B –** Notez l'importance globale de cette activité du point de vue de la sécurité et 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.

**Question C –** Notez la pertinence globale du jugement clinique lors de l'exécution de cette activité infirmière, comme suit : 1 = Non pertinent, 2 = Utile, 3 = Important, 4 = Essentiel.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
1. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Gérer les conflits entre 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Fournir des soins dans le cadre légal de l'exercice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Suivre le plan et les procédures de sécurité (par ex. sécurité des nouveau-nés, violence, 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Participer aux mesures de planification et d'intervention 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Promouvoir la sécurité du 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Fournir des soins post-partum et un enseignement à cet égard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Fournir des soins et de l'enseignement pour les clients adultes 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
10. Évaluer le client pour des abus ou des négligences, et signaler, intervenir et/ou transmettre à un plus haut niveau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Évaluer le potentiel de violence et prendre des mesures de sécurité 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Aider le client à compenser une détérioration physique ou sensorielle (par ex. accessoires fonctionnels, positionnement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 l'état nutritionnel du client et intervenir 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Évaluer le bien-fondé et l'exactitude de la prescription de médicaments pour le 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Administrer les médicaments de gestion de la douleur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A - FRÉQUENCE							B - IMPORTANCE					C - JUGEMENT CLINIQUE			
	Jamais exécutée dans le milieu	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou davantage	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
18. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Fournir 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Insérer, 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Surveiller et maintenir les dispositifs et l'équipement utilisés pour le drainage (par ex. drains de plaies chirurgicales, aspiration de drain thoracique, traitement de plaie 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Évaluer l'efficacité du plan de traitement pour 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: EXPÉRIENCE ET ORIENTATION

4. Depuis combien de **mois** travaillez-vous comme IA au Canada ? (Nombres entiers uniquement.)

5. Avez-vous déjà travaillé comme IA hors du Canada ?

- Oui – Si oui, combien de mois au total avez-vous travaillé comme IA hors du Canada ?
- Non

6. Lequel des énoncés suivants définit le **mieux** l'orientation que vous avez reçue dans vos fonctions actuelles ? (**Sélectionnez une seule réponse.**)

- Aucune orientation officielle
- Enseignement en classe/laboratoire sur les compétences uniquement
- Enseignement en classe/laboratoire sur les compétences, plus du travail supervisé auprès des clients
- Travail auprès d'un ou de plusieurs précepteurs ou mentors désignés, avec ou sans travail en classe ou laboratoire sur les compétences en plus
- Stage formel/résidence, avec ou sans travail en classe ou laboratoire sur les compétences en plus
- Autre, veuillez préciser :

7. Si vous avez eu une période d'orientation, combien de **semaines** a-t-elle duré? (Nombres entiers uniquement.)

8. 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.**)

- Chimiothérapie
- Dialyse
- Gestion du comportement
- Intraveino-thérapie
- Réadaptation
- Réanimation néonatale
- Santé communautaire
- Soins cardiaques
- Soins de base
- Soins intensifs
- Sédation modérée
- Soins néonataux avancés
- Soins palliatifs
- Soins pédiatriques avancés
- Technique spécialisée de réanimation cardiorespiratoire
- Aucun
- Autre(s), veuillez préciser :

9. 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

10. Votre poste d'infirmière est-il principalement administratif ?

- Oui
- Non

## SECTION 3: ENVIRONNEMENT DE TRAVAIL

11. Lesquels des choix suivants définissent le mieux l'acuité 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
- Clients atteints d'affections chroniques stables
- Clients atteints d'affections chroniques instables
- Clients atteints d'affections aiguës, y compris les clients atteints de troubles médicaux, chirurgicaux, obstétricaux ou critiques
- Clients en fin de vie
- Clients qui ont des troubles du comportement/émotionnels
- Autre(s), veuillez préciser :

12. Lesquels des choix suivants définissent le mieux les âges de vos clients lors de votre dernière journée de travail ? (Sélectionnez TOUTES les réponses qui s'appliquent.)

- Pédiatrie (0 à 17 ans)
- Adultes (18 à 64 ans)
- Adultes (65 à 85 ans)
- Adultes (plus de 85 ans)

13. Lesquels des choix suivants définissent le mieux votre milieu de travail/domaine de spécialité lors de votre dernière journée de travail ? Si vous avez travaillé essentiellement dans un seul milieu de travail, sélectionnez la case correspondant à ce milieu de travail. Si vous avez travaillé dans plusieurs milieux de travail, sélectionnez la case correspondant à tous ces milieux de travail dans lesquels vous avez passé au moins la moitié de votre temps. (Sélectionnez deux réponses au maximum.)

- En résidence
- Hospitalisation médicale/chirurgicale
- Longue durée
- Pédiatrie
- Psychiatrie ou sous-spécialités (désintoxication, malade hospitalisé, externe)
- Réadaptation
- Salle d'opération
- Salle de travail et accouchement
- Santé publique/Santé au travail
- Soins à domicile
- Soins ambulatoires, cabinet de médecin ou cliniques
- Soins en fin de vie
- Soins intensifs
- Soins palliatifs
- Autre(s), veuillez préciser :

14. Lequel des types d'établissement/organisation suivants définit le mieux celui dans lequel se situe votre milieu de travail/domaine de spécialité ? (Sélectionnez une seule réponse.)

- Hôpital
- Établissement de soins de longue durée
- Établissement/organisation de soins communautaires ou ambulatoires (y compris service de santé publique, soins à domicile, cliniques, école, prison, etc.)
- Autre(s), veuillez préciser :

15. Si vous travaillez dans un hôpital ou dans un établissement de soins de longue durée, quel est le nombre de lits de cette installation ? (Sélectionnez une seule réponse.)

- Moins de 50 lits
- 50 à 99 lits
- 100 à 299 lits
- 300 à 499 lits
- 500 lits ou davantage
- Je ne sais pas
- Je ne travaille pas dans un hôpital ou dans un établissement de soins de longue

---

16. Lequel des choix suivants définit le **mieux** votre quart de travail **au cours d'une journée de travail typique** ? (Sélectionnez **une** seule réponse.)

- Journée
- Soirée
- Nuit
- Équipe alternante
- Autre, veuillez préciser :

---

17. 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
- Combinaison 8 et 12 heures
- Autre, veuillez préciser :

---

18. Lequel des choix suivants décrit le **mieux** le lieu de votre emploi ? (Sélectionnez **une** seule réponse.)

- Zone urbaine/métropolitaine
- Banlieue
- Zone rurale

---

#### SECTION 4: DESCRIPTION DE VOTRE DERNIÈRE JOURNÉE DE TRAVAIL

---

19. Pendant combien d'heures avez-vous travaillé lors de votre **dernier quart de travail** ? (Nombres entiers uniquement.)

---

20. De combien de clients étiez-vous responsable lors de votre **dernière journée de travail** ? (Nombres entiers uniquement.) Cela comprend les clients auxquels vous étiez affecté(e) pour fournir des soins directs, indirects (par l'intermédiaire d'autres personnes telles que IAA ou fournisseurs non réglementés de soins de santé) ou pour assumer toute tâche ou autre responsabilité en matière de soins pendant toute votre journée de travail ou une partie de la journée dans votre milieu de travail.

21. Combien de temps avez-vous passé à exécuter chacun des types d'activités suivants **lors de votre dernière journée 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 de travail** en arrondissant à l'heure la plus proche. Par exemple, si vous avez passé 2,25 heures à exécuter un ensemble d'activités, sélectionnez l'option 2. Si vous avez passé 3,5 heures 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 total approximatif (Heures) passées à l'exécution de l'ensemble d'activités									
	0	1	2	3	4	5	6	7	8	>8
<b>1. Gestion des soins:</b> Procurer et orienter des soins infirmiers qui améliorent le cadre de prestation des soins, en vue de protéger les clients/clientes 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"/>
<b>2. Sécurité et prévention des infections:</b> Protéger les clients et le personnel soignant contre les risques pour la santé et les risques environnementaux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Promotion et maintien de la santé:</b> Procurer et orienter des soins infirmiers des clients qui incorporent la connaissance de principes de croissance et de développement prévus, la prévention ou la détection précoce de problèmes de santé, et les stratégies à suivre en vue d'une santé optimale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Intégrité psychologique:</b> Procurer et orienter des soins infirmiers qui favorisent et soutiennent le bien-être émotionnel, mental, et social des clients qui vivent des événements stressants, ainsi que des clients atteints d'une maladie mentale aigüe 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"/>
<b>5. Soins de base et confort:</b> Assurer le confort et aider à l'exécution des activités de la vie quotidienne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Pharmacothérapies et thérapies parentérales:</b> Procurer des soins associés à l'administration de médicaments et de traitements parentéraux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>7. Réduction du potentiel de risque:</b> Réduire la probabilité que les clients développent des complications ou des problèmes de santé liés aux affections existantes, aux traitements, ou aux 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"/>
<b>8. Adaptation physiologique:</b> Gérer et procurer des soins pour les clients atteints de problèmes de santé physique aigus, chroniques ou qui mettent la vie en danger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 5: 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.

22. Avez-vous travaillé comme fournisseur non réglementé de soins de santé avant de devenir IA ?

- Oui – Si oui, combien de mois ?
- Non

23. Avez-vous travaillé comme infirmier(e) auxiliaire autorisé(e) [IAA] avant de devenir IA ?

- Si oui, combien de mois ?
- Non

24. De quel sexe êtes-vous ?

- Masculin
- Féminin
- Je préfère me définir comme :

25. Quel âge avez-vous ? (Nombres entiers uniquement.)

26. Laquelle des options suivantes décrit le mieux votre origine raciale/ethnique ? (Sélectionnez une seule réponse.)

- Indien de l'Amérique du Nord (Premières nations)
  - Métis
  - Inuit (Esquimau)
  - Blanc
  - Chinois
  - Sud-asiatique (p. ex., des Indes orientales, du Pakistan, du Sri Lanka, etc.)
  - Noir
  - Philippin
  - Latino-américain
  - Asiatique du Sud-Est (p. ex., Vietnamien, Cambodgien, Malaisien, Laotien, etc.)
  - Arabe
  - Asiatique de l'Ouest (p. ex., Iranien, Afghan, etc.)
  - Coréen
  - Japonais
  - Autre
- 

27. Quelle est votre langue maternelle ?

- Anglais
  - Français
  - Anglais et une autre langue
  - Français et une autre langue
  - Une autre langue
- 

28. Quel type de programme de sciences infirmières de base vous a qualifié(e) pour vous présenter à l'examen NCLEX-RN ? (Sélectionnez une seule réponse.)

- IA - Baccalauréat au Canada
  - IA - Maîtrise au Canada
  - IA - Doctorat au Canada
  - Un programme de sciences infirmières NON canadien
  - Autre programme (veuillez préciser) :
- 

29. Depuis combien de mois avez-vous terminé les études en sciences infirmières ci-dessus ? (Nombres entiers uniquement.)

---

## SECTION 6: QUESTIONS SUPPLÉMENTAIRES

Si vous avez passé le NCLEX après avril 2023, aidez-nous en répondant à quelques questions sur l'ajout du jugement clinique au NCLEX.

30. Avez-vous passé l'examen mis à jour le 1er avril 2023 ou après cette date ?

- Oui  
 Non

31. Évaluez les énoncés suivants sur une échelle de 1 à 4 : 1 = Fortement en désaccord, 2 = En désaccord, 3 = D'accord, 4 = Tout à fait d'accord

	1 = Fortement en désaccord	2 = En désaccord	3 = D'accord	4 = Tout à fait d'accord
1. Le recours au jugement clinique dans vos tâches quotidiennes, par ex. la prise de décision, les communications, etc., est essentiel à la sécurité des soins.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Les questions de l'examen NCLEX actuel ont évalué avec précision vos compétences en jugement clinique.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. L'ajout du jugement clinique et les scénarios de cas reflètent le type de travail que vous effectuez actuellement en tant qu'infirmière autorisée.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Les scénarios de cas qui se déroulaient mesuraient les compétences de jugement clinique dans le monde réel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 7: COMMENTAIRES

32. Nous pourrions communiquer avec certains participants par téléphone ou par courriel si nous avons besoin de renseignements supplémentaires pour clarifier les résultats de cette étude. Si vous souhaitez répondre à quelques questions supplémentaires par téléphone ou par courriel, veuillez fournir le numéro de téléphone où nous pouvons 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:

33. Nous vous remercions du temps consacré à répondre à cette enquête. Cliquez sur le lien suivant pour télécharger votre lettre de reconnaissance.

[Lettre de reconnaissance d'analyse de pratique RN](#)



## APPENDIX B: 2024 RN PRACTICE ANALYSIS NONRESPONDENT STUDY

### Introduction

The National Council of State Boards of Nursing (NCSBN®) conducts practice analysis studies every three years to assess the practice environment and emerging practice changes. Although the 2024 Canadian RN Practice Analysis had an adequate analyzable response rate of approximately 21.8%, many individuals did not respond to the survey. A total of 12,337 registered nurses (RNs) who were newly licensed/registered were invited to take the survey (12,179 received the English version, 158 received the French version). Of those recipients, 3,536 returned the survey. NCSBN wanted to contact a sample of the invitees who chose not to participate in the survey to ascertain their reasons for not returning the survey and to compare a sample of activity statements and demographic information against the 2024 Canadian RN Practice Analysis survey respondents.

### Background of Study

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

Findings from the 2024 Canadian RN Practice Analysis Nonrespondent Study provide possible reasons why individuals do not participate in surveys and differences between survey respondents and nonrespondents to determine if the nonrespondents were systematically different in terms of demographics and ratings of the activity statements. This study was conducted to determine if the results for the practice analysis were somehow biased.

### Methodology

#### Sample Selection

A random sample of newly licensed/registered RNs who were invited but did not respond to the 2024 Canadian RN Practice Analysis survey were contacted via email. The sample was derived from the 12,179 newly licensed/registered RNs who were invited to take the English version of the survey. There were 43 RNs from this sample who completed the email survey.

#### Survey Instrument and Process

Nonrespondents were contacted via email. The nonrespondents were first asked about their reasons for not completing the survey. In order to facilitate the gathering of data from nonrespondents, 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 the following: “too busy,” “did not care,” “do not like/trust surveys,” “did not receive” and “other.” Second, individuals were asked demographic information in order to provide background on nonrespondents, including employment setting, specialty and length of time employed as an RN. Finally, nonrespondents were asked to rate the frequency of performance and importance of 10 activities that were listed in the 2024 RN Practice Analysis survey. Nonrespondents were thanked for their time, and the data collected were recorded.

### Nonrespondent Results

#### Reasons for Not Responding

Reasons provided by the nonrespondent RNs included “too busy” (29 responses or 67.4%), “did not receive” (6 responses or 14.0%), “did not care” (5 responses or 11.6%), “do not like/trust surveys” (2 responses or 4.7%) and “other” (1 response or 2.3%).

### Months Employed as an RN

Nonrespondents were asked how many total months they worked as an RN. Nonrespondents indicated that on average they worked 4.7 months as an RN, while respondents averaged 6.9 months.

### Employment Setting/Specialty

Nonrespondents were asked to provide their nursing employment setting and specialty. The different nursing settings and specialties were well represented in this sample. The largest percentage (34.9% or 15 nonrespondents) worked in medical-surgical units. Critical care units were also frequently cited (16.3% or 7 nonrespondents). These results are similar to the 2024 Canadian RN Practice Analysis survey, which identified the largest percentage of respondents worked in medical-surgical (43.2%) and critical care (18.8%) settings. See [Table B.1](#).

### Importance Ratings

In general, the importance ratings between nonrespondents and respondents were very similar, with no activity statement importance rating differing by more than one point. See [Table B.2](#).

### Frequency Ratings

In general, the frequency ratings between nonrespondents and respondents were very similar, with no activity statement frequency rating differing by more than one point. See [Table B.3](#).

### Clinical Judgment Ratings

In general, the clinical judgment ratings between nonrespondents and respondents were very similar, with no activity statement clinical judgment rating differing by more than one point. See [Table B.4](#).

### Summary

The nonrespondent study suggests that the main reasons individuals did not complete the survey was because they were either too busy or did not receive the survey. In summary, most of the activity statement ratings were quite similar, which indicates that the results of the survey are not systematically biased. The nonrespondent study provides support for the validity of the 2024 Canadian RN Practice Analysis results.

**Table B.1. Employment Setting/Specialty**

Job Title	Nonrespondents		Respondents	
	Frequency	%	Frequency	%
Ambulatory care, physician office or clinics	2	4.7	57	4.2
Critical care	7	16.3	253	18.8
Home health	1	2.3	44	3.3
Hospice	1	2.3	9	0.7
Inpatient medical-surgical	15	34.9	582	43.2
Labor and delivery	2	4.7	67	5.0
Long-term care	3	7.0	164	12.2
Operating room	0	0.0	36	2.7
Palliative care	0	0.0	78	5.8
Pediatric	2	4.7	94	7.0
Psychiatry or subspecialties (detox, inpatient, outpatient)	3	7.0	98	7.3
Public health/Occupational health	1	2.3	13	1.0
Rehabilitation	0	0.0	47	3.5
Residential	0	0.0	13	1.0
Other	6	14.0	237	17.6

Note: Nonrespondents were able to select one response. Respondents were able to select two responses.

**Table B.2. Activity Statement Importance Ratings**

Activity #	Activity Statement	Nonrespondent Rating	Respondent Rating
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	4.05 (n = 43)	4.09 (n = 282)
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	4.56 (n = 43)	4.51 (n = 273)
32	Acknowledge and document practice errors and near misses	4.58 (n = 43)	4.66 (n = 342)
58	Provide resources to minimize communication and learning barriers	4.21 (n = 43)	4.15 (n = 237)
66	Assess the potential for violence and use safety precautions	4.65 (n = 43)	4.59 (n = 219)
77	Perform irrigations (e.g., of bladder, ear, eye)	3.51 (n = 43)	3.79 (n = 242)
105	Handle and administer high-risk medications safely	4.77 (n = 43)	4.85 (n = 225)
115	Manage client during a procedure with moderate sedation	4.33 (n = 43)	4.27 (n = 231)
141	Monitor and maintain arterial lines	4.23 (n = 43)	4.20 (n = 225)
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	4.19 (n = 43)	4.08 (n = 221)

**Table B.3. Activity Statement Frequency Ratings**

Activity #	Activity Statement	Nonrespondent Rating	Respondent Rating
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	3.30 (n = 43)	3.38 (n = 282)
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	4.67 (n = 43)	4.14 (n = 273)
32	Acknowledge and document practice errors and near misses	1.47 (n = 43)	2.06 (n = 342)
58	Provide resources to minimize communication and learning barriers	2.91 (n = 43)	2.84 (n = 237)
66	Assess the potential for violence and use safety precautions	3.53 (n = 43)	3.27 (n = 219)
77	Perform irrigations (e.g., of bladder, ear, eye)	1.23 (n = 43)	1.93 (n = 242)
105	Handle and administer high-risk medications safely	3.86 (n = 43)	4.17 (n = 225)
115	Manage client during a procedure with moderate sedation	1.28 (n = 43)	1.51 (n = 231)
141	Monitor and maintain arterial lines	0.93 (n = 43)	1.60 (n = 225)
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	0.49 (n = 43)	1.02 (n = 221)

**Table B.4. Activity Statement Clinical Judgment Ratings**

Activity #	Activity Statement	Nonrespondent Rating	Respondent Rating
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	3.33 (n = 43)	3.46 (n = 282)
10	Perform care for clients to support unbiased treatment and equal access to care, regardless of culture/ethnicity, sexual orientation, gender identity and/or gender expression	3.49 (n = 43)	3.31 (n = 273)
32	Acknowledge and document practice errors and near misses	3.42 (n = 43)	3.58 (n = 342)
58	Provide resources to minimize communication and learning barriers	3.26 (n = 43)	3.09 (n = 237)
66	Assess the potential for violence and use safety precautions	3.65 (n = 43)	3.61 (n = 219)
77	Perform irrigations (e.g., of bladder, ear, eye)	2.91 (n = 43)	3.08 (n = 242)
105	Handle and administer high-risk medications safely	3.77 (n = 43)	3.89 (n = 225)
115	Manage client during a procedure with moderate sedation	3.56 (n = 43)	3.51 (n = 231)
141	Monitor and maintain arterial lines	3.44 (n = 43)	3.42 (n = 225)
149	Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	3.44 (n = 43)	3.24 (n = 221)



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