Report of Findings from the 2024 LPN/VN Nursing Knowledge Survey

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

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EXECUTIVE SUMMARY

The National Council of State Boards of Nursing (NCSBN®) is responsible to its members, the nursing regulatory bodies in the U.S. and its member board territories, for the preparation of psychometrically sound and legally defensible licensure examinations. Practice analysis (i.e., job analysis) studies assist 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, NCSBN conducts practice analysis studies every three years.

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 PN Practice Analysis includes survey questions to gather data to explore this subject. The results of the 2024 PN Practice Analysis assist in the development of the knowledge statements, which were used to study the knowledge, skills and abilities (KSA) of licensed practical nurses/vocational nurses (LPN/VNs) to inform item development. The following clinical judgment definition was provided to 2024 PN Practice Analysis 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.

The primary purpose of this study is to identify the knowledge needed by newly licensed LPN/VNs. The results of this study will be used to inform item development.

Methodology

A number of steps are necessary to perform an analysis of the knowledge needed by newly licensed LPN/VNs. This section provides a description of the methodology used to conduct the 2024 LPN/VN Nursing Knowledge Survey. A panel of subject matter experts (SMEs) was assembled; a list of knowledge statements was created and incorporated into a survey that was sent to a representative sample of newly licensed LPN/VNs, LPN/VN educators, and LPN/VN supervisors, and the data were collected and analyzed. Descriptions of the SME panel processes, survey development, and sample selection and data collection procedures are provided, as well as information about the confidentiality, response rates and the degree to which participants were representative of the sample of newly licensed LPN/VNs, LPN/VN educators and LPN/VN supervisors. This report provides detailed descriptions of these processes.

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 studies, NCSBN Examinations staff shall ensure that a thorough review of the methodology is undertaken by external SMEs.

Panel of SMEs

A panel of nine SMEs was assembled to assist with the creation of the knowledge statements and survey. Panel members taught LPN/VN students, supervised LPN/VNs or were themselves newly licensed LPN/VNs within the first 12 months of practice. The panelists also represented various NCSBN geographic areas of the U.S., as well as the major nursing specialties and varied practice settings.

Survey Development

A number of processes were used to create, evaluate and refine the survey instrument used for the 2024 LPN/VN Nursing Knowledge Survey. The initial meetings for the triennial practice analysis preceded the development of the 2024 LPN/VN Nursing Knowledge Survey. An initial panel of nurses (SMEs), representing various geographic regions of the U.S., nursing specialties and practice settings, developed nursing activity statements intended to represent entry-level LPN/VN practice. These activity statements and related categories provided a structure for the creation of the knowledge statements. Following the work of the first panel, a second group of SMEs was convened with two panelists bridging the two groups.

This second panel reviewed the activity statements and then developed knowledge statements for each activity statement. The knowledge statements were reviewed by the NCLEX® Examination Committee. The resulting 241 knowledge statements were incorporated into a survey format.

The final version of the survey contained several initial questions to identify respondent characteristics,

followed by four sections. The first section focused on the knowledge necessary for entry-level LPN/VN practice, asking respondents to rate the importance of each knowledge statement using a five-point (1-5) scale. The second section identified the participant's work environment including area of practice, type of client and employment setting/specialty. The third section focused on demographic information such as race/ethnicity, highest obtained education degree and gender. The final section provided space for respondents to write comments or suggestions about the survey.

Survey Process

Sample Selection

Newly Licensed LPN/VNs: A random sample of 4,200 LPN/VNs was selected from a list of candidates who passed the NCLEX-PN® Examination between April 8, 2023, and Feb. 15, 2024, and did not participate in the PN Practice Analysis survey.

Educators of LPN/VNs (LPN/VN educators): In addition, surveys were sent to 6,000 LPN/VN educators.

Supervisors of newly licensed LPN/VNs (LPN/VN supervisors): Finally, surveys were emailed to the potential supervisors of newly licensed LPN/VNs by a U.S. nursing organization. The report does not include the analysis of supervisors due to a small response number.

Representativeness

The percentage of respondents from the various NCSBN jurisdictions is similar to the sample composition.

Emailing Procedure

A five-stage emailing process was used to collect data for entry-level LPN/VNs. A presurvey email was sent to each person selected for the sample in April 2024. One week later, recipients were sent a survey email. 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 one week later, a third email was sent to remaining nonrespondents. LPN/VN educators received a presurvey email, a KSA survey and the first reminder email. LPN/VN supervisors received the KSA survey and the first reminder email. All potential participants were promised confidentiality with regard to their participation and their responses. The survey was conducted from April through June 2024.

Return Rates

There were 4,200 newly licensed LPN/VNs invited to complete the survey, and of those, there were 4,164 surveys delivered. A total of 934 surveys were returned by this group for a return rate of 22.4%. There were 6,000 LPN/VN educators invited to complete the survey, and of those, there were 4,965 surveys delivered. A total of 284 surveys were returned by this group for a 5.7% return rate. The potential supervisors of newly licensed LPN/VNs were invited to complete the survey by a U.S. nursing organization. Because a third party delivered the LPN/VN supervisor survey, the numbers of surveys delivered and returned and the return rates were unavailable. Of the 1,218 total surveys received from newly licensed LPN/VNs and LPN/VN educators, there were 220 invalid responses. The total number of analyzable surveys was 988. The analyzable response rates were 20.3% and 3.1% for newly licensed LPN/VNs and LPN/VN educators, respectively. Due to the small response number of LPN/VNs supervisors, the supervisors' data will not appear throughout this report.

Knowledge Survey Nonrespondent Survey

In order to ensure the validity of the results, NCSBN conducted a survey of nonrespondents to determine if those LPN/VNs not responding would have rated the knowledge statements differently than the survey respondents. If there were no systematic differences between respondents versus nonrespondents, it would be concluded that the results are not biased, and it would provide evidence to support the validity of the survey results. A stratified random sample of

nonrespondents were contacted via email. An internet survey was obtained from 130 participants: 68 newly licensed LPN/VNs and 62 LPN/VN educators. The study found that the nonrespondent knowledge statement ratings were very similar to the respondent ratings; this similarity supports the validity of the results of this study.

Summary

A panel of SMEs experienced in the practice of newly licensed LPN/VNs met and created a list of 241 knowledge statements that are important for a newly licensed LPN/VN to possess. A data collection instrument was developed. The surveyed participants were divided into the following categories: 4,200 newly licensed LPN/VNs, 6,000 LPN/VN educators and LPN/VN supervisors. A 10.9% response rate of analyzable surveys was obtained for the total group. This analysis contains the responses of 846 newly licensed LPN/VNs and 152 LPN/VN educators.

Demographics, Experiences and Practice Environments of Participants

Demographics/Past Experiences

Demographic information, including race and ethnicity, educational preparation and gender, are presented next, followed by descriptions of respondents' work environments, including settings and client characteristics.

Nursing Licenses Held

Respondents were asked what type of nursing license they held, with the option of choosing LPN/VN and/or RN licenses. There were 100% of newly licensed LPN/VNs who responded that they held an LPN/VN license. There were 4.6% of LPN/VN educators who held an LPN/VN license. The remainder of the respondents held an RN license

Gender

The percentage of females by primary job title is as follows: newly licensed LPN/VNs (91.5%) and LPN/VN educators (93.9%).

Age

Newly licensed LPN/VNs had an average age of 34.3 years (SD = 9.8), and LPN/VN educators had an average age of 53.2 years (SD = 10.7).

Race/Ethnicity

White – not of Hispanic origin was the race/ethnicity identified most frequently by newly licensed LPN/VNs (41.0%) and LPN/VN educators (74.8%).

Educational Background

The majority of newly licensed LPN/VNs (85.0%) reported having an LPN/VN diploma or certificate. Approximately 55.7% of LPN/VN educators listed their highest degree as RN – master's degree in the U.S. (non-advanced practice nurse) or RN – doctorate degree in the U.S. (DNP) (17.6%).

Primary Language

The majority of newly licensed LPN/VNs (79.8%) and LPN/VN educators (94.7%) reported English as their primary language.

Years of Experience

LPN/VN educators spent an average of 12.4 years in their jobs. Newly licensed LPN/VNs were asked how long it had been since they completed course requirements for their nursing programs, and they reported an average of 9.7 months.

Facilities

Newly licensed LPN/VNs (42.1%) worked primarily in long-term care facilities. LPN/VN educators worked primarily in long-term care facilities (45.9%) and hospitals (42.1%).

Client Health Conditions

Newly licensed LPN/VNs (75.5%) and LPN/VN educators (77.4%) reported working with clients with stable chronic conditions the most.

Client Ages

Newly licensed LPN/VNs (82.2%) and LPN/VN educators (93.2%) reported that they cared for older adult clients aged 65 to 85.

Employment Setting/Specialty

The employment setting most frequently reported by newly licensed LPN/VNs (42.7%) and LPN/VN educators (57.9%) was long-term care.

Summary

The average newly licensed LPN/VN respondent was an English-speaking White female with an average age of 34.3 years. This average respondent held an LPN/VN diploma/certificate and worked primarily in a long-term care facility caring for older adult clients aged 65 to 85. This average respondent has been a newly licensed LPN/VN for less than 1 year.

The average LPN/VN educator respondent was an English-speaking White female with an average age of 53.2 years. This average respondent held an RN master's degree within the U.S. This average respondent worked primarily in a long-term care facility caring for older adult clients aged 65 to 85 with stable chronic conditions. This average respondent has been an LPN/VN educator for 12.4 years.

Knowledge Statements

The 2024 LPN/VN Nursing Knowledge Survey asked respondents to rate the importance of knowledge statements necessary for a newly licensed LPN/VN to practice safely and effectively. Respondents were asked to rate the overall importance of each knowledge statement considering safe and effective professional practice, regardless of specific practice setting. Importance was rated using a five-point (1-5) scale.

SME Panel Validation of Survey Findings

The SME panel for the 2024 LPN/VN Nursing Knowledge Survey was asked to provide independent ratings of the 241 knowledge statements. In order

to validate the results of the survey, the average importance ratings estimated by the SMEs were compared to the ratings from the knowledge survey. There was consistency among both the highest and lowest importance knowledge statements across the ratings of the newly licensed LPN/VNs, LPN/VN educators and SMEs. The SMEs' importance ratings compared to the ratings of each subgroup were similar. There were two knowledge statement average ratings that had more than a one-point difference between the SMEs and the LPN/VN educators. The knowledge statement with the largest difference in importance ratings was "peripheral nerve catheter" (SME ratings averaged 4.11 and LPN/VN educator ratings averaged 2.86). This information on knowledge needed by newly licensed LPN/VNs from multiple sources provides a more accurate description than a single source.

Representativeness of Knowledge Statements

The respondents were asked to rate how well the knowledge statements listed on the survey represented knowledge areas a newly licensed LPN/VN should possess. They were asked to select one of four options: "poorly," "adequately," "well" or "very well." The vast majority of respondents reported that the knowledge statements covered the knowledge areas of a newly licensed LPN/VN "well" or "very well" (94.8% of newly licensed LPN/VNs and 93.2% of LPN/VN educators).

Reliability of Instrument

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

Knowledge Statements

Importance of Knowledge Statements

The knowledge needed for safe and effective practice of newly licensed LPN/VNs was determined by participants' responses based on an importance rating scale. Respondents were asked, "Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?" Importance ratings were recorded using a five-point scale: 1 ("not important"), 2 ("marginally important"), 3 ("moderately important"), 4 ("important") and 5 ("critically important"). Average importance ratings were calculated by including all importance ratings regardless of practice setting. The SME panel ratings and survey respondent ratings of the 241 knowledge statements yielded similar results. All of the groups (newly licensed LPN/VNs, LPN/VN educators and SMEs) rated "medication administration safety" among the five most important knowledge statements.

Knowledge Statement Subgroup Analysis

Primary Job Title

The average knowledge statement importance ratings of newly licensed LPN/VNs and LPN/VN educators were cross-analyzed for meaningful differences between these job titles. The least important knowledge statement for newly licensed LPN/VNs was "lactation education" with an average rating of 3.69. LPN/VN educators rated "peripheral nerve catheter" as the least important knowledge statement with an average rating of 2.86. The most important knowledge statements for both newly licensed LPN/VNs and LPN/VN educators was "client safety" with average ratings of 4.82 and 4.96, respectively. In general, there were few differences in importance ratings based on job title.

Facility

The average importance ratings of the knowledge statements of respondents from hospitals, long-term care facilities, community-based facilities and

other facilities were cross-analyzed for meaningful differences. "Lactation education" was rated as the least important knowledge statement by respondents from hospitals and long-term care (average ratings of 3.34 and 3.48, respectively). "Bladder irrigation" was rated the least important knowledge statement by respondents from community-based facilities (average rating of 3.72). "School-age client care" was rated the least important knowledge statement by respondents from other facilities (average rating of 3.79). The most important knowledge statement for respondents working in hospitals was "basic life support (BLS)" with an average rating of 4.90. For long-term care facilities and community-based facilities, the most important knowledge statement for respondents was "client safety" with average ratings of 4.84 and 4.91, respectively. In other facilities, "client consent," with an average rating of 4.95, was the most important knowledge statement.

Summary

Respondents to the 2024 LPN/VN Nursing Knowledge Survey found the statements listed in the survey to be representative of the knowledge necessary for safe and effective professional practice of newly licensed LPN/VNs. There were similar importance ratings of the knowledge statements from newly licensed LPN/VNs, LPN/VN educators and SMEs.

Conclusion

Based on the reliability of the knowledge statement instrument, the survey of the nonrespondents, the validation of the knowledge statement importance ratings by SMEs, and the similarity of knowledge statement importance ratings by newly licensed LPN/VNs and LPN/VN educators, the results of this survey can be used to inform item development.

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. and its member board territories, for the preparation of psychometrically sound and legally defensible licensure examinations (APA, AERA and NCME, 2014). Practice analysis (i.e., job analysis) studies assist 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, NCSBN conducts practice analysis studies every three years.

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

Methodology

A number of steps are necessary to perform an analysis of the knowledge needed by newly licensed LPN/VNs. This section provides a description of the methodology used to conduct the 2024 LPN/VN Nursing Knowledge Survey. A panel of subject matter experts (SMEs) was assembled; a list of knowledge statements was created and incorporated into a survey that was sent to a representative sample of newly licensed LPN/VNs, LPN/VN educators and LPN/VN supervisors; and the data were collected and analyzed. Descriptions of the SME panel processes, survey development, and sample selection and data collection procedures are provided, as well as information about the confidentiality, response rates and the degree to which participants were representative of the sample of newly licensed LPN/VNs, LPN/VN educators and LPN/VN supervisors. This report provides detailed descriptions of these processes.

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 will remain in effect until new procedures or methodologies are suggested. Should substantial changes to the methodology occur in future studies, 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 nine SMEs was assembled to assist with the creation of the knowledge statements and survey. Panel members taught LPN/VN students, supervised LPN/VNs or were themselves a newly licensed LPN/VN within the first 12 months of practice. The panelists also represented various NCSBN geographic areas of the U.S., as well as the major nursing specialties and varied practice settings. See **Appendix A** for a listing of panel members.

Survey Development

A number of processes were used to create, evaluate and refine the survey instrument used for the 2024 LPN/VN Nursing Knowledge Survey. The initial meetings for the triennial practice analysis preceded the development of the 2024 LPN/VN Nursing Knowledge Survey. An initial panel of nurses (SMEs), representing various geographic regions of the U.S., nursing specialties and practice settings, developed nursing activity statements intended to represent entry-level LPN/VN practice. These activity statements and related categories provided a structure for the creation of the knowledge

statements. Following the work of the first panel, a second group of SMEs was convened with one panelist bridging the two groups.

This second panel reviewed the activity statements and then developed knowledge statements for each activity statement. The link between knowledge statements and activity statements can be seen in **Appendix I**, which reflects the statements developed by the SME panelists during the meeting.

Subsequent to their meeting, knowledge statements were reviewed by the NCLEX® Examination Committee. The statements in **Appendix I** reflect the knowledge statements developed by the SMEs. The resulting 241 knowledge statements were incorporated into a survey format.

The final version of the survey contained several initial questions to identify respondent characteristics, followed by four sections. The first section focused on the knowledge necessary for entry-level LPN/VN practice, asking respondents to rate the importance of each of the 241 knowledge statements by using a five-point (1-5) scale. The second section identified the participant's work environment including area of practice, type of client and employment setting/specialty. The third section focused on demographic information such as race/ethnicity, highest obtained education degree and gender. The final section provided space for respondents to write comments or suggestions about the survey. The survey used in the 2024 LPN/VN Nursing Knowledge Survey is shown in **Appendix B**.

Survey Process

Sample Selection

Newly licensed LPN/VNs: A random sample of 4,200 LPN/VNs was selected from a list of candidates who passed the NCLEX-PN® Examination between April 8, 2023, and Feb. 15, 2024, and did not participate in the LPN/VN Practice Analysis survey.

Educators of LPN/VNs (LPN/VN educators): In addition, surveys were sent to 6,000 LPN/VN educators.

Supervisors of newly licensed LPN/VNs (LPN/VN supervisors): Finally, surveys were emailed to the potential supervisors of newly licensed LPN/VNs by a U.S. nursing organization. The report does not include the analysis of supervisors due to the small response number.

Representativeness

Table 1 presents the correspondence of sample size and respondents within each primary job title (newly licensed LPN/VN, LPN/VN educator and LPN/VN supervisor) by NCSBN jurisdiction. Because multiple surveys were emailed to LPN/VN educators, all respondents from an institution were counted only as one. As shown in **Table 1**, the percentage of respondents from different jurisdictions is similar to the sample composition.

Emailing Procedure

A five-stage emailing process was used to engage the participants in the study. A presurvey email was sent to each person selected for the sample in April 2024. One week later, recipients were sent a survey email invitation. 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. LPN/VN educators received a presurvey email, a KSA survey and the first reminder email. LPN/VN supervisors received the KSA survey and the first reminder email. The survey was conducted from April through June 2024.

Confidentiality

All potential participants were promised confidentiality with regard to their participation and responses. Preassigned code numbers were used to facilitate follow-up emails. Files containing email information were kept separate from the data files. The study protocol

Table 1. Representativeness of Respondents by NCSBN Jurisdiction

| | Newly Licensed LPN/VN | | | |
| | Sample | | Respondents | |
Jurisdiction	N	%	N	%
Alabama	107	2.6	23	2.5
Alaska	1	0.0	1	0.1
American Samoa	1	0.0	0	0.0
Arizona	41	1.0	10	1.1
Arkansas	76	1.8	24	2.6
California	669	15.9	134	14.4
Colorado	33	0.8	5	0.5
Connecticut	53	1.3	15	1.6
Delaware	11	0.3	3	0.3
District of Columbia	1	0.0	0	0.0
Florida	245	5.8	44	4.7
Georgia	78	1.9	18	1.9
Guam	0	0.0	0	0.0
Hawaii	7	0.2	4	0.4
Idaho	14	0.3	5	0.5
Illinois	122	2.9	29	3.1
Indiana	61	1.5	14	1.5
Iowa	60	1.4	10	1.1
Kansas	57	1.4	10	1.1
Kentucky	59	1.4	13	1.4
Louisiana	85	2.0	18	1.9
Maine	4	0.1	1	0.1
Maryland	47	1.1	13	1.4
Massachusetts	60	1.4	14	1.5
Michigan	93	2.2	16	1.7
Minnesota	62	1.5	14	1.5
Mississippi	82	2.0	22	2.4
Missouri	98	2.3	23	2.5
Montana	5	0.1	2	0.2

Table 1. Representativeness of Respondents by NCSBN Jurisdiction

| | Newly Licensed LPN/VN | | | |
| | Sample | | Respondents | |
Jurisdiction	N	%	N	%
Nebraska	27	0.6	6	0.6
Nevada	11	0.3	1	0.1
New Hampshire	14	0.3	1	0.1
New Jersey	107	2.6	22	2.4
New Mexico	16	0.4	7	0.8
New York	236	5.6	66	7.1
North Carolina	91	2.2	25	2.7
North Dakota	20	0.5	4	0.4
Northern Mariana Islands	0	0.0	0	0.0
Ohio	276	6.6	77	8.2
Oklahoma	95	2.3	21	2.3
Oregon	30	0.7	8	0.9
Pennsylvania	178	4.2	45	4.8
Rhode Island	22	0.5	4	0.4
South Carolina	51	1.2	12	1.3
South Dakota	26	0.6	6	0.6
Tennessee	95	2.3	14	1.5
Texas	316	7.5	55	5.9
Utah	68	1.6	10	1.1
Vermont	14	0.3	0	0.0
Virgin Islands	0	0.0	0	0.0
Virginia	93	2.2	24	2.6
Washington	43	1.0	11	1.2
West Virginia	39	0.9	10	1.1
Wisconsin	88	2.1	20	2.1
Wyoming	12	0.3	0	0.0
Total	4200	100.0	934	100.0

Note: The jurisdiction information for LPN/VN educators and supervisors is not available, as a third party provided the email list.

was approved by NCSBN's CEO for compliance with organizational guidelines used in research studies involving human subjects.

Return Rates

There were 4,200 newly licensed LPN/VNs invited to complete the survey, with 4,164 surveys delivered. Of those, there were 934 surveys returned by this group for a return rate of 22.4%. A total of 6,000 LPN/VN

Table 2. Adjusted Return Rates				
Job Title	Sample	Surveys Delivered	Adjusted Responses	Adjusted Return Rate %
Newly Licensed LPN/VNs	4,200	4,164	934	22.4
LPN/VN Educators	6,000	4,965	284	5.7
Total	**10,200**	**9,129**	**1,218**	**13.3**

Note: LPN/VN supervisor counts are not available because RN and LPN/VN surveys were combined in one survey and distributed by a third party in 2024. Therefore, only information about the analyzable responses of LPN/VN supervisors is available.

Table 3. Analyzable Response Rates				
Job Title	Surveys Delivered	Invalid Responses	Analyzable Responses	Analyzable Response Rate %
Newly Licensed LPN/VNs	4,164	88	846	20.3
LPN/VN Educators	4,965	132	152	3.1
LPN/VN Supervisors	NA	NA	3	NA
Total	**9,129**	**220**	**998**	**10.9**

Note 1: LPN/VN supervisor counts are not available because RN and LPN/VN surveys were combined in one survey and distributed by a third party in 2024. Therefore, only information about the analyzable responses of LPN/VN supervisors is available.

Note 2: The LPN/VN supervisor count was excluded in calculating the total Analyzable Responses and total Analyzable Response Rate % given Note 1.

educators were invited to complete the survey, with 4,965 surveys delivered. Of those, there were 284 surveys that were returned by this group for a 5.7% return rate. The total number of surveys delivered to newly licensed LPN/VNs and LPN/VN educators was 9,129, with an adjusted return rate of 13.3% (as shown in **Table 2**).

Of the 1,218 surveys received, there were 220 invalid responses. If there were respondents who did not report holding an LPN/VN or RN license, their responses were not included in the analysis. With the implementation of these quality control procedures, there were still 998 analyzable surveys with a return rate of 10.9% for newly licensed LPN/VNs and LPN/VN educators. The analyzable response rates were 20.3% and 3.1% for newly licensed LPN/VNs and LPN/VN educators, respectively (as shown in **Table 3**).

Knowledge Survey Nonrespondent Study

In order to ensure the validity of the results, NCSBN conducted a survey of nonrespondents to determine if those LPN/VNs not responding would have rated the knowledge statements differently than the survey respondents. If there were no systematic differences between respondents versus nonrespondents, it would be concluded that the results are not biased and it would provide evidence to support the validity of the results. A stratified random sample of nonrespondents (newly licensed LPN/VNs and LPN/VN educators) were contacted via email. An internet survey was obtained

with 130 participants: 68 newly licensed LPN/VNs and 62 LPN/VN educators. The study found that the majority of the nonrespondents did not receive the initial survey invitation, were too busy to complete the survey or did not respond for other reasons. More importantly, the study found that the nonrespondent knowledge statement ratings were very similar to respondent ratings; this similarity supports the validity of the results of this study. A full report of the nonrespondent study can be found in **Appendix H**.

Summary

A panel of nine LPN/VNs experienced in the practice of newly licensed LPN/VNs met and created a list of 241 knowledge statements that are important for a newly licensed LPN/VN to possess. A data collection instrument was developed, piloted and revised prior to being emailed. The surveyed LPN/VNs were divided into the following categories: 4,200 newly licensed LPN/VNs, 6,000 LPN/VN educators and potential LPN/VN supervisors (sent by a U.S. nursing organization). A 10.9% response rate of analyzable surveys was obtained for newly licensed LPN/VNs and LPN/VN educators. This analysis contains the responses of 846 newly licensed LPN/VNs and 152 LPN/VN educators.

DEMOGRAPHICS, EXPERIENCES AND PRACTICE ENVIRONMENTS OF PARTICIPANTS

Demographics/Past Experiences

Demographic information, including race and ethnicity, educational preparation and gender, are presented next, followed by descriptions of respondents' work environments, including settings and client characteristics.

Nursing Licenses Held

Respondents were asked what type of nursing licenses they held, with the option of choosing LPN/VN and/or RN licenses. There were 100.0% of newly licensed LPN/VNs who responded that they held an LPN/VN license. There were 4.6% of LPN/VN educators who held an LPN/VN license. The remainder of the respondents held an RN license. **Figure 1** shows the percentage of respondents who held an RN or LPN/VN license among the three job titles for 2024 and 2021. In comparison with the results from 2021 survey, the reported figures for holding an LPN/VN license were very similar with 99.6% (newly licensed LPN/VNs). However, a decrease for holding an LPN/VN license was reported when compared to 2021 with 10.9% (LPN/VN educators). Respondents were allowed to select both licenses, so the percentages total more than 100%.

Gender

Of the total respondents who indicated their gender on the survey, 92.0% reported their gender as female. The percentage of females by primary job title is as follows: newly licensed LPN/VNs (91.5%) and LPN/VN educators (93.9%). In 2021, 90.1% of the total respondents reported their gender as female. See **Figure 2** for the percentages of gender by primary job title in 2024 and 2021.

Age

Newly licensed LPN/VNs had an average age of 34.3 years (SD = 9.8), and LPN/VN educators had an average age of 53.2 years (SD = 10.7). In 2021, the average ages for the two groups were 35.8 years and 53.8 years, respectively.

Race/Ethnicity

White – not of Hispanic origin was the race/ethnicity identified most frequently by newly licensed LPN/VNs (41.0%) and LPN/VN educators (74.8%). See **Figure 3** for the percentages of race/ethnicity by primary job title in 2024 and 2021. The percentages of those identifying as White – not of Hispanic origin decreased for newly
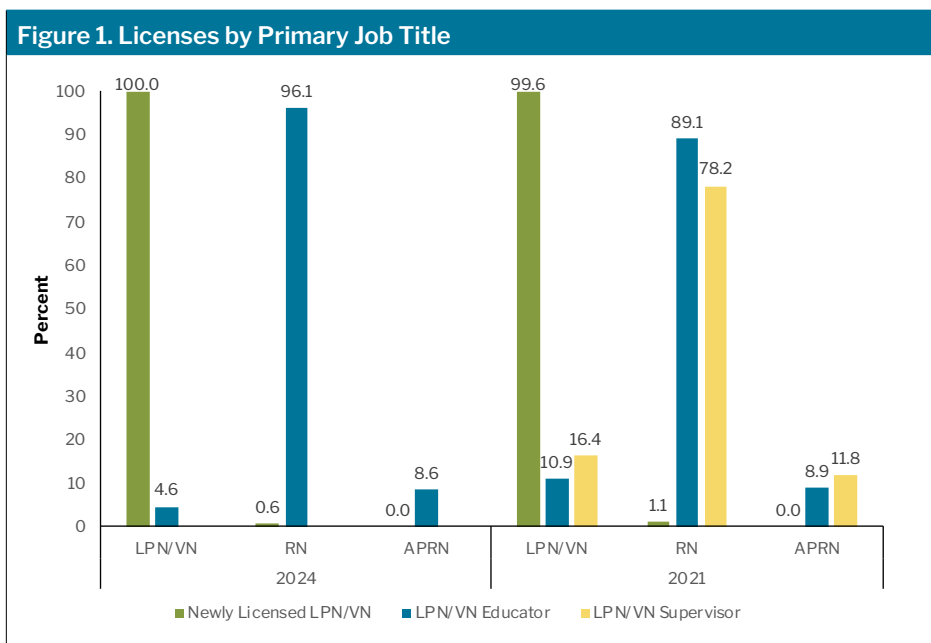
Figure 1. Licenses by Primary Job Title

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

Figure 2. Gender by Primary Job Title
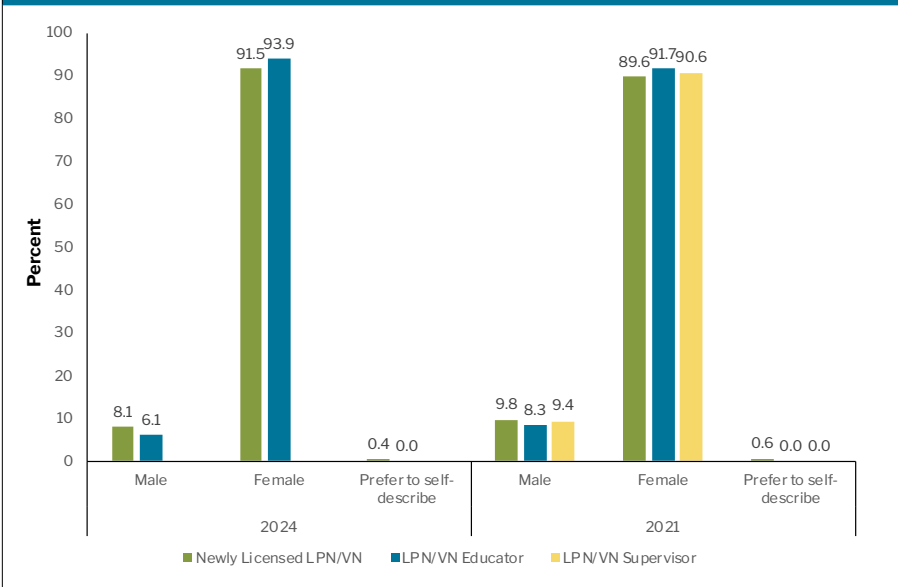
2024

	Male	Female	Prefer to self-describe
Newly Licensed LPN/VN	8.1	91.5	0.4
LPN/VN Educator	6.1	93.9	0.0

2021

	Male	Female	Prefer to self-describe
Newly Licensed LPN/VN	9.8	89.6	0.6
LPN/VN Educator	8.3	91.7	0.0
LPN/VN Supervisor	9.4	90.6	0.0

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

Figure 3. Race/Ethnicity by Primary Job Title

2024

	Black or African American	Asian	Hispanic or Latino	American Indian or Alaska Native	Native Hawaiian or Pacific Islander	White – not of Hispanic origin	Other
Newly Licensed LPN/VN	34.9	6.9	12.7	1.0	0.4	41.0	3.1
LPN/VN Educator	11.5	3.1	6.9	1.5	0.0	74.8	2.3

2021

	Black or African American	Asian	Hispanic or Latino	American Indian or Alaska Native	Native Hawaiian or Pacific Islander	White – not of Hispanic origin	Other
Newly Licensed LPN/VN	29.7	6.1	11.0	0.3	0.9	47.4	4.6
LPN/VN Educator	13.9	2.8	6.9	1.4	1.4	72.2	1.4
LPN/VN Supervisor	7.8	4.7	3.1	1.6	0.0	78.1	4.7

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

licensed LPN/VNs by 6.4% but slightly increased for LPN/VN educators by 2.6% from 2021 to 2024.

Education Background

The majority of newly licensed LPN/VNs (85.0%) reported having an LPN/VN diploma or certificate. Approximately 55.7% of LPN/VN educators listed their highest degree as an RN master's degree in the U.S. (non-advanced practice nurse), an increase of 43.4% when compared to 2021. In 2024, 17.6% of LPN/VN educators listed their highest degree as an RN doctorate degree (DNP), an increase of 12.1% compared to 2021. See Table 4 for the educational background of respondents sorted by primary job title in 2024 and 2021.

Primary Language

The majority of newly licensed LPN/VNs (79.8%) and LPN/VN educators (94.7%) reported English as their primary language. In 2021, 83.3% of newly licensed LPN/VNs and 89.0% of LPN/VN educators reported English as their primary language. See Figure 4 for primary language sorted by primary job title.

Years of Experience

LPN/VN educators spent an average of 12.4 years in their jobs. Newly licensed LPN/VNs were asked how long it had been since they completed course requirements for their nursing programs, and they reported an average of 9.7 months. In 2021, LPN/VN educators reported an average of 9.5 years in their jobs, and newly licensed LPN/VNs reported an average of 7.4 months since course completion.

Facilities

Newly licensed LPN/VNs (42.1%) worked primarily in long-term care facilities, and 27.0% worked in hospitals, a 12.6% increase compared to 2021. LPN/VN educators worked most frequently in long-term care facilities (45.9%) and hospitals (42.1%). See Figure 5 for facility by primary job title in 2024 and 2021.

Client Health Conditions

Newly licensed LPN/VNs (75.5%) and LPN/VN educators (77.4%) both reported working with clients with stable chronic conditions the most. As nurses often work with clients with varying conditions, respondents were allowed to give multiple answers, resulting in percentages within each primary job title totaling more

Table 4. Educational Background by Primary Job Title						
	Newly Licensed LPN/VN		LPN/VN Educator		LPN/VN Supervisor	
Degree	2024	2021	2024	2021	2024	2021
LPN/VN - Diploma/Certificate in U.S.	85.0%	78.8%	0.8%	1.4%	NA	6.4%
LPN/VN - Associate degree in U.S.	12.1%	15.3%	0.0%	0.0%	NA	4.8%
RN - Baccalaureate degree in U.S.	0.2%	0.3%	9.2%	1.4%	NA	9.5%
RN - Diploma in U.S.	0.2%	1.2%	0.0%	2.7%	NA	22.2%
RN - Associate degree in U.S.	1.7%	0.0%	0.0%	28.8%	NA	31.8%
RN - Master's degree in U.S. (non-Advanced Practice Nurse)	0.0%	0.0%	55.7%	12.3%	NA	6.4%
RN - Master's degree in U.S. (Advanced Practice Nurse)	0.0%	0.0%	7.6%	12.3%	NA	6.4%
RN - Doctorate degree in U.S. (non-DNP)	0.0%	0.0%	6.9%	4.1%	NA	0.0%
RN - Doctorate degree in U.S. (DNP)	0.0%	0.0%	17.6%	5.5%	NA	1.6%
Any nursing program NOT located in the U.S.	0.6%	1.2%	0.0%	0.0%	NA	1.6%
Other program	0.2%	2.2%	2.3%	4.1%	NA	1.6%

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

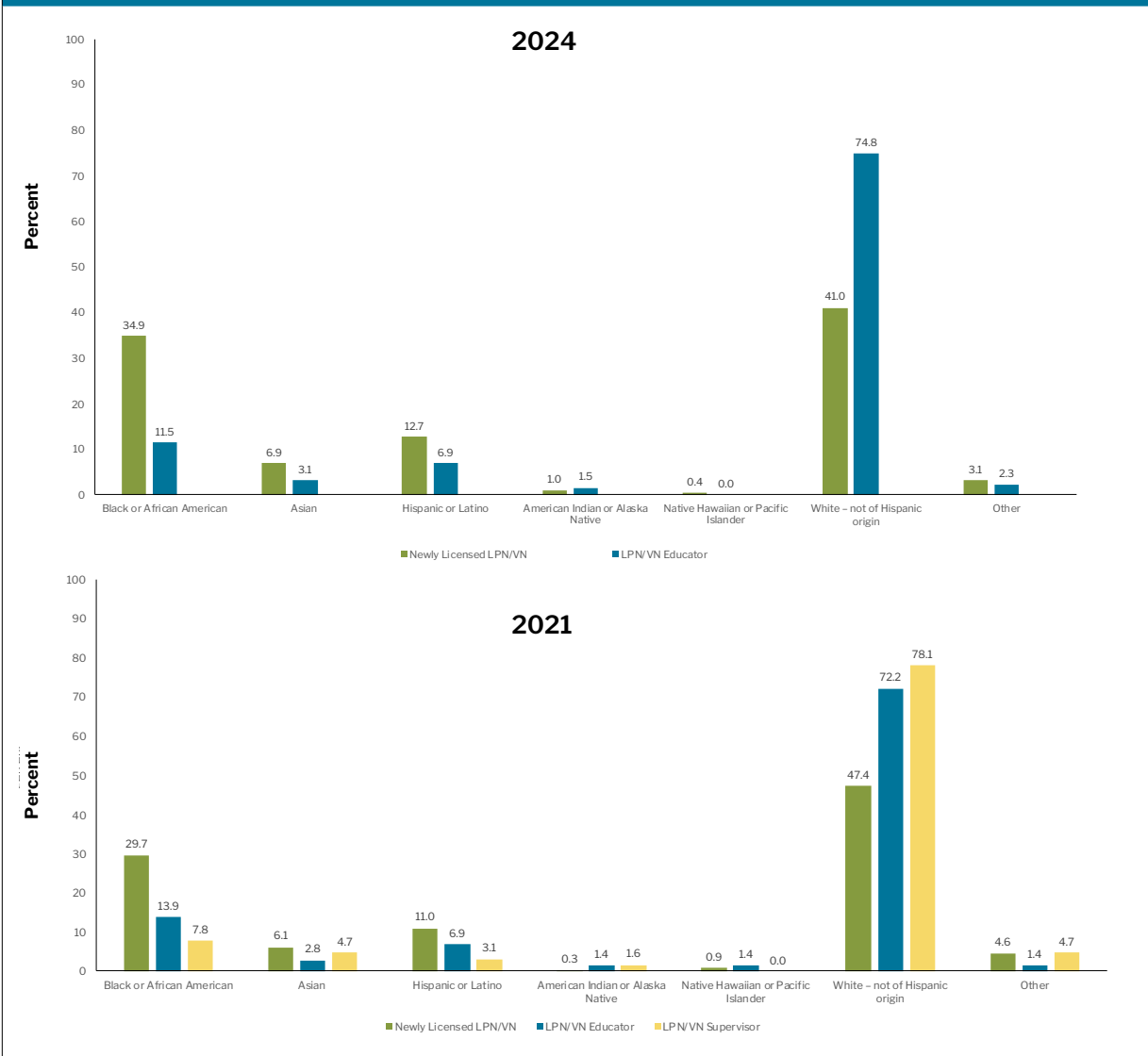## Figure 4. Primary Language by Primary Job Title
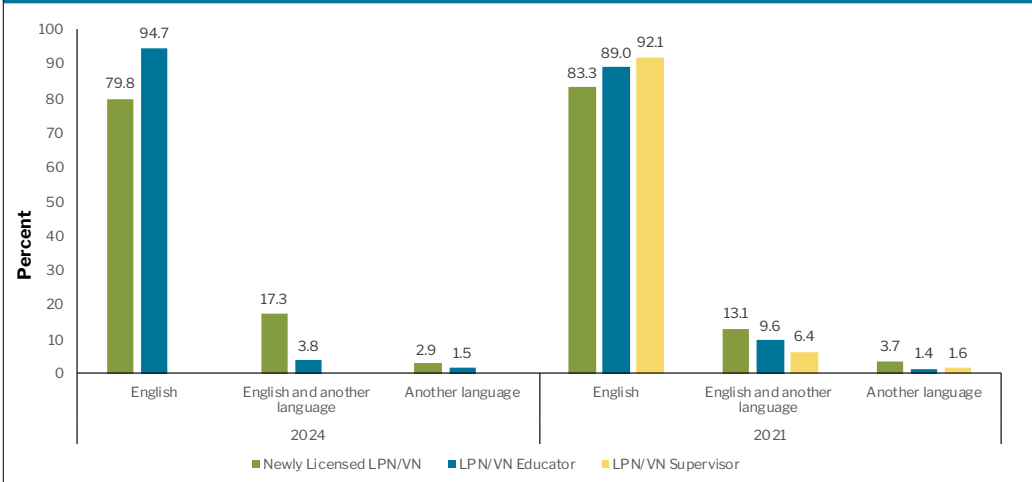
Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

Figure 5. Facility by Primary Job Title

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

than 100%. See **Figure 6** for client health conditions sorted by primary job title in 2024 and 2021. To compare with 2024, 2021 results have been recalculated by excluding the missing responses.

Client Ages

Newly licensed LPN/VNs (82.2%) and LPN/VN educators (93.2%) reported that they cared for older adult clients aged 65 to 85. Respondents were allowed to give multiple answers, resulting in percentages within each primary job title totaling more than 100%. See **Figure 7** for client ages sorted by primary job title in 2024 and

2021. To compare with 2024, 2021 results have been recalculated by excluding the missing responses.

Employment Setting/Specialty

The employment setting most frequently reported by newly licensed LPN/VNs (42.7%) was long-term care, a 4.3% decrease compared to 2021. Additionally, 15.6% of newly licensed LPN/VNs reported their employment setting as medical-surgical units, a 6.8% increase compared to 2021, and 6.8% reported critical care, a 2.0% increase compared to 2021. The employment settings most frequently reported by LPN/VN educators were long-term care (57.9%) and medical-surgical units

Figure 6. Client Health Conditions by Primary Job Title
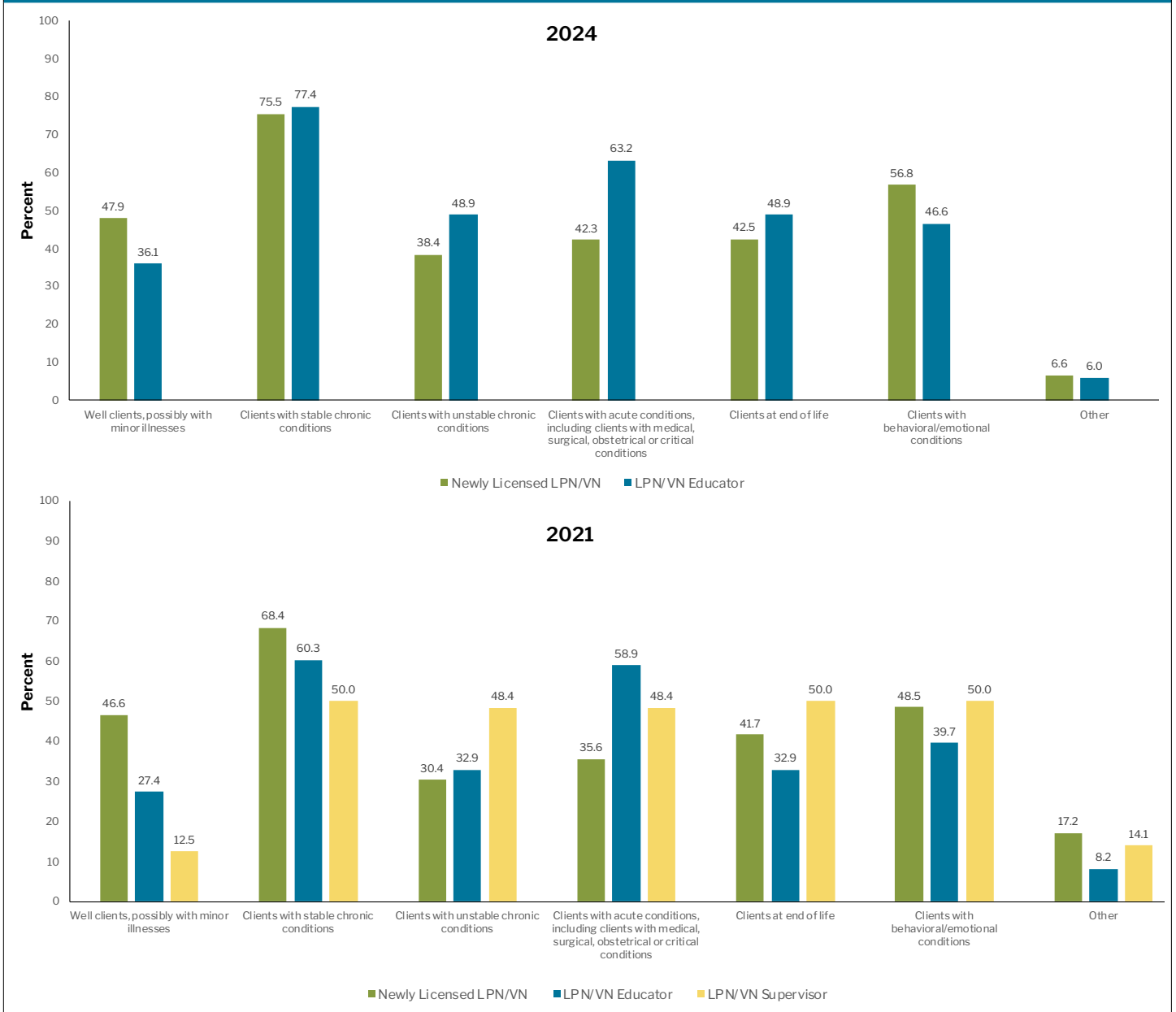
2024

■ Newly Licensed LPN/VN   ■ LPN/VN Educator

2021

■ Newly Licensed LPN/VN   ■ LPN/VN Educator   ■ LPN/VN Supervisor

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

(57.9%). On average for all job titles, the least reported employment settings were operating rooms (0.8%) and labor and delivery (1.0%). Respondents were able to answer up to two employment settings, allowing for percentages totaling more than 100%. See **Table 5** for employment settings and specialties in both 2024 and 2021. To compare with 2024, 2021 results have been recalculated by excluding the missing responses.

Summary

The average newly licensed LPN/VN respondent was an English-speaking White female with an average age of 34.3 years. This average respondent held an LPN/VN diploma/certificate and worked primarily in a long-term care facility caring for older adult clients aged 65 to 85 with stable chronic conditions. This average respondent had been an LPN/VN for less than one year.

Figure 7. Client Ages by Primary Job Title

2024

Legend: ■ Newly Licensed LPN/VN ■ LPN/VN Educator

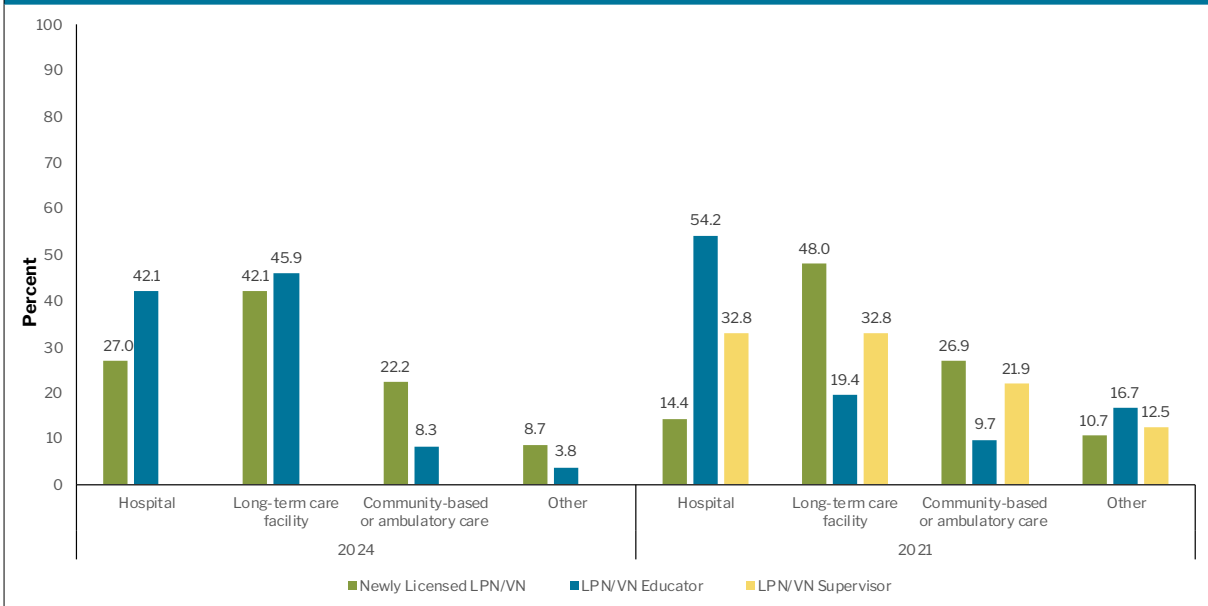**2021**

Legend: ■ Newly Licensed LPN/VN ■ LPN/VN Educator ■ LPN/VN Supervisor

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

Table 5. Employment Setting/Specialty

Employment Setting	Year	Newly Licensed LPN/VN		LPN/VN Educator		LPN/VN Supervisor		Total	
		N	%	N	%	N	%	N	%
Ambulatory care, physician office or clinics	2024	74	15.4	27	20.3	NA	NA	101	16.4
	2021	43	13.0	5	6.8	11	17.2	48	11.9
Critical care	2024	33	6.8	2	1.5	NA	NA	35	5.7
	2021	16	4.8	6	8.2	7	10.9	22	5.5
Home health	2024	47	9.8	6	4.5	NA	NA	53	8.6
	2021	35	10.6	4	5.5	2	3.1	39	9.7
Hospice	2024	28	5.8	3	2.3	NA	NA	31	5.0
	2021	6	1.8	4	5.5	6	9.4	10	2.5
Inpatient medical-surgical	2024	75	15.6	77	57.9	NA	NA	152	24.7
	2021	29	8.8	29	39.7	11	17.2	58	14.4

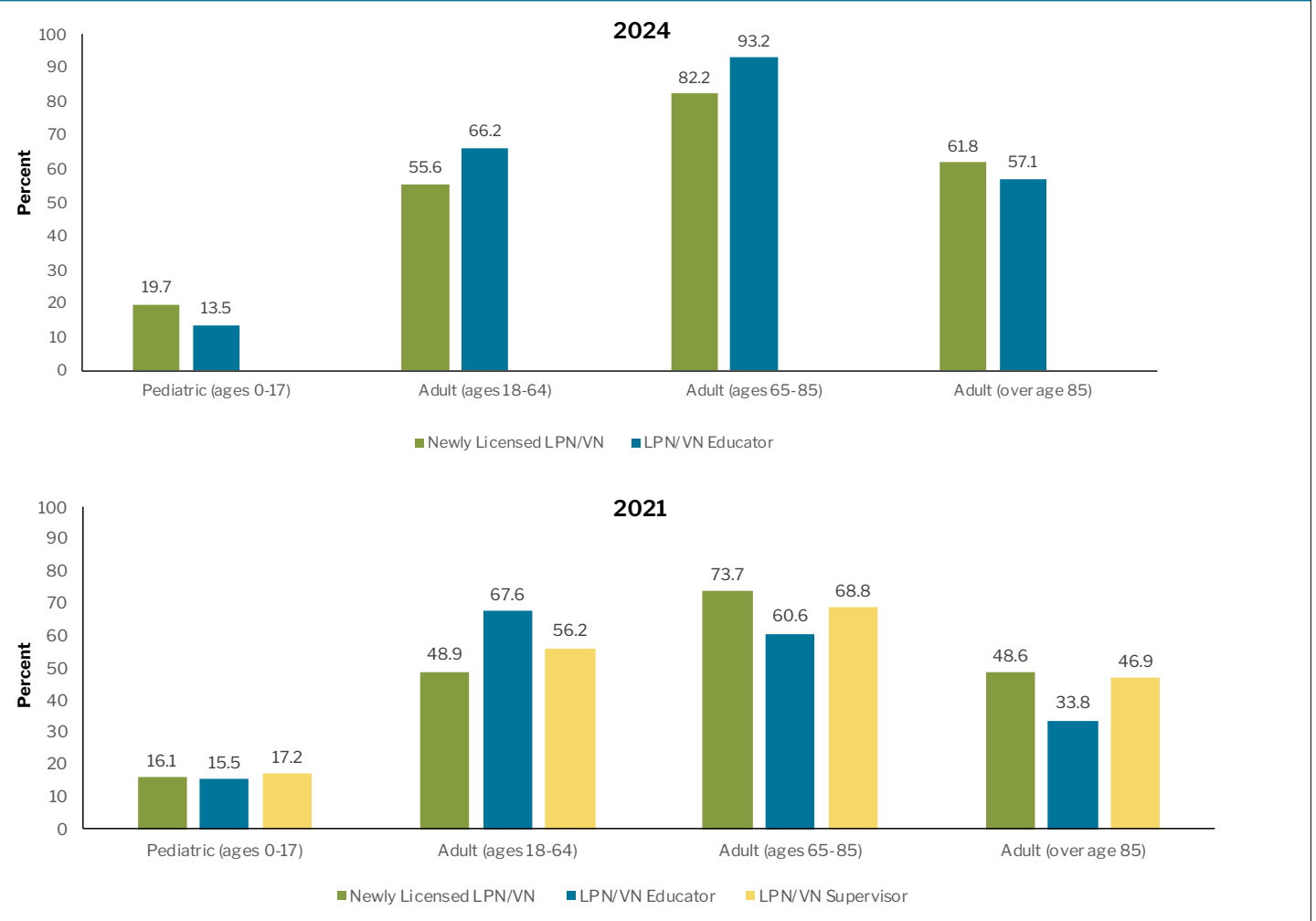| Table 5. Employment Setting/Specialty									
		Newly Licensed LPN/VN		LPN/VN Educator		LPN/VN Supervisor		Total	
Employment Setting	Year	N	%	N	%	N	%	N	%
Labor and delivery	2024	4	0.8	2	1.5	NA	NA	6	1.0
	2021	2	0.6	7	9.6	1	1.6	9	2.2
Long-term care	2024	206	42.7	77	57.9	NA	NA	283	46.0
	2021	155	47.0	18	24.7	22	34.4	173	42.9
Operating room	2024	5	1.0	0	0.0	NA	NA	5	0.8
	2021	3	0.9	1	1.4	2	3.1	4	1.0
Palliative care	2024	13	2.7	0	0.0	NA	NA	13	2.1
	2021	14	4.2	0	0.0	0	0.0	14	3.5
Pediatric	2024	36	7.5	2	1.5	NA	NA	38	6.2
	2021	26	7.9	7	9.6	4	6.3	33	8.2
Psychiatry or subspecialties (detox, inpatient, outpatient)	2024	29	6.0	0	0.0	NA	NA	29	4.7
	2021	21	6.4	9	12.3	0	0.0	30	7.4
Public health/Occupational health	2024	14	2.9	1	0.8	NA	NA	15	2.4
	2021	21	6.4	2	2.7	1	1.6	23	5.7
Rehabilitation	2024	121	25.1	25	18.8	NA	NA	146	23.7
	2021	80	24.2	7	9.6	5	7.8	87	21.6
Residential	2024	26	5.4	1	0.8	NA	NA	27	4.4
	2021	19	5.8	1	1.4	3	4.7	20	5.0
Other	2024	56	11.6	9	6.8	NA	NA	65	10.6
	2021	39	11.8	13	17.8	12	18.8	52	12.9

Note 1: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

Note 2: The LPN/VN supervisor count was excluded in calculating the Total N and Total % in 2021 given Note 1.

KNOWLEDGE STATEMENT FINDINGS

Overview of Methods

The 2024 LPN/VN Nursing Knowledge Survey asked respondents to rate the importance of knowledge statements necessary for a newly licensed LPN/VN to practice safely and effectively. Respondents were asked to rate the overall importance of each knowledge statement considering safe and effective professional LPN/VN practice, regardless of practice setting. Importance was rated using a five-point (1-5) scale.

Subject Matter Expert (SME) Panel Validation of Survey Findings

The subject matter expert (SME) panel for the 2024 LPN/VN Nursing Knowledge Survey was asked to provide independent ratings of the 241 knowledge statements. See **Appendix C** for SMEs' average importance ratings.

In order to validate the results of the survey, the average importance ratings estimated by the SMEs were compared to the average importance ratings from the knowledge survey. As shown in **Table 6**, there was, in general, consistency among the highest and the lowest importance knowledge statements across the ratings of the newly licensed LPN/VNs, LPN/VN educators and SMEs. There seems to be evidence from several sources that provide convergent validity of the knowledge needed by newly licensed LPN/VNs in order to practice safely and effectively. SME ratings compared to survey respondent ratings, categorized by job titles, are presented in **Appendices D** and **E**.

SMEs' importance ratings compared to each subgroup's ratings were similar. There was no knowledge statement average rating that had more than a one-point difference between the SMEs and newly licensed LPN/VNs. There were two knowledge statement average ratings that had more than a one-point difference between the SMEs and the LPN/VN educators. The knowledge statement with the largest difference in importance ratings was "peripheral nerve catheter" (SME ratings averaged 4.11

and LPN/VN educator ratings averaged 2.86). This information on knowledge needed by newly licensed LPN/VNs from multiple sources provides a more accurate description than a single source.

Representativeness of Knowledge Statements

The respondents were asked to rate how well the knowledge statements represented the knowledge areas a newly licensed LPN/VN should possess by choosing one of four options: "poorly," "adequately," "well" or "very well." The vast majority of survey respondents within each job title reported the survey covered the important knowledge areas of a newly licensed LPN/VN "well" or "very well" (94.8% of newly licensed LPN/VNs and 93.2% of LPN/VN educators). A large percentage of newly licensed LPN/VNs (67.5%) and LPN/VN educators (57.9%) responded that the survey represented the necessary knowledge areas "very well." See **Figure 8** for responses of survey adequacy by primary job title in 2024 and 2021.

Reliability of Instrument

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

Knowledge Statements

Importance of Knowledge Statements

The knowledge needed for safe and effective practice of newly licensed LPN/VNs was determined by respondents' responses based on an importance rating scale. In other words, the respondents were asked,

Figure 8. Survey Adequacy by Primary Job Title
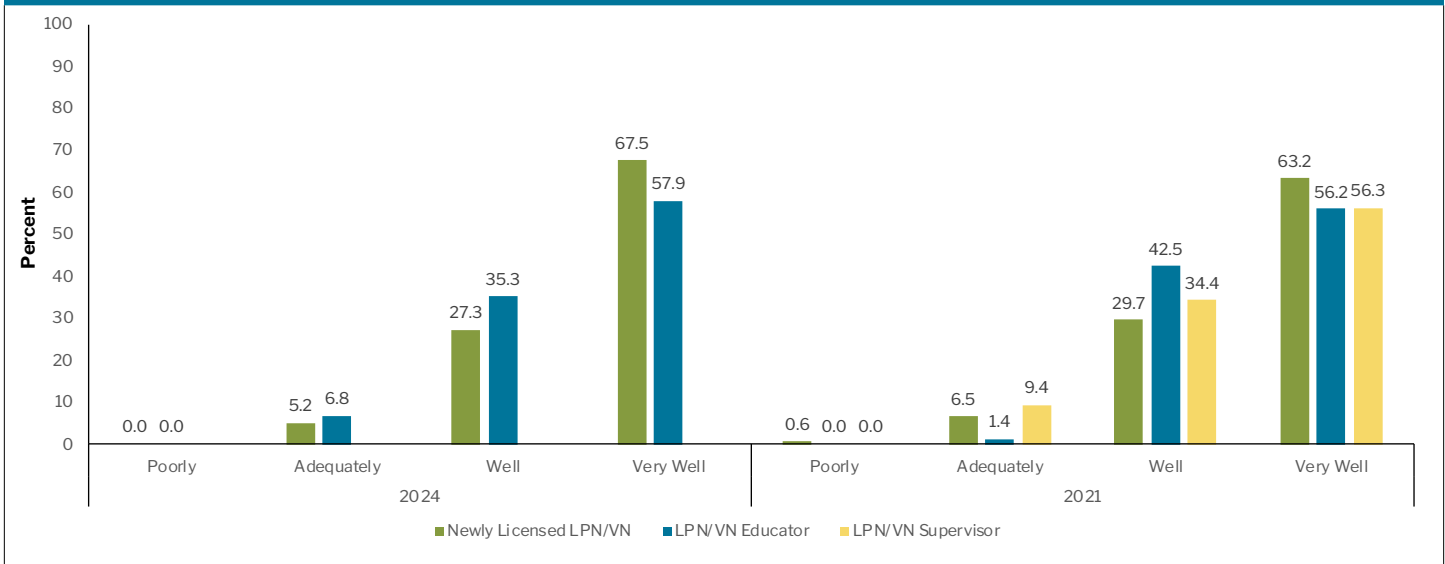
Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

"Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?" Importance ratings were recorded using a five-point scale: 1 ("not important"), 2 ("marginally important"), 3 ("moderately important"), 4 ("important") and 5 ("critically important"). Average importance ratings were calculated by including all importance ratings regardless of practice setting. The SME panel ratings and survey respondent ratings of the 241 knowledge statements yielded similar results.

The five least important and the five most important knowledge statements for all groups are shown in **Table 6** along with their average ratings. All of the groups (newly licensed LPN/VNs, LPN/VN educators and SMEs) rated "medication administration" among the five most important knowledge statements. These highest and lowest ranked statements by primary job title (newly licensed LPN/VN and LPN/VN educator) are shown in **Tables 7** and **8** for the 2024 and 2021 surveys.

The average importance of ratings by primary job title (newly licensed LPN/VN and LPN/VN educator) for all of the knowledge statements are presented in **Table 9**. Additionally, **Appendices D** and **E** present the information in rank order of importance for each of the

primary job titles as compared to ratings of SMEs. Since a different set of statements was used in 2021, it would not be possible to make individual comparisons between the two surveys.

Knowledge Statement Subgroup Analysis

Primary Job Title

The average knowledge statement importance ratings of newly licensed LPN/VNs and LPN/VN educators were cross-analyzed for meaningful differences between these job titles. The least important knowledge statement for newly licensed LPN/VNs was "lactation education" with an average value of 3.69. LPN/VN educators rated "peripheral nerve catheter" as the least important knowledge statement with an average value of 2.86. The most important knowledge statement for both newly licensed LPN/VNs and LPN/VN educators was "client safety" with average values of 4.82 and 4.96, respectively. In general, there were few differences in importance ratings based on job title. Average importance ratings for all knowledge statements by primary job title are listed in **Appendix F**.

Table 6. Most Important and Least Important Knowledge Statements with Ratings

Most Important Knowledge Statements

Newly Licensed LPN/VN		LPN/VN Educator		SMEs	
Knowledge Statement	Avg. (1-5 scale)	Knowledge Statement	Avg. (1-5 scale)	Knowledge Statement	Avg. (1-5 scale)
Client safety	4.82	Client safety	4.96	Client identification methods	
Basic life support (BLS)	4.76	Medication administration	4.93	Critical laboratory values	
Active listening	4.74	Adverse reactions	4.88	Dosage calculation	
Allergic reactions	4.72	Safety checks	4.87	Health care provider orders	
Medication administration	4.71	Medication contraindications	4.87	Intravenous flow rate calculation	5.00
				Medication administration	
				Medication contraindications	
				Medication interactions	
				Medication therapeutic effects	
				Order verification	
				Personal protective equipment (PPE)	
				Prioritization of care	
				Rights of medication administration	
				Scope of practice	
				Shift report, handoff	
				Sterile technique	

Least Important Knowledge Statements

Newly Licensed LPN/VN		LPN/VN Educator		SMEs	
Knowledge Statement	Avg. (1-5 scale)	Knowledge Statement	Avg. (1-5 scale)	Knowledge Statement	Avg. (1-5 scale)
Lactation education	3.69	Peripheral nerve catheter	2.86	Reminiscence therapy	3.11
Gender identity	3.71	Lactation education	3.02	Alternative therapies	
Ear irrigation	3.73	Fetal heart monitoring	3.09	Cooling measures	
Epidural	3.77	Epidural	3.11	Ear irrigation	
Bladder palpation technique	3.87	Stages of labor	3.11	Epidural	3.22
				Gender identity	
				Relaxation techniques	
				Staple removal	

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

Facility

The average importance ratings of the knowledge statements of respondents from hospitals, long-term care facilities, community-based facilities and other facilities were cross-analyzed for meaningful differences. "Lactation education" was rated as the least important knowledge statement by respondents from hospitals and long-term care (average ratings of 3.34 and 3.48, respectively). "Bladder irrigation" was rated the least important knowledge statement by respondents from community-based facilities (average rating of 3.72). "School-age client care" was rated the

Table 7. Most Important Knowledge Statements from 2024 and 2021 Surveys					
Newly Licensed LPN/VN		LPN/VN Educator		LPN/VN Supervisor	
2024	2021	2024	2021	2024	2021
Client safety	Client safety	Client safety	Infection control	NA	Cardiopulmonary resuscitation
Basic life support (BLS)	Medication	Medication administration	Medication administration safety	NA	Medication administration safety
Active listening	Infection control	Adverse reactions	Client identification	NA	Allergic reactions
Allergic reactions	Medication administration safety	Safety checks	Medication	NA	Client safety
Medication administration	Responses to life-threatening situations	Medication contraindications	Aseptic technique	NA	Medication
			Medication administration calculations	NA	Medication administration rights
			Interventions to life-threatening situations		
			Confidentiality and privacy laws		
			Standard/universal precautions		

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

Table 8. Least Important Knowledge Statements from 2024 and 2021 Surveys					
Newly Licensed LPN/VN		LPN/VN Educator		LPN/VN Supervisor	
2024	2021	2024	2021	2024	2021
Lactation education	Group session	Peripheral nerve catheter	Ear irrigation	NA	Nose irrigation
Gender identity	Nose irrigation	Lactation education	Nose irrigation	NA	Postpartum client
Ear irrigation	Ear irrigation	Fetal heart monitoring	Eye irrigation	NA	Fetal heart monitoring
Epidural	Gender identity	Epidural	Staple removal	NA	Newborn client care
Bladder palpation technique	Personal biases	Stages of labor	Fetal heart monitoring	NA	Antepartum client

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

least important knowledge statement by respondents from other facilities (averages of 3.79). The most important knowledge statement for respondents working in hospitals was "basic life support (BLS)" with an average rating of 4.90. For long-term care facilities and community-based facilities, the most important knowledge statement for respondents was "client safety" with average ratings of 4.84 and 4.91, respectively. In other facilities, "client consent" was the most important knowledge statement with an average rating of 4.95. Average importance ratings for all knowledge statements by facilities are listed in **Appendix G**.

Summary

Respondents to the 2024 LPN/VN Nursing Knowledge Survey found the statements listed in the survey to be representative of the knowledge necessary for safe and effective professional practice of newly licensed LPN/VNs. There were similar importance ratings of the knowledge statements for newly licensed LPN/VNs, LPN/VN educators and SMEs.

Table 9. Knowledge Statement Importance Ratings							
Survey Position #	Knowledge Statements	Newly Licensed LPN/VN			LPN/VN Educator		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
1	Active listening	337	4.74	0.03	67	4.79	0.05
2	Activities of daily living	337	4.20	0.04	77	4.42	0.07
3	Acute illnesses	337	4.48	0.04	67	4.33	0.07
4	Adaptive equipment	337	4.22	0.04	77	4.00	0.08
5	Adolescent client care	337	4.01	0.06	67	3.51	0.09
6	Adult client care	337	4.44	0.04	77	4.75	0.05
7	Advance directives	337	4.31	0.05	67	4.07	0.10
8	Adverse reactions	337	4.69	0.03	77	4.88	0.04
9	Allergic reactions	337	4.72	0.03	67	4.69	0.07
10	Allergies	337	4.69	0.03	77	4.82	0.04
11	Alternative therapies	337	4.00	0.05	67	3.34	0.10
12	Antepartum client	337	4.04	0.06	77	3.53	0.11
13	Aseptic technique	337	4.66	0.04	67	4.78	0.06
14	Aspiration precautions	337	4.68	0.03	77	4.81	0.05
15	Assistive devices	337	4.36	0.05	67	4.06	0.09
16	Available resources	337	4.33	0.04	77	4.30	0.08
17	Barriers to learning	337	4.27	0.05	67	3.99	0.10
18	Baseline data	337	4.49	0.04	77	4.73	0.05
19	Basic cardiac abnormalities	337	4.47	0.04	67	4.21	0.08
20	Basic life support (BLS)	337	4.76	0.03	77	4.83	0.05
21	Behavioral management	337	4.31	0.04	67	4.13	0.08
22	Bladder irrigation	337	3.89	0.06	77	3.64	0.10
23	Bladder management protocol	337	4.23	0.05	67	4.04	0.08
24	Bladder palpation technique	337	3.87	0.06	77	3.79	0.11
25	Blood glucose monitoring	337	4.58	0.04	67	4.42	0.07
26	Blood product transfusion	337	4.09	0.07	77	3.73	0.12
27	Body mechanics	337	4.39	0.04	67	4.36	0.08
28	Bowel management protocol	337	4.18	0.05	77	4.00	0.09
29	Chain of command	337	4.26	0.05	67	4.27	0.09
30	Chronic illnesses	337	4.42	0.04	77	4.45	0.07
31	Circulatory checks	337	4.49	0.04	67	4.58	0.07
32	Client advocacy	337	4.52	0.04	77	4.55	0.07
33	Client autonomy	337	4.42	0.04	67	4.15	0.09
34	Client capacity	337	4.31	0.04	77	4.21	0.08
35	Client condition	337	4.65	0.03	67	4.64	0.07
36	Client confidentiality	337	4.70	0.03	77	4.79	0.05

Table 9. Knowledge Statement Importance Ratings							
Survey Position #	Knowledge Statements	Newly Licensed LPN/VN			LPN/VN Educator		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
37	Client consent	337	4.67	0.03	67	4.55	0.07
38	Client education	337	4.45	0.04	77	4.48	0.08
39	Client equipment	337	4.30	0.04	67	4.03	0.09
40	Client history	337	4.50	0.03	77	4.43	0.07
41	Client identification methods	337	4.70	0.03	67	4.73	0.08
42	Client interventions	337	4.52	0.03	77	4.77	0.05
43	Client literacy	337	4.17	0.05	67	3.90	0.09
44	Client needs	337	4.56	0.03	77	4.71	0.06
45	Client nutrition	337	4.36	0.04	67	4.22	0.08
46	Client plan of care	337	4.50	0.04	77	4.45	0.07
47	Client privacy	337	4.60	0.04	67	4.52	0.08
48	Client rights	337	4.57	0.03	77	4.71	0.07
49	Client safety	337	4.82	0.02	67	4.96	0.03
50	Client self-advocacy	337	4.49	0.04	77	4.44	0.08
51	Client stressors	301	4.25	0.04	66	3.79	0.09
52	Client weight	312	4.05	0.05	75	4.21	0.09
53	Client-centered care	301	4.54	0.03	66	4.44	0.09
54	Code of ethics	312	4.45	0.04	75	4.71	0.06
55	Cognitive impairment	301	4.42	0.04	66	4.26	0.08
56	Comfort measures	312	4.34	0.04	75	4.48	0.07
57	Community resources	301	4.08	0.05	66	3.73	0.09
58	Compression stockings	312	4.01	0.06	75	4.13	0.08
59	Conflict resolution	301	4.37	0.04	66	4.11	0.08
60	Consent process	312	4.53	0.04	75	4.41	0.09
61	Continuous improvement	301	4.38	0.04	66	4.14	0.09
62	Cooling measures	312	4.05	0.05	75	3.85	0.10
63	Coping mechanisms	301	4.35	0.04	66	4.12	0.08
64	Credible sources	312	4.20	0.05	75	4.41	0.08
65	Critical laboratory values	301	4.66	0.04	66	4.71	0.07
66	Cultural/spiritual considerations	312	4.20	0.05	75	4.43	0.07
67	Data collection	301	4.45	0.04	66	4.44	0.08
68	De-escalation techniques	312	4.38	0.04	75	4.57	0.07
69	Delegation	301	4.18	0.05	66	4.02	0.08
70	Developmental stages	312	3.99	0.06	75	4.04	0.09
71	Diagnostic procedures	301	4.32	0.05	66	3.88	0.09
72	Diagnostic values	312	4.37	0.05	75	4.47	0.08

Survey Position #	Knowledge Statements	Newly Licensed LPN/VN			LPN/VN Educator		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
73	Disaster drills	301	4.07	0.06	66	3.70	0.12
74	Discharge process	312	4.01	0.06	75	4.15	0.08
75	Disease process	301	4.44	0.04	66	4.26	0.07
76	Dosage calculation	312	4.34	0.06	75	4.84	0.05
77	Drainage device removal	301	4.21	0.05	66	3.64	0.10
78	Drainage devices	312	4.11	0.05	75	4.11	0.08
79	Dressing changes	301	4.50	0.04	66	4.09	0.08
80	Ear irrigation	312	3.73	0.07	75	3.39	0.12
81	Electrocardiograms	301	4.27	0.05	66	3.61	0.10
82	Electronic medical records (EMR)	312	4.50	0.04	75	4.63	0.06
83	Elimination equipment	301	4.17	0.05	66	3.89	0.09
84	Emergency preparedness	312	4.57	0.04	75	4.24	0.10
85	Emergency procedures	301	4.55	0.04	66	4.39	0.09
86	Emergency response	312	4.65	0.03	75	4.31	0.11
87	Empathy	301	4.53	0.04	66	4.39	0.08
88	End-of-life care	312	4.29	0.05	75	4.43	0.07
89	Enteral tube management	301	4.35	0.05	66	4.06	0.09
90	Enteral tube site care	312	4.28	0.05	75	4.35	0.09
91	Epidural	301	3.77	0.07	66	3.11	0.13
92	Evidence-based practice	312	4.38	0.04	75	4.59	0.07
93	Eye irrigation	301	4.03	0.06	66	3.41	0.12
94	Feeding tube types	312	4.22	0.05	75	4.24	0.09
95	Fetal heart monitoring	301	4.06	0.07	66	3.09	0.13
96	Gastrointestinal tube management	312	4.27	0.05	75	4.37	0.08
97	Gender identity	301	3.71	0.07	66	3.53	0.14
98	Grieving process	312	4.16	0.05	75	4.29	0.07
99	Health care provider orders	301	4.64	0.03	66	4.71	0.07
100	Health promotion	312	4.40	0.04	75	4.43	0.08
101	Health screening	273	4.31	0.05	64	3.88	0.10
102	Hemodialysis	290	4.04	0.07	75	3.45	0.10
103	High-risk behaviors	273	4.44	0.04	64	4.02	0.10
104	Holistic care	290	3.97	0.06	75	4.27	0.08
105	Immunizations	273	4.28	0.05	64	4.00	0.11
106	Incident reporting	290	4.43	0.04	75	4.33	0.08
107	Infant client care	273	4.04	0.07	64	3.53	0.13
108	Infection control	290	4.63	0.03	75	4.87	0.04

Survey Position #	Knowledge Statements	Newly Licensed LPN/VN			LPN/VN Educator		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
109	Informed consent	273	4.56	0.04	64	4.48	0.08
110	Intake/output	290	4.34	0.05	75	4.55	0.07
111	Interdisciplinary collaboration	273	4.28	0.05	64	4.27	0.09
112	Intradermal medication administration	290	4.26	0.05	75	4.32	0.09
113	Intramuscular medication administration	273	4.48	0.04	64	4.42	0.07
114	Intravenous complications	290	4.41	0.05	75	4.52	0.07
115	Intravenous equipment	273	4.43	0.05	64	4.20	0.09
116	Intravenous flow rate calculation	290	4.26	0.06	75	4.37	0.09
117	Invasive procedures	273	4.36	0.06	64	3.97	0.11
118	Laboratory equipment	290	3.98	0.06	75	3.59	0.11
119	Lactation education	273	3.69	0.08	64	3.02	0.12
120	Life transitions	290	4.02	0.06	75	3.81	0.10
121	Mandatory reporting	273	4.59	0.04	64	4.53	0.09
122	Medical procedures	290	4.35	0.04	75	4.05	0.09
123	Medical technology	273	4.35	0.05	64	3.94	0.11
124	Medication administration	290	4.71	0.03	75	4.93	0.03
125	Medication administration by ear	273	4.24	0.05	64	3.97	0.12
126	Medication administration by eye	290	4.33	0.05	75	4.68	0.07
127	Medication administration by inhalation	273	4.40	0.05	64	4.11	0.10
128	Medication administration by nose	290	4.31	0.05	75	4.68	0.07
129	Medication administration by rectum	273	4.27	0.05	64	4.02	0.11
130	Medication administration by topical routes	290	4.31	0.05	75	4.69	0.07
131	Medication administration by vagina	273	4.17	0.06	64	3.83	0.13
132	Medication contraindications	290	4.64	0.04	75	4.87	0.04
133	Medication interactions	273	4.68	0.04	64	4.55	0.08
134	Medication reconciliation	290	4.46	0.04	75	4.67	0.07
135	Medication therapeutic effects	273	4.58	0.04	64	4.55	0.07
136	Mental health disorders	290	4.42	0.04	75	4.44	0.07
137	Mobility needs	273	4.37	0.05	64	4.22	0.08
138	Nasogastric tube insertion	290	4.14	0.06	75	4.04	0.09
139	Nasogastric tube maintenance	273	4.24	0.06	64	3.95	0.09
140	Nasogastric tube removal	290	4.09	0.06	75	4.07	0.09
141	Nasogastric tube suctioning	273	4.29	0.06	64	3.89	0.10
142	Neurological checks	290	4.51	0.05	75	4.49	0.07
143	Newborn client care	273	4.03	0.07	64	3.44	0.14
144	Nonverbal communication	290	4.39	0.04	75	4.45	0.07

Table 9. Knowledge Statement Importance Ratings

Table 9. Knowledge Statement Importance Ratings							
Survey Position #	Knowledge Statements	Newly Licensed LPN/VN			LPN/VN Educator		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
145	Nose irrigation	273	3.91	0.07	64	3.16	0.13
146	Oral care	290	4.18	0.05	75	4.25	0.09
147	Order verification	273	4.68	0.03	64	4.77	0.06
148	Ostomy management	290	4.21	0.06	75	4.20	0.08
149	Ostomy types	273	4.23	0.05	64	3.78	0.10
150	Pacing devices	290	4.23	0.06	75	3.65	0.09
151	Pain management equipment	259	4.46	0.04	63	4.00	0.11
152	Patient controlled analgesia	270	4.13	0.06	71	3.73	0.11
153	Peripheral nerve catheter	259	4.08	0.07	63	2.86	0.12
154	Peritoneal dialysis	270	4.09	0.06	71	3.51	0.10
155	Personal limitations	259	4.36	0.05	63	4.16	0.11
156	Personal protective equipment (PPE)	270	4.51	0.04	71	4.85	0.04
157	Policies and procedures	259	4.49	0.04	63	4.38	0.10
158	Polypharmacy	270	4.31	0.05	71	4.59	0.07
159	Postoperative education	259	4.36	0.06	63	3.94	0.10
160	Postpartum client	270	4.13	0.06	71	3.63	0.11
161	Practice errors	259	4.58	0.04	63	4.52	0.07
162	Prenatal complications	270	4.17	0.07	71	3.69	0.11
163	Preoperative education	259	4.32	0.06	63	3.81	0.11
164	Preschool client care	270	3.93	0.07	71	3.65	0.11
165	Prevention strategies	259	4.44	0.05	63	4.16	0.09
166	Preventive care	270	4.30	0.05	71	4.38	0.09
167	Prioritization of care	259	4.63	0.04	63	4.71	0.07
168	Professional accountability	270	4.44	0.05	71	4.77	0.06
169	Professional boundaries	259	4.38	0.04	63	4.44	0.09
170	Professional development	270	4.29	0.05	71	4.46	0.08
171	Professional limitations	259	4.38	0.05	63	4.46	0.09
172	Psychosocial function	270	4.21	0.05	71	4.38	0.07
173	Pulmonary hygiene	259	4.40	0.05	63	4.08	0.10
174	Quality improvement	270	4.21	0.05	71	4.14	0.09
175	Reality orientation	259	4.27	0.05	63	3.89	0.10
176	Referral process	270	3.90	0.06	71	3.76	0.11
177	Reflection	259	4.22	0.05	63	3.76	0.11
178	Regulatory requirements	270	4.16	0.05	71	4.23	0.09
179	Relaxation techniques	259	4.19	0.05	63	3.63	0.10
180	Reminiscence therapy	270	3.90	0.06	71	3.42	0.12

Table 9. Knowledge Statement Importance Ratings							
Survey Position #	Knowledge Statements	Newly Licensed LPN/VN			LPN/VN Educator		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
181	Resource platforms	259	4.11	0.06	63	3.51	0.12
182	Response to life-threatening intervention	270	4.53	0.04	71	4.63	0.08
183	Restraint alternatives	259	4.29	0.06	63	3.89	0.11
184	Restraints	270	4.20	0.06	71	4.38	0.09
185	Rights of medication administration	259	4.68	0.04	63	4.84	0.06
186	Safe environment	270	4.57	0.04	71	4.75	0.06
187	Safety checks	259	4.71	0.03	63	4.87	0.04
188	School age client care	270	4.02	0.06	71	3.66	0.11
189	Scope of practice	259	4.68	0.03	63	4.83	0.05
190	Screening tools	270	4.21	0.05	71	3.89	0.11
191	Sensory impairments	259	4.34	0.04	63	4.02	0.10
192	Sensory/perceptual alterations	270	4.20	0.05	71	4.20	0.10
193	Sequential compression devices	259	4.25	0.05	63	3.75	0.12
194	Shift report, handoff	270	4.44	0.05	71	4.66	0.07
195	Signs and symptoms of overdose	259	4.61	0.04	63	4.32	0.10
196	Signs and symptoms of substance misuse	270	4.43	0.04	71	4.38	0.08
197	Signs and symptoms of substance use disorder	259	4.49	0.05	63	4.11	0.11
198	Skin integrity	270	4.47	0.04	71	4.65	0.07
199	Sleep hygiene	259	4.20	0.05	63	3.63	0.11
200	Social determinants of health	270	4.19	0.05	71	4.35	0.08
201	Specimen collection	246	4.41	0.04	62	4.10	0.10
202	Staff education	254	4.40	0.05	71	3.96	0.10
203	Staff safety	246	4.50	0.04	62	4.55	0.09
204	Staff support	254	4.43	0.05	71	4.10	0.09
205	Stages of labor	246	3.93	0.07	62	3.11	0.13
206	Standard/universal precautions	254	4.52	0.04	71	4.76	0.06
207	Standards of care	246	4.46	0.04	62	4.40	0.09
208	Staple removal	254	3.99	0.07	71	3.61	0.11
209	Sterile technique	246	4.65	0.04	62	4.69	0.08
210	Stressful life events	254	4.19	0.05	71	4.07	0.09
211	Subcutaneous medication administration	246	4.54	0.04	62	4.47	0.09
212	Substance withdrawal	254	4.34	0.05	71	4.18	0.08
213	Supervision/monitoring of tasks assigned	246	4.34	0.05	62	4.24	0.08
214	Support systems	254	4.31	0.05	71	4.20	0.08
215	Suture removal	246	4.01	0.07	62	3.40	0.11
216	Therapeutic communication	254	4.37	0.05	71	4.80	0.06

Table 9. Knowledge Statement Importance Ratings		Newly Licensed LPN/VN			LPN/VN Educator		
Survey Position #	Knowledge Statements	N	Avg.	Std. Err.	N	Avg.	Std. Err.
217	Time management skills	246	4.48	0.04	62	4.50	0.08
218	Toddler client care	254	4.00	0.07	71	3.55	0.12
219	Tracheostomy care	246	4.38	0.06	62	3.68	0.13
220	Transfusion reaction	254	4.43	0.06	71	4.42	0.11
221	Transmission-based precautions	246	4.54	0.04	62	4.53	0.07
222	Treatment barriers	254	4.30	0.05	71	4.20	0.10
223	Urinary catheter complications	246	4.55	0.04	62	4.50	0.07
224	Urinary catheter insertion	254	4.38	0.05	71	4.56	0.07
225	Urinary catheter irrigation	246	4.45	0.05	62	3.94	0.11
226	Urinary catheter maintenance	254	4.39	0.05	71	4.63	0.07
227	Urinary catheter removal	246	4.48	0.05	62	4.10	0.12
228	Urinary retention	254	4.48	0.05	71	4.49	0.08
229	Validation therapy	246	4.02	0.07	62	3.53	0.13
230	Value-based care	254	4.25	0.05	71	3.93	0.09
231	Venipuncture	246	4.14	0.07	62	3.95	0.12
232	Venous access device maintenance	254	4.36	0.06	71	4.14	0.11
233	Venous access device removal	246	4.17	0.07	62	3.84	0.12
234	Venous access devices	254	4.37	0.06	71	4.03	0.12
235	Venous access insertion	246	4.24	0.06	62	3.87	0.12
236	Ventilator care	254	4.37	0.06	71	3.32	0.12
237	Warming measures	246	4.13	0.06	62	3.55	0.13
238	Wound care	254	4.48	0.04	71	4.54	0.07
239	Wound irrigation	246	4.37	0.05	62	3.87	0.11
240	Wound measurement	254	4.27	0.05	71	4.32	0.09
241	Wound stages	246	4.44	0.05	62	4.00	0.10

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

Conclusions

Based on the reliability of the knowledge statement instrument, the survey of the nonrespondents, the validation of the knowledge statement importance ratings by SMEs, and the similarity of knowledge statement importance ratings by newly licensed LPN/VNs and LPN/VN educators, the results of this survey can be used to inform item development.

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APPENDIX A: SUBJECT MATTER EXPERT (SME) PANEL

Member: Samira L. Barry, LPN

Board: Arizona State Board of Nursing

Specialty: Clinic Setting, Family Medicine

Barry has four months of nursing experience and currently works in a family medicine clinic. As an entry-level nurse, she performs wound care, medication administration, immunization, teaching and triage with an RN by her side.

Member: Henry Bustamante, LVN

Board: California Board of Vocational Nursing and Psychiatric Technicians

Specialty: Family Care Nursing

Bustamante has one year of nursing experience and currently works in a medical center/hospital. As an entry-level nurse, he also interacts with other entry-level nurses in the clinical setting.

Member: Chengyi Wang, MSN, RN, WCC, OMS

Board: Ohio Board of Nursing

Specialty: Wound and Ostomy Care

Wang has 19 years of nursing experience and currently works in long-term facilities and skilled nursing facilities. She orients entry-level LPNs and RNs and newly hired staff regarding patient assessment, data collection and creating care plans with other clinicians.

Member: Kristina Massey, RN, CCRN-CSC

Board: Virginia Board of Nursing

Specialty: Critical Care

Massey has 24 years of nursing experience and currently works in a hospital. She hires and supervises LPN/VNs in the ICU and cardiac float pool and oversees the orientation process to ensure competency. She also interacts daily with the LPN/VNs who report to her and may delegate specific tasks needed in an acute care ICU/PCU setting.

Member: Karen LaNell Taylor, MS, RN

Board: Oklahoma Board of Nursing

Specialty: Medical-Surgical/Education

LaNell Taylor has 24 years of nursing experience and currently works in a hospital. She oversees all nursing students for clinical space rotations in her facility and designs and implements all ongoing education, competencies and skills. She also onboards all licensed and unlicensed staff, including orientation to facility, unit and skills.

Member: Janis Elaine Grimland, RN

Board: Texas Board of Nursing

Specialty: Obstetrics/Education

Grimland has 43 years of nursing experience and currently works in a community college/acute care hospital. She teaches LPN/VN students and works in labor and delivery with new graduates. She also works medical-surgical nursing as a charge nurse or float nurse to help nurses with tasks and assists with the orientation of LPN/VNs and RNs who are newly graduated and in their first year.

Member: Lacey Lammers, MSN, RN

Board: Minnesota Board of Nursing

Specialty: Family Medicine

Lammers has more than nine years of nursing experience and currently works in an ambulatory care clinic. She directly provides nursing care alongside entry-level LPN/VNs and those in all career stages. She covers the LPN/VN role in ambulatory care, given nursing shortages, and works in a care team model that allows for continuous collaboration with LPN/VN colleagues.

Member: Shari Stickels, RN

Board: Nebraska Board of Nursing

Specialty: Neuro-Trauma, Urgent Care, Progressive Care, Medical-Surgical, Dialysis

Stickels has eight years of nursing experience and currently works in a community college. She is an instructor in a concept-based PN/ADN program where she is a PN instructor for Lifespan 1 and 2.

Member: Kimberly Albers, MSN, RN

Board: South Dakota Board of Nursing

Specialty: Nursing Management and Leadership

Albers has 16 years of nursing experience and currently works in a hospital. She supervises newly graduated nurses and is active on shared governance councils such as nursing senate and ambulatory council.

APPENDIX B: 2024 LPN/VN NURSING KNOWLEDGE SURVEY

Newly Licensed LPN/VN Form 1

NATIONAL COUNCIL OF STATE BOARDS OF NURSING

LICENSED PRACTICAL/VOCATIONAL (LPN) NURSING KNOWLEDGE 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 practical/vocational nurses (LPN/VNs) 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.

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 type(s) of nursing license do you hold? **(Select <u>ALL</u> that apply.)**

☐ Licensed Practical Nurse/Vocational Nurse (LPN/VN)

☐ Registered Nurse (RN)

☐ Advanced Practice Registered Nurse (APRN)

2. Are you a newly licensed LPN/VN with less than 12 months of working experience?

○ Yes

○ No

3. As a newly licensed LPN/VN, how many months has it been since you completed course requirements in your nursing program? (Whole numbers only.)

[   ]

SECTION 1: KNOWLEDGE STATEMENTS

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

QUESTION – IMPORTANCE: Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

1 = Not important, 2 = Minimally important, 3 = Moderately important, 4 = Important, 5 = Critically important.

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
1. Active listening	○	○	○	○	○
2. Acute illnesses	○	○	○	○	○
3. Adolescent client care	○	○	○	○	○
4. Advance directives	○	○	○	○	○
5. Allergic reactions	○	○	○	○	○
6. Alternative therapies	○	○	○	○	○
7. Aseptic technique	○	○	○	○	○
8. Assistive devices	○	○	○	○	○
9. Barriers to learning	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
10. Basic cardiac abnormalities	○	○	○	○	○
11. Behavioral management	○	○	○	○	○
12. Bladder management protocol	○	○	○	○	○
13. Blood glucose monitoring	○	○	○	○	○
14. Body mechanics	○	○	○	○	○
15. Chain of command	○	○	○	○	○
16. Circulatory checks	○	○	○	○	○
17. Client autonomy	○	○	○	○	○
18. Client condition	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
19. Client consent	○	○	○	○	○
20. Client equipment	○	○	○	○	○
21. Client identification methods	○	○	○	○	○
22. Client literacy	○	○	○	○	○
23. Client nutrition	○	○	○	○	○
24. Client privacy	○	○	○	○	○
25. Client safety	○	○	○	○	○

Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
26. Client stressors	○	○	○	○	○
27. Client-centered care	○	○	○	○	○
28. Cognitive impairment	○	○	○	○	○
29. Community resources	○	○	○	○	○
30. Conflict resolution	○	○	○	○	○
31. Continuous improvement	○	○	○	○	○
32. Coping mechanisms	○	○	○	○	○
33. Critical laboratory values	○	○	○	○	○
34. Data collection	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
35. Delegation	○	○	○	○	○
36. Diagnostic procedures	○	○	○	○	○
37. Disaster drills	○	○	○	○	○
38. Disease process	○	○	○	○	○
39. Drainage device removal	○	○	○	○	○
40. Dressing changes	○	○	○	○	○
41. Electrocardiograms	○	○	○	○	○
42. Elimination equipment	○	○	○	○	○
43. Emergency procedures	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
44. Empathy	○	○	○	○	○
45. Enteral tube management	○	○	○	○	○
46. Epidural	○	○	○	○	○
47. Eye irrigation	○	○	○	○	○
48. Fetal heart monitoring	○	○	○	○	○
49. Gender identity	○	○	○	○	○
50. Health care provider orders	○	○	○	○	○

Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
51. Health screening	○	○	○	○	○
52. High-risk behaviors	○	○	○	○	○
53. Immunizations	○	○	○	○	○
54. Infant client care	○	○	○	○	○
55. Informed consent	○	○	○	○	○
56. Interdisciplinary collaboration	○	○	○	○	○
57. Intramuscular medication administration	○	○	○	○	○
58. Intravenous equipment	○	○	○	○	○
59. Invasive procedures	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
60. Lactation education	○	○	○	○	○
61. Mandatory reporting	○	○	○	○	○
62. Medical technology	○	○	○	○	○
63. Medication administration by ear	○	○	○	○	○
64. Medication administration by inhalation	○	○	○	○	○
65. Medication administration by rectum	○	○	○	○	○
66. Medication administration by vagina	○	○	○	○	○
67. Medication interactions	○	○	○	○	○
68. Medication therapeutic effects	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
69. Mobility needs	○	○	○	○	○
70. Nasogastric tube maintenance	○	○	○	○	○
71. Nasogastric tube suctioning	○	○	○	○	○
72. Newborn client care	○	○	○	○	○
73. Nose irrigation	○	○	○	○	○
74. Order verification	○	○	○	○	○
75. Ostomy types	○	○	○	○	○

Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
76. Pain management equipment	○	○	○	○	○
77. Peripheral nerve catheter	○	○	○	○	○
78. Personal limitations	○	○	○	○	○
79. Policies and procedures	○	○	○	○	○
80. Postoperative education	○	○	○	○	○
81. Practice errors	○	○	○	○	○
82. Preoperative education	○	○	○	○	○
83. Prevention strategies	○	○	○	○	○
84. Prioritization of care	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
85. Professional boundaries	○	○	○	○	○
86. Professional limitations	○	○	○	○	○
87. Pulmonary hygiene	○	○	○	○	○
88. Reality orientation	○	○	○	○	○
89. Reflection	○	○	○	○	○
90. Relaxation techniques	○	○	○	○	○
91. Resource platforms	○	○	○	○	○
92. Restraint alternatives	○	○	○	○	○
93. Rights of medication administration	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
94. Safety checks	○	○	○	○	○
95. Scope of practice	○	○	○	○	○
96. Sensory impairments	○	○	○	○	○
97. Sequential compression devices	○	○	○	○	○
98. Signs and symptoms of overdose	○	○	○	○	○
99. Signs and symptoms of substance use disorder	○	○	○	○	○
100. Sleep hygiene	○	○	○	○	○

Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
101. Specimen collection	○	○	○	○	○
102. Staff safety	○	○	○	○	○
103. Stages of labor	○	○	○	○	○
104. Standards of care	○	○	○	○	○
105. Sterile technique	○	○	○	○	○
106. Subcutaneous medication administration	○	○	○	○	○
107. Supervision/monitoring of tasks assigned	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
108. Suture removal	○	○	○	○	○
109. Time management skills	○	○	○	○	○
110. Tracheostomy care	○	○	○	○	○
111. Transmission-based precautions	○	○	○	○	○
112. Urinary catheter complications	○	○	○	○	○
113. Urinary catheter irrigation	○	○	○	○	○
114. Urinary catheter removal	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
115. Validation therapy	○	○	○	○	○
116. Venipuncture	○	○	○	○	○
117. Venous access device removal	○	○	○	○	○
118. Venous access insertion	○	○	○	○	○
119. Warming measures	○	○	○	○	○
120. Wound irrigation	○	○	○	○	○
121. Wound stages	○	○	○	○	○

SECTION 2: WORK ENVIRONMENT

Choose the following clinical setting or practice area that most accurately describes where you work.

6. 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: [_____]

7. 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)

8. 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: [_____]

9. 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: [_____]

SECTION 3: 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.

10. What is your gender?

○ Male
○ Female
○ Prefer to self-describe: [_____]

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

[_____]

12. Which of the following is most descriptive of your racial/ethnic background? **(Select only <u>one</u>.)**

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

13. What is your primary language?

○ English
○ English and another language
○ Another language

14. What type of <u>basic</u> nursing education program qualified you to take the NCLEX-PN? **(Select only <u>one</u>.)**

○ LPN/VN – Diploma/Certificate in U.S.
○ LPN/VN - Associate degree in U.S.
○ 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: [_____]

SECTION 4: 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.

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

○ Yes
○ No

16. 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.	○	○	○	○
2. The questions in the current NCLEX exam accurately assessed your clinical judgment skills.	○	○	○	○
3. The addition of clinical judgment and the unfolding case scenarios reflect the type of work you are now doing as a licensed nurse.	○	○	○	○
4. The unfolding case scenarios measured real-world clinical judgment skills.	○	○	○	○

SECTION 5: COMMENTS

17. 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:

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

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

PN KSA Recognition Letter

Newly Licensed LPN/VN Form 2

NCSBN
Leading Regulatory Excellence

NATIONAL COUNCIL OF STATE BOARDS OF NURSING

LICENSED PRACTICAL/VOCATIONAL (LPN) NURSING KNOWLEDGE 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 practical/vocational nurses (LPN/VNs) 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.

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 type(s) of nursing license do you hold? **(Select ALL that apply.)**

☐ Licensed Practical Nurse/Vocational Nurse (LPN/VN)

☐ Registered Nurse (RN)

☐ Advanced Practice Registered Nurse (APRN)

2. Are you a newly licensed LPN/VN with less than 12 months of working experience?

○ Yes

○ No

3. As a newly licensed LPN/VN, how many months has it been since you completed course requirements in your nursing program? (Whole numbers only.)

[   ]

SECTION 1: KNOWLEDGE STATEMENTS
This section contains a list of knowledge statements applicable to nursing practice in a variety of settings. For each knowledge statement, please mark the degree of importance, whether or not it applies to your practice setting. For each knowledge statement, one question is asked.

QUESTION – IMPORTANCE: Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

1 = Not important, 2 = Minimally important, 3 = Moderately important, 4 = Important, 5 = Critically important.

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
1. Activities of daily living	O	O	O	O	O
2. Adaptive equipment	O	O	O	O	O
3. Adult client care	O	O	O	O	O
4. Adverse reactions	O	O	O	O	O
5. Allergies	O	O	O	O	O
6. Antepartum client	O	O	O	O	O
7. Aspiration precautions	O	O	O	O	O
8. Available resources	O	O	O	O	O
9. Baseline data	O	O	O	O	O
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
10. Basic life support (BLS)	O	O	O	O	O
11. Bladder irrigation	O	O	O	O	O
12. Bladder palpation technique	O	O	O	O	O
13. Blood product transfusion	O	O	O	O	O
14. Bowel management protocol	O	O	O	O	O
15. Chronic illnesses	O	O	O	O	O
16. Client advocacy	O	O	O	O	O
17. Client capacity	O	O	O	O	O
18. Client confidentiality	O	O	O	O	O
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
19. Client education	O	O	O	O	O
20. Client history	O	O	O	O	O
21. Client interventions	O	O	O	O	O
22. Client needs	O	O	O	O	O
23. Client plan of care	O	O	O	O	O
24. Client rights	O	O	O	O	O
25. Client self-advocacy	O	O	O	O	O

Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
26. Client weight	○	○	○	○	○
27. Code of ethics	○	○	○	○	○
28. Comfort measures	○	○	○	○	○
29. Compression stockings	○	○	○	○	○
30. Consent process	○	○	○	○	○
31. Cooling measures	○	○	○	○	○
32. Credible sources	○	○	○	○	○
33. Cultural/spiritual considerations	○	○	○	○	○
34. De-escalation techniques	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
35. Developmental stages	○	○	○	○	○
36. Diagnostic values	○	○	○	○	○
37. Discharge process	○	○	○	○	○
38. Dosage calculation	○	○	○	○	○
39. Drainage devices	○	○	○	○	○
40. Ear irrigation	○	○	○	○	○
41. Electronic medical records (EMR)	○	○	○	○	○
42. Emergency preparedness	○	○	○	○	○
43. Emergency response	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
44. End-of-life care	○	○	○	○	○
45. Enteral tube site care	○	○	○	○	○
46. Evidence-based practice	○	○	○	○	○
47. Feeding tube types	○	○	○	○	○
48. Gastrointestinal tube management	○	○	○	○	○
49. Grieving process	○	○	○	○	○
50. Health promotion	○	○	○	○	○

Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
51. Hemodialysis	◯	◯	◯	◯	◯
52. Holistic care	◯	◯	◯	◯	◯
53. Incident reporting	◯	◯	◯	◯	◯
54. Infection control	◯	◯	◯	◯	◯
55. Intake/output	◯	◯	◯	◯	◯
56. Intradermal medication administration	◯	◯	◯	◯	◯
57. Intravenous complications	◯	◯	◯	◯	◯
58. Intravenous flow rate calculation	◯	◯	◯	◯	◯
59. Laboratory equipment	◯	◯	◯	◯	◯
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
60. Life transitions	◯	◯	◯	◯	◯
61. Medical procedures	◯	◯	◯	◯	◯
62. Medication administration	◯	◯	◯	◯	◯
63. Medication administration by eye	◯	◯	◯	◯	◯
64. Medication administration by nose	◯	◯	◯	◯	◯
65. Medication administration by topical routes	◯	◯	◯	◯	◯
66. Medication contraindications	◯	◯	◯	◯	◯
67. Medication reconciliation	◯	◯	◯	◯	◯
68. Mental health disorders	◯	◯	◯	◯	◯
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
69. Nasogastric tube insertion	◯	◯	◯	◯	◯
70. Nasogastric tube removal	◯	◯	◯	◯	◯
71. Neurological checks	◯	◯	◯	◯	◯
72. Nonverbal communication	◯	◯	◯	◯	◯
73. Oral care	◯	◯	◯	◯	◯
74. Ostomy management	◯	◯	◯	◯	◯
75. Pacing devices	◯	◯	◯	◯	◯

Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
76. Patient controlled analgesia	○	○	○	○	○
77. Peritoneal dialysis	○	○	○	○	○
78. Personal protective equipment (PPE)	○	○	○	○	○
79. Polypharmacy	○	○	○	○	○
80. Postpartum client	○	○	○	○	○
81. Prenatal complications	○	○	○	○	○
82. Preschool client care	○	○	○	○	○
83. Preventive care	○	○	○	○	○
84. Professional accountability	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
85, Professional development	○	○	○	○	○
86. Psychosocial function	○	○	○	○	○
87. Quality improvement	○	○	○	○	○
88. Referral process	○	○	○	○	○
89. Regulatory requirements	○	○	○	○	○
90. Reminiscence therapy	○	○	○	○	○
91. Response to life-threatening intervention	○	○	○	○	○
92. Restraints	○	○	○	○	○
93. Safe environment	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
94. School age client care	○	○	○	○	○
95. Screening tools	○	○	○	○	○
96. Sensory/perceptual alterations	○	○	○	○	○
97. Shift report, handoff	○	○	○	○	○
98. Signs and symptoms of substance misuse	○	○	○	○	○
99. Skin integrity	○	○	○	○	○
100. Social determinants of health	○	○	○	○	○

Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
101. Staff education	◯	◯	◯	◯	◯
102. Staff support	◯	◯	◯	◯	◯
103. Standard/universal precautions	◯	◯	◯	◯	◯
104. Staple removal	◯	◯	◯	◯	◯
105. Stressful life events	◯	◯	◯	◯	◯
106. Substance withdrawal	◯	◯	◯	◯	◯
107. Support systems	◯	◯	◯	◯	◯
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
108. Therapeutic communication	◯	◯	◯	◯	◯
109. Toddler client care	◯	◯	◯	◯	◯
110. Transfusion reaction	◯	◯	◯	◯	◯
111. Treatment barriers	◯	◯	◯	◯	◯
112. Urinary catheter insertion	◯	◯	◯	◯	◯
113. Urinary catheter maintenance	◯	◯	◯	◯	◯
114. Urinary retention	◯	◯	◯	◯	◯
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
115. Value-based care	◯	◯	◯	◯	◯
116. Venous access device maintenance	◯	◯	◯	◯	◯
117. Venous access devices	◯	◯	◯	◯	◯
118. Ventilator care	◯	◯	◯	◯	◯
119. Wound care	◯	◯	◯	◯	◯
120. Wound measurement	◯	◯	◯	◯	◯

4. How well did the survey cover the important knowledge areas a newly licensed LPN/VN should possess, regardless of the practice setting?

○ Very well
○ Well
○ Adequately
○ Poorly

5. Please list any important knowledge areas you believe that a newly licensed LPN/VN should possess that are missing from the survey.

[text box]

SECTION 2: WORK ENVIRONMENT

Choose the following clinical setting or practice area that most accurately describes where you work.

6. 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: [_____]

7. 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)

8. 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: [_____]

9. 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: [_____]

SECTION 3: 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.

10. What is your gender?

- ○ Male
- ○ Female
- ○ Prefer to self-describe: [_____]

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

[_____]

12. Which of the following is most descriptive of your racial/ethnic background? **(Select only <u>one</u>.)**

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

13. What is your primary language?

○ English
○ English and another language
○ Another language

14. What type of **<u>basic</u>** nursing education program qualified you to take the NCLEX-PN? **(Select only <u>one</u>.)**

○ LPN/VN – Diploma/Certificate in U.S.
○ LPN/VN - Associate degree in U.S.
○ 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: [   ]

SECTION 4: 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.

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

○ Yes
○ No

16. 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.	○	○	○	○
2. The questions in the current NCLEX exam accurately assessed your clinical judgment skills.	○	○	○	○
3. The addition of clinical judgment and the unfolding case scenarios reflect the type of work you are now doing as a licensed nurse.	○	○	○	○
4. The unfolding case scenarios measured real-world clinical judgment skills.	○	○	○	○

SECTION 5: COMMENTS

17. 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:

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

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

PN KSA Recognition Letter

LPN/VN Educator Form 1

NATIONAL COUNCIL OF STATE BOARDS OF NURSING

LICENSED PRACTICAL/VOCATIONAL (LPN) NURSING KNOWLEDGE 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 practical/vocational nurses (LPN/VNs) 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.

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 type(s) of nursing license do you hold? **(Select ALL that apply.)**

☐ Licensed Practical Nurse/Vocational Nurse (LPN/VN)

☐ Registered Nurse (RN)

☐ Advanced Practice Registered Nurse (APRN)

2. Are you currently a PN nursing school faculty member?

○ Yes

○ No

3. How many years have you been in the position of nursing school faculty member? (Whole numbers only.)

[   ]

SECTION 1: KNOWLEDGE STATEMENTS
This section contains a list of knowledge statements applicable to nursing practice in a variety of settings. For each knowledge statement, please mark the degree of importance.

QUESTION – IMPORTANCE: Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

1 = Not important, 2 = Minimally important, 3 = Moderately important, 4 = Important, 5 = Critically important.

| | IMPORTANCE | | | | |
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
1. Active listening	○	○	○	○	○
2. Acute illnesses	○	○	○	○	○
3. Adolescent client care	○	○	○	○	○
4. Advanced directives	○	○	○	○	○
5. Allergic reactions	○	○	○	○	○
6. Alternative therapies	○	○	○	○	○
7. Aseptic technique	○	○	○	○	○
8. Assistive devices	○	○	○	○	○
9. Barriers to learning	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
10. Basic cardiac abnormalities	○	○	○	○	○
11. Behavioral management	○	○	○	○	○
12. Bladder management protocol	○	○	○	○	○
13. Blood glucose monitoring	○	○	○	○	○
14. Body mechanics	○	○	○	○	○
15. Chain of command	○	○	○	○	○
16. Circulatory checks	○	○	○	○	○
17. Client autonomy	○	○	○	○	○
18. Client condition	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
19. Client consent	○	○	○	○	○
20. Client equipment	○	○	○	○	○
21. Client identification methods	○	○	○	○	○
22. Client literacy	○	○	○	○	○
23. Client nutrition	○	○	○	○	○
24. Client privacy	○	○	○	○	○
25. Client safety	○	○	○	○	○

Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
26. Client stressors	○	○	○	○	○
27. Client-centered care	○	○	○	○	○
28. Cognitive impairment	○	○	○	○	○
29. Community resources	○	○	○	○	○
30. Conflict resolution	○	○	○	○	○
31. Continuous improvement	○	○	○	○	○
32. Coping mechanisms	○	○	○	○	○
33. Critical laboratory values	○	○	○	○	○
34. Data collection	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
35. Delegation	○	○	○	○	○
36. Diagnostic procedures	○	○	○	○	○
37. Disaster drills	○	○	○	○	○
38. Disease process	○	○	○	○	○
39. Drainage device removal	○	○	○	○	○
40. Dressing changes	○	○	○	○	○
41. Electrocardiograms	○	○	○	○	○
42. Elimination equipment	○	○	○	○	○
43. Emergency procedures	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
44. Empathy	○	○	○	○	○
45. Enteral tube management	○	○	○	○	○
46. Epidural	○	○	○	○	○
47. Eye irrigation	○	○	○	○	○
48. Fetal heart monitoring	○	○	○	○	○
49. Gender identity	○	○	○	○	○
50. Health care provider orders	○	○	○	○	○

Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
51. Health screening	○	○	○	○	○
52. High-risk behaviors	○	○	○	○	○
53. Immunizations	○	○	○	○	○
54. Infant client care	○	○	○	○	○
55. Informed consent	○	○	○	○	○
56. Interdisciplinary collaboration	○	○	○	○	○
57. Intramuscular medication administration	○	○	○	○	○
58. Intravenous equipment	○	○	○	○	○
59. Invasive procedures	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
60. Lactation education	○	○	○	○	○
61. Mandatory reporting	○	○	○	○	○
62. Medical technology	○	○	○	○	○
63. Medication administration by ear	○	○	○	○	○
64. Medication administration by inhalation	○	○	○	○	○
65. Medication administration by rectum	○	○	○	○	○
66. Medication administration by vagina	○	○	○	○	○
67. Medication interactions	○	○	○	○	○
68. Medication therapeutic effects	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
69. Mobility needs	○	○	○	○	○
70. Nasogastric tube maintenance	○	○	○	○	○
71. Nasogastric tube suctioning	○	○	○	○	○
72. Newborn client care	○	○	○	○	○
73. Nose irrigation	○	○	○	○	○
74. Order verification	○	○	○	○	○
75. Ostomy types	○	○	○	○	○

Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
76. Pain management equipment	○	○	○	○	○
77. Peripheral nerve catheter	○	○	○	○	○
78. Personal limitations	○	○	○	○	○
79. Policies and procedures	○	○	○	○	○
80. Postoperative education	○	○	○	○	○
81. Practice errors	○	○	○	○	○
82. Preoperative education	○	○	○	○	○
83. Prevention strategies	○	○	○	○	○
84. Prioritization of care	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
85. Professional boundaries	○	○	○	○	○
86. Professional limitations	○	○	○	○	○
87. Pulmonary hygiene	○	○	○	○	○
88. Reality orientation	○	○	○	○	○
89. Reflection	○	○	○	○	○
90. Relaxation techniques	○	○	○	○	○
91. Resource platforms	○	○	○	○	○
92. Restraint alternatives	○	○	○	○	○
93. Rights of medication administration	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
94. Safety checks	○	○	○	○	○
95. Scope of practice	○	○	○	○	○
96. Sensory impairments	○	○	○	○	○
97. Sequential compression devices	○	○	○	○	○
98. Signs and symptoms of overdose	○	○	○	○	○
99. Signs and symptoms of substance use disorder	○	○	○	○	○
100. Sleep hygiene	○	○	○	○	○

Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
101. Specimen collection	O	O	O	O	O
102. Staff safety	O	O	O	O	O
103. Stages of labor	O	O	O	O	O
104. Standards of care	O	O	O	O	O
105. Sterile technique	O	O	O	O	O
106. Subcutaneous medication administration	O	O	O	O	O
107. Supervision/monitoring of tasks assigned	O	O	O	O	O
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
108. Suture removal	O	O	O	O	O
109. Time management skills	O	O	O	O	O
110. Tracheostomy care	O	O	O	O	O
111. Transmission-based precautions	O	O	O	O	O
112. Urinary catheter complications	O	O	O	O	O
113. Urinary catheter irrigation	O	O	O	O	O
114. Urinary catheter removal	O	O	O	O	O
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
115. Validation therapy	O	O	O	O	O
116. Venipuncture	O	O	O	O	O
117. Venous access device removal	O	O	O	O	O
118. Venous access insertion	O	O	O	O	O
119. Warming measures	O	O	O	O	O
120. Wound irrigation	O	O	O	O	O
121. Wound stages	O	O	O	O	O

4. How well did the survey cover the important knowledge areas a newly licensed LPN/VN should possess, regardless of the practice setting?

○ Very well
○ Well
○ Adequately
○ Poorly

5. Please list any important knowledge areas you believe that a newly licensed LPN/VN should possess that are missing from the survey.

[text box]

SECTION 2: WORK ENVIRONMENT

Choose the following clinical setting or practice area that most accurately describes where you supervise your students.

6. Which of the following **best** describes the acuity of the clients for whom your students provided care **on the last day they 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: [_____]

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

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

8. Which of the following choices **best** describes your students' employment setting/specialty area **on the last day they worked**? If they worked mainly in one setting, select the appropriate choice for that one setting. If they worked in more than one setting, select the appropriate choices for all settings where they spent at least one-half of their 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: [_____]

9. Which of the following **best** describes the type of facility/organization where your students' 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: [_____]

SECTION 3: 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.

10. What is your gender?

- ○ Male
- ○ Female
- ○ Prefer to self-describe: [_____]

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

[   ]

---

12. Which of the following is most descriptive of your racial/ethnic background? **(Select only <u>one</u>.)**

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

---

13. What is your primary language?

○ English
○ English and another language
○ Another language

---

14. What is your highest degree completed? **(Select only <u>one</u>.)**

○ LPN/VN – Diploma/Certificate in U.S.
○ LPN/VN - Associate degree in U.S.
○ 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)
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○ RN - Doctorate degree in U.S. (DNP)
○ Any nursing program NOT located in the U.S.
○ Other program, please specify: [   ]

SECTION 4: ADDITIONAL QUESTIONS

As we continue to analyze entry-level nursing behaviors, please answer the following questions related to entry-level clinical judgment and competency.

---

15. Rate the following statement 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
Based on your knowledge of a clinical judgment framework, it is important for newly licensed PNs to use clinical judgment in the delivery of safe care.	○	○	○	○

16. We would like to gather your thoughts on the competency of graduates from your organization.

16a. How many 2023 graduates passed the
NCLEX-PN exam on their first attempt?
(Counts only. *No percentages, please*.)

16b. Of those 2023 graduates who passed
the NCLEX-PN exam on their first
attempt (from Question 16a), how many
do you consider **competent to practice**?
(Counts only. *No percentages, please*.)

16c. How many 2023 graduates failed the
NCLEX-PN exam on their first attempt?
(Counts only. *No percentages, please*.)

16d. Of those 2023 graduates who failed
the NCLEX-PN exam on their first
attempt (from Question 16c), how many
do you consider **competent to practice**?
(Counts only. *No percentages, please*.)

SECTION 5: COMMENTS

17. 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:

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

LPN/VN Educator Form 2

NATIONAL COUNCIL OF STATE BOARDS OF NURSING

LICENSED PRACTICAL/VOCATIONAL (LPN) NURSING KNOWLEDGE 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 practical/vocational nurses (LPN/VNs) 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.

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 type(s) of nursing license do you hold? **(Select ALL that apply.)**

☐ Licensed Practical Nurse/Vocational Nurse (LPN/VN)

☐ Registered Nurse (RN)

☐ Advanced Practice Registered Nurse (APRN)

2. Are you currently a PN nursing school faculty member?

○ Yes

○ No

3. How many years have you been in the position of nursing school faculty member? (Whole numbers only.)

[   ]

SECTION 1: KNOWLEDGE STATEMENTS
This section contains a list of knowledge statements applicable to nursing practice in a variety of settings. For each knowledge statement, please mark the degree of importance.

QUESTION – IMPORTANCE: Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

1 = Not important, 2 = Minimally important, 3 = Moderately important, 4 = Important, 5 = Critically important.

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
1. Activities of daily living	◯	◯	◯	◯	◯
2. Adaptive equipment	◯	◯	◯	◯	◯
3. Adult client care	◯	◯	◯	◯	◯
4. Adverse reactions	◯	◯	◯	◯	◯
5. Allergies	◯	◯	◯	◯	◯
6. Antepartum client	◯	◯	◯	◯	◯
7. Aspiration precautions	◯	◯	◯	◯	◯
8. Available resources	◯	◯	◯	◯	◯
9. Baseline data	◯	◯	◯	◯	◯
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
10. Basic life support (BLS)	◯	◯	◯	◯	◯
11. Bladder irrigation	◯	◯	◯	◯	◯
12. Bladder palpation technique	◯	◯	◯	◯	◯
13. Blood product transfusion	◯	◯	◯	◯	◯
14. Bowel management protocol	◯	◯	◯	◯	◯
15. Chronic illnesses	◯	◯	◯	◯	◯
16. Client advocacy	◯	◯	◯	◯	◯
17. Client capacity	◯	◯	◯	◯	◯
18. Client confidentiality	◯	◯	◯	◯	◯
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
19. Client education	◯	◯	◯	◯	◯
20. Client history	◯	◯	◯	◯	◯
21. Client interventions	◯	◯	◯	◯	◯
22. Client needs	◯	◯	◯	◯	◯
23. Client plan of care	◯	◯	◯	◯	◯
24. Client rights	◯	◯	◯	◯	◯
25. Client self-advocacy	◯	◯	◯	◯	◯

Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
26. Client weight	⭘	⭘	⭘	⭘	⭘
27. Code of ethics	⭘	⭘	⭘	⭘	⭘
28. Comfort measures	⭘	⭘	⭘	⭘	⭘
29. Compression stockings	⭘	⭘	⭘	⭘	⭘
30. Consent process	⭘	⭘	⭘	⭘	⭘
31. Cooling measures	⭘	⭘	⭘	⭘	⭘
32. Credible sources	⭘	⭘	⭘	⭘	⭘
33. Cultural/spiritual considerations	⭘	⭘	⭘	⭘	⭘
34. De-escalation techniques	⭘	⭘	⭘	⭘	⭘
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
35. Developmental stages	⭘	⭘	⭘	⭘	⭘
36. Diagnostic values	⭘	⭘	⭘	⭘	⭘
37. Discharge process	⭘	⭘	⭘	⭘	⭘
38. Dosage calculation	⭘	⭘	⭘	⭘	⭘
39. Drainage devices	⭘	⭘	⭘	⭘	⭘
40. Ear irrigation	⭘	⭘	⭘	⭘	⭘
41. Electronic medical records (EMR)	⭘	⭘	⭘	⭘	⭘
42. Emergency preparedness	⭘	⭘	⭘	⭘	⭘
43. Emergency response	⭘	⭘	⭘	⭘	⭘
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
44. End-of-life care	⭘	⭘	⭘	⭘	⭘
45. Enteral tube site care	⭘	⭘	⭘	⭘	⭘
46. Evidence-based practice	⭘	⭘	⭘	⭘	⭘
47. Feeding tube types	⭘	⭘	⭘	⭘	⭘
48. Gastrointestinal tube management	⭘	⭘	⭘	⭘	⭘
49. Grieving process	⭘	⭘	⭘	⭘	⭘
50. Health promotion	⭘	⭘	⭘	⭘	⭘

Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
51. Hemodialysis	○	○	○	○	○
52. Holistic care	○	○	○	○	○
53. Incident reporting	○	○	○	○	○
54. Infection control	○	○	○	○	○
55. Intake/output	○	○	○	○	○
56. Intradermal medication administration	○	○	○	○	○
57. Intravenous complications	○	○	○	○	○
58. Intravenous flow rate calculation	○	○	○	○	○
59. Laboratory equipment	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
60. Life transitions	○	○	○	○	○
61. Medical procedures	○	○	○	○	○
62. Medication administration	○	○	○	○	○
63. Medication administration by eye	○	○	○	○	○
64. Medication administration by nose	○	○	○	○	○
65. Medication administration by topical routes	○	○	○	○	○
66. Medication contraindications	○	○	○	○	○
67. Medication reconciliation	○	○	○	○	○
68. Mental health disorders	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
69. Nasogastric tube insertion	○	○	○	○	○
70. Nasogastric tube removal	○	○	○	○	○
71. Neurological checks	○	○	○	○	○
72. Nonverbal communication	○	○	○	○	○
73. Oral care	○	○	○	○	○
74. Ostomy management	○	○	○	○	○
75. Pacing devices	○	○	○	○	○

Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
76. Patient controlled analgesia	O	O	O	O	O
77. Peritoneal dialysis	O	O	O	O	O
78. Personal protective equipment (PPE)	O	O	O	O	O
79. Polypharmacy	O	O	O	O	O
80. Postpartum client	O	O	O	O	O
81. Prenatal complications	O	O	O	O	O
82. Preschool client care	O	O	O	O	O
83. Preventive care	O	O	O	O	O
84. Professional accountability	O	O	O	O	O
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
85. Professional development	O	O	O	O	O
86. Psychosocial function	O	O	O	O	O
87. Quality improvement	O	O	O	O	O
88. Referral process	O	O	O	O	O
89. Regulatory requirements	O	O	O	O	O
90. Reminiscence therapy	O	O	O	O	O
91. Response to life-threatening intervention	O	O	O	O	O
92. Restraints	O	O	O	O	O
93. Safe environment	O	O	O	O	O
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
94. School age client care	O	O	O	O	O
95. Screening tools	O	O	O	O	O
96. Sensory/perceptual alterations	O	O	O	O	O
97. Shift report, handoff	O	O	O	O	O
98. Signs and symptoms of substance misuse	O	O	O	O	O
99. Skin integrity	O	O	O	O	O
100. Social determinants of health	O	O	O	O	O

Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
101. Staff education	○	○	○	○	○
102. Staff support	○	○	○	○	○
103. Standard/universal precautions	○	○	○	○	○
104. Staple removal	○	○	○	○	○
105. Stressful life events	○	○	○	○	○
106. Substance withdrawal	○	○	○	○	○
107. Support systems	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
108. Therapeutic communication	○	○	○	○	○
109. Toddler client care	○	○	○	○	○
110. Transfusion reaction	○	○	○	○	○
111. Treatment barriers	○	○	○	○	○
112. Urinary catheter insertion	○	○	○	○	○
113. Urinary catheter maintenance	○	○	○	○	○
114. Urinary retention	○	○	○	○	○
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
115. Value-based care	○	○	○	○	○
116. Venous access device maintenance	○	○	○	○	○
117. Venous access devices	○	○	○	○	○
118. Ventilator care	○	○	○	○	○
119. Wound care	○	○	○	○	○
120. Wound measurement	○	○	○	○	○

4. How well did the survey cover the important knowledge areas a newly licensed LPN/VN should possess, regardless of the practice setting?

○ Very well
○ Well
○ Adequately
○ Poorly

5. Please list any important knowledge areas you believe that a newly licensed LPN/VN should possess that are missing from the survey.

SECTION 2: WORK ENVIRONMENT

Choose the following clinical setting or practice area that most accurately describes where you supervise your students.

6. Which of the following **best** describes the acuity of the clients for whom your students provided care **on the last day they 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: _____

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

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

8. Which of the following choices **best** describes your students' employment setting/specialty area **on the last day they worked**? If they worked mainly in one setting, select the appropriate choice for that one setting. If they worked in more than one setting, select the appropriate choices for all settings where they spent at least one-half of their 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: _____

9. Which of the following **best** describes the type of facility/organization where your students' 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: [_____]

SECTION 3: 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.

10. What is your gender?

○ Male
○ Female
○ Prefer to self-describe: [_____]

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

[_____]

12. 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

13. What is your primary language?

○ English
○ English and another language
○ Another language

14. What is your highest degree completed? **(Select only <u>one</u>.)**

○ LPN/VN – Diploma/Certificate in U.S.
○ LPN/VN - Associate degree in U.S.
○ 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: [_____]

SECTION 4: ADDITIONAL QUESTIONS

As we continue to analyze entry-level nursing behaviors, please answer the following questions related to entry-level clinical judgment and competency.

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15. Rate the following statement 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
Based on your knowledge of a clinical judgment framework, it is important for newly licensed PNs to use clinical judgment in the delivery of safe care.	○	○	○	○

---

16. We would like to gather your thoughts on the competency of graduates from your organization.

16a. How many 2023 graduates passed the NCLEX-PN exam on their first attempt? (Counts only. *No percentages, please*.) [_____]

16b. Of those 2023 graduates who passed the NCLEX-PN exam on their first attempt (from Question 16a), how many do you consider **competent to practice**? (Counts only. *No percentages, please*.) [_____]

16c. How many 2023 graduates failed the NCLEX-PN exam on their first attempt? (Counts only. *No percentages, please*.) [_____]

16d. Of those 2023 graduates who failed the NCLEX-PN exam on their first attempt (from Question 16c), how many do you consider **competent to practice**? (Counts only. *No percentages, please*.) [_____]

SECTION 5: COMMENTS

17. 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: _____

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

APPENDIX C: SME KNOWLEDGE STATEMENT RATINGS RANK ORDERED BY AVERAGE IMPORTANCE

Preface: Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

SME Knowledge Statement Ratings Rank Ordered by Average Importance				
Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
41	Client identification methods	9	5.00	0.00
65	Critical laboratory values	9	5.00	0.00
76	Dosage calculation	9	5.00	0.00
99	Health care provider orders	9	5.00	0.00
116	Intravenous flow rate calculation	9	5.00	0.00
124	Medication administration	9	5.00	0.00
132	Medication contraindications	9	5.00	0.00
133	Medication interactions	9	5.00	0.00
135	Medication therapeutic effects	9	5.00	0.00
147	Order verification	9	5.00	0.00
156	Personal protective equipment (PPE)	9	5.00	0.00
167	Prioritization of care	9	5.00	0.00
185	Rights of medication administration	9	5.00	0.00
189	Scope of practice	9	5.00	0.00
194	Shift report, handoff	9	5.00	0.00
209	Sterile technique	9	5.00	0.00
6	Adult client care	9	4.89	0.11
14	Aspiration precautions	9	4.89	0.11
20	Basic life support (BLS)	9	4.89	0.11
49	Client safety	9	4.89	0.11
75	Disease process	9	4.89	0.11
82	Electronic medical records (EMR)	9	4.89	0.11
108	Infection control	9	4.89	0.11
117	Invasive procedures	9	4.89	0.11
134	Medication reconciliation	9	4.89	0.11
142	Neurological checks	9	4.89	0.11
157	Policies and procedures	9	4.89	0.11
161	Practice errors	9	4.89	0.11
168	Professional accountability	9	4.89	0.11
221	Transmission-based precautions	9	4.89	0.11
31	Circulatory checks	9	4.78	0.22
35	Client condition	9	4.78	0.15

SME Knowledge Statement Ratings Rank Ordered by Average Importance

Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
42	Client interventions	9	4.78	0.15
64	Credible sources	9	4.78	0.15
67	Data collection	9	4.78	0.15
72	Diagnostic values	9	4.78	0.15
114	Intravenous complications	9	4.78	0.15
155	Personal limitations	9	4.78	0.15
198	Skin integrity	9	4.78	0.15
200	Social determinants of health	9	4.78	0.22
203	Staff safety	9	4.78	0.15
206	Standard/universal precautions	9	4.78	0.15
211	Subcutaneous medication administration	9	4.78	0.15
213	Supervision/monitoring of tasks assigned	9	4.78	0.15
9	Allergic reactions	9	4.67	0.33
13	Aseptic technique	9	4.67	0.33
19	Basic cardiac abnormalities	9	4.67	0.24
30	Chronic illnesses	9	4.67	0.17
36	Client confidentiality	9	4.67	0.24
47	Client privacy	9	4.67	0.24
53	Client-centered care	9	4.67	0.17
110	Intake/output	9	4.67	0.17
121	Mandatory reporting	9	4.67	0.24
171	Professional limitations	9	4.67	0.24
182	Response to life-threatening intervention	9	4.67	0.33
187	Safety checks	9	4.67	0.17
207	Standards of care	9	4.67	0.17
217	Time management skills	9	4.67	0.17
3	Acute illnesses	9	4.56	0.18
8	Adverse reactions	9	4.56	0.44
25	Blood glucose monitoring	9	4.56	0.34
34	Client capacity	9	4.56	0.18
40	Client history	9	4.56	0.18
44	Client needs	9	4.56	0.18
45	Client nutrition	9	4.56	0.18
54	Code of ethics	9	4.56	0.24
71	Diagnostic procedures	9	4.56	0.24
85	Emergency procedures	9	4.56	0.34

SME Knowledge Statement Ratings Rank Ordered by Average Importance				
Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
86	Emergency response	9	4.56	0.34
87	Empathy	9	4.56	0.24
111	Interdisciplinary collaboration	9	4.56	0.24
115	Intravenous equipment	9	4.56	0.24
127	Medication administration by inhalation	9	4.56	0.18
169	Professional boundaries	9	4.56	0.24
172	Psychosocial function	9	4.56	0.18
178	Regulatory requirements	9	4.56	0.24
186	Safe environment	9	4.56	0.24
190	Screening tools	9	4.56	0.18
223	Urinary catheter complications	9	4.56	0.24
228	Urinary retention	9	4.56	0.18
232	Venous access device maintenance	9	4.56	0.18
235	Venous access insertion	9	4.56	0.18
10	Allergies	9	4.44	0.38
18	Baseline data	9	4.44	0.34
46	Client plan of care	9	4.44	0.34
48	Client rights	9	4.44	0.24
109	Informed consent	9	4.44	0.34
113	Intramuscular medication administration	9	4.44	0.18
125	Medication administration by ear	9	4.44	0.18
126	Medication administration by eye	9	4.44	0.18
128	Medication administration by nose	9	4.44	0.18
129	Medication administration by rectum	9	4.44	0.18
136	Mental health disorders	9	4.44	0.18
151	Pain management equipment	9	4.44	0.18
170	Professional development	9	4.44	0.18
184	Restraints	9	4.44	0.29
191	Sensory impairments	9	4.44	0.18
195	Signs and symptoms of overdose	9	4.44	0.34
204	Staff support	9	4.44	0.18
216	Therapeutic communication	9	4.44	0.18
219	Tracheostomy care	9	4.44	0.18
222	Treatment barriers	9	4.44	0.18
224	Urinary catheter insertion	9	4.44	0.24
226	Urinary catheter maintenance	9	4.44	0.18

SME Knowledge Statement Ratings Rank Ordered by Average Importance

Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
234	Venous access devices	9	4.44	0.24
1	Active listening	9	4.33	0.37
27	Body mechanics	9	4.33	0.33
29	Chain of command	9	4.33	0.33
37	Client consent	9	4.33	0.47
52	Client weight	9	4.33	0.24
68	De-escalation techniques	9	4.33	0.24
96	Gastrointestinal tube management	9	4.33	0.17
103	High-risk behaviors	9	4.33	0.24
130	Medication administration by topical routes	9	4.33	0.17
137	Mobility needs	9	4.33	0.17
158	Polypharmacy	9	4.33	0.24
173	Pulmonary hygiene	9	4.33	0.24
192	Sensory/perceptual alterations	9	4.33	0.17
225	Urinary catheter irrigation	9	4.33	0.24
227	Urinary catheter removal	9	4.33	0.17
236	Ventilator care	9	4.33	0.33
5	Adolescent client care	9	4.22	0.43
38	Client education	9	4.22	0.32
39	Client equipment	9	4.22	0.32
51	Client stressors	9	4.22	0.22
55	Cognitive impairment	9	4.22	0.22
60	Consent process	9	4.22	0.46
69	Delegation	9	4.22	0.28
81	Electrocardiograms	9	4.22	0.36
83	Elimination equipment	9	4.22	0.22
92	Evidence-based practice	9	4.22	0.28
105	Immunizations	9	4.22	0.22
106	Incident reporting	9	4.22	0.28
122	Medical procedures	9	4.22	0.22
123	Medical technology	9	4.22	0.28
148	Ostomy management	9	4.22	0.15
165	Prevention strategies	9	4.22	0.22
166	Preventive care	9	4.22	0.22
183	Restraint alternatives	9	4.22	0.28
196	Signs and symptoms of substance misuse	9	4.22	0.32

SME Knowledge Statement Ratings Rank Ordered by Average Importance

Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
197	Signs and symptoms of substance use disorder	9	4.22	0.32
201	Specimen collection	9	4.22	0.15
220	Transfusion reaction	9	4.22	0.43
233	Venous access device removal	9	4.22	0.22
238	Wound care	9	4.22	0.22
2	Activities of daily living	9	4.11	0.26
17	Barriers to learning	9	4.11	0.31
21	Behavioral management	9	4.11	0.26
32	Client advocacy	9	4.11	0.42
56	Comfort measures	9	4.11	0.31
59	Conflict resolution	9	4.11	0.20
79	Dressing changes	9	4.11	0.20
89	Enteral tube management	9	4.11	0.31
90	Enteral tube site care	9	4.11	0.26
112	Intradermal medication administration	9	4.11	0.20
118	Laboratory equipment	9	4.11	0.35
139	Nasogastric tube maintenance	9	4.11	0.20
141	Nasogastric tube suctioning	9	4.11	0.31
150	Pacing devices	9	4.11	0.26
152	Patient controlled analgesia	9	4.11	0.42
153	Peripheral nerve catheter	9	4.11	0.31
162	Prenatal complications	9	4.11	0.42
174	Quality improvement	9	4.11	0.26
202	Staff education	9	4.11	0.20
210	Stressful life events	9	4.11	0.26
214	Support systems	9	4.11	0.20
231	Venipuncture	9	4.11	0.26
4	Adaptive equipment	9	4.00	0.17
33	Client autonomy	9	4.00	0.41
63	Coping mechanisms	9	4.00	0.24
66	Cultural/spiritual considerations	9	4.00	0.24
70	Developmental stages	9	4.00	0.37
107	Infant client care	9	4.00	0.50
131	Medication administration by vagina	9	4.00	0.29
144	Nonverbal communication	9	4.00	0.24
146	Oral care	9	4.00	0.24

	SME Knowledge Statement Ratings Rank Ordered by Average Importance			
		SME Ratings		
Survey Position #	**Knowledge Statements**	**N**	**Avg.**	**Std. Err.**
159	Postoperative education	9	4.00	0.41
176	Referral process	9	4.00	0.24
212	Substance withdrawal	9	4.00	0.47
230	Value-based care	9	4.00	0.33
240	Wound measurement	9	4.00	0.24
7	Advance directives	9	3.89	0.42
15	Assistive devices	9	3.89	0.26
16	Available resources	9	3.89	0.20
24	Bladder palpation technique	9	3.89	0.20
28	Bowel management protocol	9	3.89	0.26
58	Compression stockings	9	3.89	0.26
61	Continuous improvement	9	3.89	0.26
77	Drainage device removal	9	3.89	0.20
78	Drainage devices	9	3.89	0.20
84	Emergency preparedness	9	3.89	0.42
88	End-of-life care	9	3.89	0.31
94	Feeding tube types	9	3.89	0.20
101	Health screening	9	3.89	0.31
149	Ostomy types	9	3.89	0.20
154	Peritoneal dialysis	9	3.89	0.35
164	Preschool client care	9	3.89	0.39
188	School-age client care	9	3.89	0.39
193	Sequential compression devices	9	3.89	0.26
199	Sleep hygiene	9	3.89	0.20
239	Wound irrigation	9	3.89	0.20
12	Antepartum client	9	3.78	0.46
22	Bladder irrigation	9	3.78	0.22
23	Bladder management protocol	9	3.78	0.28
43	Client literacy	9	3.78	0.22
50	Client self-advocacy	9	3.78	0.22
93	Eye irrigation	9	3.78	0.28
100	Health promotion	9	3.78	0.36
143	Newborn client care	9	3.78	0.55
145	Nose irrigation	9	3.78	0.22
160	Postpartum client	9	3.78	0.46
175	Reality orientation	9	3.78	0.22

	SME Knowledge Statement Ratings Rank Ordered by Average Importance			
		SME Ratings		
Survey Position #	Knowledge Statements	N	Avg.	Std. Err.
218	Toddler client care	9	3.78	0.40
26	Blood product transfusion	9	3.67	0.53
74	Discharge process	9	3.67	0.37
95	Fetal heart monitoring	9	3.67	0.55
98	Grieving process	9	3.67	0.29
119	Lactation education	9	3.67	0.41
138	Nasogastric tube insertion	9	3.67	0.37
140	Nasogastric tube removal	9	3.67	0.37
163	Preoperative education	9	3.67	0.37
181	Resource platforms	9	3.67	0.29
205	Stages of labor	9	3.67	0.47
229	Validation therapy	9	3.67	0.17
237	Warming measures	9	3.67	0.33
73	Disaster drills	9	3.56	0.34
102	Hemodialysis	9	3.56	0.47
177	Reflection	9	3.56	0.24
215	Suture removal	9	3.56	0.24
57	Community resources	9	3.44	0.29
120	Life transitions	9	3.44	0.34
241	Wound stages	9	3.44	0.34
104	Holistic care	9	3.33	0.47
11	Alternative therapies	9	3.22	0.43
62	Cooling measures	9	3.22	0.32
80	Ear irrigation	9	3.22	0.43
91	Epidural	9	3.22	0.40
97	Gender identity	9	3.22	0.43
179	Relaxation techniques	9	3.22	0.15
208	Staple removal	9	3.22	0.32
180	Reminiscence therapy	9	3.11	0.11

APPENDIX D: NEWLY LICENSED LPN/VN AND SME KNOWLEDGE STATEMENT RATINGS RANK ORDERED BY NEWLY LICENSED LPN/VN AVERAGE IMPORTANCE

Preface: Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

Survey Position #	Knowledge Statements	Newly Licensed LPN/VN			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
49	Client safety	337	4.82	0.02	9	4.89	0.11	-0.07
20	Basic life support (BLS)	337	4.76	0.03	9	4.89	0.11	-0.13
1	Active listening	337	4.74	0.03	9	4.33	0.37	0.41
9	Allergic reactions	337	4.72	0.03	9	4.67	0.33	0.05
124	Medication administration	290	4.71	0.03	9	5.00	0.00	-0.29
187	Safety checks	259	4.71	0.03	9	4.67	0.17	0.04
41	Client identification methods	337	4.70	0.03	9	5.00	0.00	-0.30
36	Client confidentiality	337	4.70	0.03	9	4.67	0.24	0.03
8	Adverse reactions	337	4.69	0.03	9	4.56	0.44	0.14
10	Allergies	337	4.69	0.03	9	4.44	0.38	0.24
133	Medication interactions	273	4.68	0.04	9	5.00	0.00	-0.32
147	Order verification	273	4.68	0.03	9	5.00	0.00	-0.32
189	Scope of practice	259	4.68	0.03	9	5.00	0.00	-0.32
185	Rights of medication administration	259	4.68	0.04	9	5.00	0.00	-0.32
14	Aspiration precautions	337	4.68	0.03	9	4.89	0.11	-0.21
37	Client consent	337	4.67	0.03	9	4.33	0.47	0.34
13	Aseptic technique	337	4.66	0.04	9	4.67	0.33	0.00
65	Critical laboratory values	301	4.66	0.04	9	5.00	0.00	-0.34
209	Sterile technique	246	4.65	0.04	9	5.00	0.00	-0.35
35	Client condition	337	4.65	0.03	9	4.78	0.15	-0.12
86	Emergency response	312	4.65	0.03	9	4.56	0.34	0.10
99	Health care provider orders	301	4.64	0.03	9	5.00	0.00	-0.36
132	Medication contraindications	290	4.64	0.04	9	5.00	0.00	-0.36
108	Infection control	290	4.63	0.03	9	4.89	0.11	-0.25
167	Prioritization of care	259	4.63	0.04	9	5.00	0.00	-0.37
195	Signs and symptoms of overdose	259	4.61	0.04	9	4.44	0.34	0.17
47	Client privacy	337	4.60	0.04	9	4.67	0.24	-0.07
121	Mandatory reporting	273	4.59	0.04	9	4.67	0.24	-0.08
25	Blood glucose monitoring	337	4.58	0.04	9	4.56	0.34	0.03
135	Medication therapeutic effects	273	4.58	0.04	9	5.00	0.00	-0.42
161	Practice errors	259	4.58	0.04	9	4.89	0.11	-0.31
84	Emergency preparedness	312	4.57	0.04	9	3.89	0.42	0.68

Survey Position #	Knowledge Statements	Newly Licensed LPN/VN			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
186	Safe environment	270	4.57	0.04	9	4.56	0.24	0.01
48	Client rights	337	4.57	0.03	9	4.44	0.24	0.13
44	Client needs	337	4.56	0.03	9	4.56	0.18	0.01
109	Informed consent	273	4.56	0.04	9	4.44	0.34	0.11
85	Emergency procedures	301	4.55	0.04	9	4.56	0.34	0.00
223	Urinary catheter complications	246	4.55	0.04	9	4.56	0.24	0.00
53	Client-centered care	301	4.54	0.03	9	4.67	0.17	-0.12
211	Subcutaneous medication administration	246	4.54	0.04	9	4.78	0.15	-0.24
221	Transmission-based precautions	246	4.54	0.04	9	4.89	0.11	-0.35
182	Response to life-threatening intervention	270	4.53	0.04	9	4.67	0.33	-0.13
87	Empathy	301	4.53	0.04	9	4.56	0.24	-0.02
60	Consent process	312	4.53	0.04	9	4.22	0.46	0.31
42	Client interventions	337	4.52	0.03	9	4.78	0.15	-0.26
32	Client advocacy	337	4.52	0.04	9	4.11	0.42	0.41
206	Standard/universal precautions	254	4.52	0.04	9	4.78	0.15	-0.26
142	Neurological checks	290	4.51	0.05	9	4.89	0.11	-0.38
156	Personal protective equipment (PPE)	270	4.51	0.04	9	5.00	0.00	-0.49
82	Electronic medical records (EMR)	312	4.50	0.04	9	4.89	0.11	-0.39
40	Client history	337	4.50	0.03	9	4.56	0.18	-0.06
46	Client plan of care	337	4.50	0.04	9	4.44	0.34	0.05
203	Staff safety	246	4.50	0.04	9	4.78	0.15	-0.28
79	Dressing changes	301	4.50	0.04	9	4.11	0.20	0.38
197	Signs and symptoms of substance use disorder	259	4.49	0.05	9	4.22	0.32	0.27
18	Baseline data	337	4.49	0.04	9	4.44	0.34	0.05
157	Policies and procedures	259	4.49	0.04	9	4.89	0.11	-0.40
31	Circulatory checks	337	4.49	0.04	9	4.78	0.22	-0.29
50	Client self-advocacy	337	4.49	0.04	9	3.78	0.22	0.71
238	Wound care	254	4.48	0.04	9	4.22	0.22	0.26
3	Acute illnesses	337	4.48	0.04	9	4.56	0.18	-0.07
227	Urinary catheter removal	246	4.48	0.05	9	4.33	0.17	0.15
228	Urinary retention	254	4.48	0.05	9	4.56	0.18	-0.08
113	Intramuscular medication administration	273	4.48	0.04	9	4.44	0.18	0.03
217	Time management skills	246	4.48	0.04	9	4.67	0.17	-0.19
198	Skin integrity	270	4.47	0.04	9	4.78	0.15	-0.30
19	Basic cardiac abnormalities	337	4.47	0.04	9	4.67	0.24	-0.19

Survey Position #	Knowledge Statements	Newly Licensed LPN/VN			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
134	Medication reconciliation	290	4.46	0.04	9	4.89	0.11	-0.43
207	Standards of care	246	4.46	0.04	9	4.67	0.17	-0.21
151	Pain management equipment	259	4.46	0.04	9	4.44	0.18	0.01
38	Client education	337	4.45	0.04	9	4.22	0.32	0.23
225	Urinary catheter irrigation	246	4.45	0.05	9	4.33	0.24	0.11
54	Code of ethics	312	4.45	0.04	9	4.56	0.24	-0.11
67	Data collection	301	4.45	0.04	9	4.78	0.15	-0.33
103	High-risk behaviors	273	4.44	0.04	9	4.33	0.24	0.11
75	Disease process	301	4.44	0.04	9	4.89	0.11	-0.45
194	Shift report, handoff	270	4.44	0.05	9	5.00	0.00	-0.56
6	Adult client care	337	4.44	0.04	9	4.89	0.11	-0.45
241	Wound stages	246	4.44	0.05	9	3.44	0.34	0.99
168	Professional accountability	270	4.44	0.05	9	4.89	0.11	-0.45
165	Prevention strategies	259	4.44	0.05	9	4.22	0.22	0.21
204	Staff support	254	4.43	0.05	9	4.44	0.18	-0.01
106	Incident reporting	290	4.43	0.04	9	4.22	0.28	0.21
220	Transfusion reaction	254	4.43	0.06	9	4.22	0.43	0.21
115	Intravenous equipment	273	4.43	0.05	9	4.56	0.24	-0.13
196	Signs and symptoms of substance misuse	270	4.43	0.04	9	4.22	0.32	0.20
136	Mental health disorders	290	4.42	0.04	9	4.44	0.18	-0.02
33	Client autonomy	337	4.42	0.04	9	4.00	0.41	0.42
55	Cognitive impairment	301	4.42	0.04	9	4.22	0.22	0.20
30	Chronic illnesses	337	4.42	0.04	9	4.67	0.17	-0.25
114	Intravenous complications	290	4.41	0.05	9	4.78	0.15	-0.36
201	Specimen collection	246	4.41	0.04	9	4.22	0.15	0.19
173	Pulmonary hygiene	259	4.40	0.05	9	4.33	0.24	0.07
127	Medication administration by inhalation	273	4.40	0.05	9	4.56	0.18	-0.16
202	Staff education	254	4.40	0.05	9	4.11	0.20	0.29
100	Health promotion	312	4.40	0.04	9	3.78	0.36	0.62
226	Urinary catheter maintenance	254	4.39	0.05	9	4.44	0.18	-0.05
27	Body mechanics	337	4.39	0.04	9	4.33	0.33	0.06
144	Nonverbal communication	290	4.39	0.04	9	4.00	0.24	0.39
171	Professional limitations	259	4.38	0.05	9	4.67	0.24	-0.28
169	Professional boundaries	259	4.38	0.04	9	4.56	0.24	-0.17
224	Urinary catheter insertion	254	4.38	0.05	9	4.44	0.24	-0.06

Newly Licensed LPN/VN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed LPN/VN Average Importance							
Survey Position #	Knowledge Statements	Newly Licensed LPN/VN			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
92	Evidence-based practice	312	4.38	0.04	9	4.22	0.28	0.16
219	Tracheostomy care	246	4.38	0.06	9	4.44	0.18	-0.07
61	Continuous improvement	301	4.38	0.04	9	3.89	0.26	0.49
68	De-escalation techniques	312	4.38	0.04	9	4.33	0.24	0.04
216	Therapeutic communication	254	4.37	0.05	9	4.44	0.18	-0.07
236	Ventilator care	254	4.37	0.06	9	4.33	0.33	0.04
239	Wound irrigation	246	4.37	0.05	9	3.89	0.20	0.49
59	Conflict resolution	301	4.37	0.04	9	4.11	0.20	0.26
234	Venous access devices	254	4.37	0.06	9	4.44	0.24	-0.07
137	Mobility needs	273	4.37	0.05	9	4.33	0.17	0.04
72	Diagnostic values	312	4.37	0.05	9	4.78	0.15	-0.41
45	Client nutrition	337	4.36	0.04	9	4.56	0.18	-0.19
159	Postoperative education	259	4.36	0.06	9	4.00	0.41	0.36
15	Assistive devices	337	4.36	0.05	9	3.89	0.26	0.47
117	Invasive procedures	273	4.36	0.06	9	4.89	0.11	-0.53
232	Venous access device maintenance	254	4.36	0.06	9	4.56	0.18	-0.20
155	Personal limitations	259	4.36	0.05	9	4.78	0.15	-0.42
122	Medical procedures	290	4.35	0.04	9	4.22	0.22	0.13
63	Coping mechanisms	301	4.35	0.04	9	4.00	0.24	0.35
123	Medical technology	273	4.35	0.05	9	4.22	0.28	0.13
89	Enteral tube management	301	4.35	0.05	9	4.11	0.31	0.23
191	Sensory impairments	259	4.34	0.04	9	4.44	0.18	-0.10
76	Dosage calculation	312	4.34	0.06	9	5.00	0.00	-0.66
213	Supervision/monitoring of tasks assigned	246	4.34	0.05	9	4.78	0.15	-0.44
110	Intake/output	290	4.34	0.05	9	4.67	0.17	-0.33
56	Comfort measures	312	4.34	0.04	9	4.11	0.31	0.23
212	Substance withdrawal	254	4.34	0.05	9	4.00	0.47	0.34
126	Medication administration by eye	290	4.33	0.05	9	4.44	0.18	-0.12
16	Available resources	337	4.33	0.04	9	3.89	0.20	0.44
71	Diagnostic procedures	301	4.32	0.05	9	4.56	0.24	-0.23
163	Preoperative education	259	4.32	0.06	9	3.67	0.37	0.65
21	Behavioral management	337	4.31	0.04	9	4.11	0.26	0.20
130	Medication administration by topical routes	290	4.31	0.05	9	4.33	0.17	-0.02
101	Health screening	273	4.31	0.05	9	3.89	0.31	0.42
214	Support systems	254	4.31	0.05	9	4.11	0.20	0.20

Newly Licensed LPN/VN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed LPN/VN Average Importance

Survey Position #	Knowledge Statements	Newly Licensed LPN/VN			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
128	Medication administration by nose	290	4.31	0.05	9	4.44	0.18	-0.13
34	Client capacity	337	4.31	0.04	9	4.56	0.18	-0.25
158	Polypharmacy	270	4.31	0.05	9	4.33	0.24	-0.03
7	Advance directives	337	4.31	0.05	9	3.89	0.42	0.42
222	Treatment barriers	254	4.30	0.05	9	4.44	0.18	-0.15
39	Client equipment	337	4.30	0.04	9	4.22	0.32	0.07
166	Preventive care	270	4.30	0.05	9	4.22	0.22	0.07
183	Restraint alternatives	259	4.29	0.06	9	4.22	0.28	0.07
141	Nasogastric tube suctioning	273	4.29	0.06	9	4.11	0.31	0.18
88	End-of-life care	312	4.29	0.05	9	3.89	0.31	0.40
170	Professional development	270	4.29	0.05	9	4.44	0.18	-0.16
111	Interdisciplinary collaboration	273	4.28	0.05	9	4.56	0.24	-0.28
105	Immunizations	273	4.28	0.05	9	4.22	0.22	0.06
90	Enteral tube site care	312	4.28	0.05	9	4.11	0.26	0.16
129	Medication administration by rectum	273	4.27	0.05	9	4.44	0.18	-0.17
240	Wound measurement	254	4.27	0.05	9	4.00	0.24	0.27
17	Barriers to learning	337	4.27	0.05	9	4.11	0.31	0.16
175	Reality orientation	259	4.27	0.05	9	3.78	0.22	0.49
96	Gastrointestinal tube management	312	4.27	0.05	9	4.33	0.17	-0.07
81	Electrocardiograms	301	4.27	0.05	9	4.22	0.36	0.04
116	Intravenous flow rate calculation	290	4.26	0.06	9	5.00	0.00	-0.74
29	Chain of command	337	4.26	0.05	9	4.33	0.33	-0.08
112	Intradermal medication administration	290	4.26	0.05	9	4.11	0.20	0.14
193	Sequential compression devices	259	4.25	0.05	9	3.89	0.26	0.37
230	Value-based care	254	4.25	0.05	9	4.00	0.33	0.25
51	Client stressors	301	4.25	0.04	9	4.22	0.22	0.02
139	Nasogastric tube maintenance	273	4.24	0.06	9	4.11	0.20	0.13
235	Venous access insertion	246	4.24	0.06	9	4.56	0.18	-0.32
125	Medication administration by ear	273	4.24	0.05	9	4.44	0.18	-0.21
149	Ostomy types	273	4.23	0.05	9	3.89	0.20	0.35
150	Pacing devices	290	4.23	0.06	9	4.11	0.26	0.12
23	Bladder management protocol	337	4.23	0.05	9	3.78	0.28	0.45
94	Feeding tube types	312	4.22	0.05	9	3.89	0.20	0.33
177	Reflection	259	4.22	0.05	9	3.56	0.24	0.66
4	Adaptive equipment	337	4.22	0.04	9	4.00	0.17	0.22

Survey Position #	Knowledge Statements	Newly Licensed LPN/VN			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
190	Screening tools	270	4.21	0.05	9	4.56	0.18	-0.34
172	Psychosocial function	270	4.21	0.05	9	4.56	0.18	-0.34
174	Quality improvement	270	4.21	0.05	9	4.11	0.26	0.10
77	Drainage device removal	301	4.21	0.05	9	3.89	0.20	0.32
148	Ostomy management	290	4.21	0.06	9	4.22	0.15	-0.02
192	Sensory/perceptual alterations	270	4.20	0.05	9	4.33	0.17	-0.13
66	Cultural/spiritual considerations	312	4.20	0.05	9	4.00	0.24	0.20
199	Sleep hygiene	259	4.20	0.05	9	3.89	0.20	0.31
2	Activities of daily living	337	4.20	0.04	9	4.11	0.26	0.09
184	Restraints	270	4.20	0.06	9	4.44	0.29	-0.25
64	Credible sources	312	4.20	0.05	9	4.78	0.15	-0.58
200	Social determinants of health	270	4.19	0.05	9	4.78	0.22	-0.59
179	Relaxation techniques	259	4.19	0.05	9	3.22	0.15	0.96
210	Stressful life events	254	4.19	0.05	9	4.11	0.26	0.07
146	Oral care	290	4.18	0.05	9	4.00	0.24	0.18
69	Delegation	301	4.18	0.05	9	4.22	0.28	-0.04
28	Bowel management protocol	337	4.18	0.05	9	3.89	0.26	0.29
131	Medication administration by vagina	273	4.17	0.06	9	4.00	0.29	0.17
43	Client literacy	337	4.17	0.05	9	3.78	0.22	0.39
233	Venous access device removal	246	4.17	0.07	9	4.22	0.22	-0.05
162	Prenatal complications	270	4.17	0.07	9	4.11	0.42	0.06
83	Elimination equipment	301	4.17	0.05	9	4.22	0.22	-0.06
98	Grieving process	312	4.16	0.05	9	3.67	0.29	0.50
178	Regulatory requirements	270	4.16	0.05	9	4.56	0.24	-0.39
138	Nasogastric tube insertion	290	4.14	0.06	9	3.67	0.37	0.48
231	Venipuncture	246	4.14	0.07	9	4.11	0.26	0.03
237	Warming measures	246	4.13	0.06	9	3.67	0.33	0.47
152	Patient controlled analgesia	270	4.13	0.06	9	4.11	0.42	0.02
160	Postpartum client	270	4.13	0.06	9	3.78	0.46	0.35
78	Drainage devices	312	4.11	0.05	9	3.89	0.20	0.22
181	Resource platforms	259	4.11	0.06	9	3.67	0.29	0.45
26	Blood product transfusion	337	4.09	0.07	9	3.67	0.53	0.43
154	Peritoneal dialysis	270	4.09	0.06	9	3.89	0.35	0.20
140	Nasogastric tube removal	290	4.09	0.06	9	3.67	0.37	0.42
153	Peripheral nerve catheter	259	4.08	0.07	9	4.11	0.31	-0.03

Newly Licensed LPN/VN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed LPN/VN Average Importance								
Survey Position #	Knowledge Statements	Newly Licensed LPN/VN			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
57	Community resources	301	4.08	0.05	9	3.44	0.29	0.64
73	Disaster drills	301	4.07	0.06	9	3.56	0.34	0.52
95	Fetal heart monitoring	301	4.06	0.07	9	3.67	0.55	0.39
52	Client weight	312	4.05	0.05	9	4.33	0.24	-0.28
62	Cooling measures	312	4.05	0.05	9	3.22	0.32	0.83
102	Hemodialysis	290	4.04	0.07	9	3.56	0.47	0.49
107	Infant client care	273	4.04	0.07	9	4.00	0.50	0.04
12	Antepartum client	337	4.04	0.06	9	3.78	0.46	0.26
93	Eye irrigation	301	4.03	0.06	9	3.78	0.28	0.25
143	Newborn client care	273	4.03	0.07	9	3.78	0.55	0.25
229	Validation therapy	246	4.02	0.07	9	3.67	0.17	0.36
120	Life transitions	290	4.02	0.06	9	3.44	0.34	0.58
188	School-age client care	270	4.02	0.06	9	3.89	0.39	0.13
58	Compression stockings	312	4.01	0.06	9	3.89	0.26	0.12
74	Discharge process	312	4.01	0.06	9	3.67	0.37	0.35
215	Suture removal	246	4.01	0.07	9	3.56	0.24	0.45
5	Adolescent client care	337	4.01	0.06	9	4.22	0.43	-0.22
218	Toddler client care	254	4.00	0.07	9	3.78	0.40	0.23
11	Alternative therapies	337	4.00	0.05	9	3.22	0.43	0.77
208	Staple removal	254	3.99	0.07	9	3.22	0.32	0.77
70	Developmental stages	312	3.99	0.06	9	4.00	0.37	-0.01
118	Laboratory equipment	290	3.98	0.06	9	4.11	0.35	-0.14
104	Holistic care	290	3.97	0.06	9	3.33	0.47	0.64
205	Stages of labor	246	3.93	0.07	9	3.67	0.47	0.27
164	Preschool client care	270	3.93	0.07	9	3.89	0.39	0.04
145	Nose irrigation	273	3.91	0.07	9	3.78	0.22	0.13
176	Referral process	270	3.90	0.06	9	4.00	0.24	-0.10
180	Reminiscence therapy	270	3.90	0.06	9	3.11	0.11	0.79
22	Bladder irrigation	337	3.89	0.06	9	3.78	0.22	0.11
24	Bladder palpation technique	337	3.87	0.06	9	3.89	0.20	-0.02
91	Epidural	301	3.77	0.07	9	3.22	0.40	0.55
80	Ear irrigation	312	3.73	0.07	9	3.22	0.43	0.51
97	Gender identity	301	3.71	0.07	9	3.22	0.43	0.49
119	Lactation education	273	3.69	0.08	9	3.67	0.41	0.02

APPENDIX E: LPN/VN EDUCATOR AND SME KNOWLEDGE STATEMENT RATINGS RANK ORDERED BY LPN/VN EDUCATOR AVERAGE IMPORTANCE

Preface: Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed LPN/VN for safe and effective professional practice?

		LPN/VN Educator			SME Ratings			Avg. Difference
Survey Position #	Knowledge Statements	N	Avg.	Std. Err.	N	Avg.	Std. Err.	
49	Client safety	67	4.96	0.03	9	4.89	0.11	0.07
124	Medication administration	75	4.93	0.03	9	5.00	0.00	-0.07
8	Adverse reactions	77	4.88	0.04	9	4.56	0.44	0.33
187	Safety checks	63	4.87	0.04	9	4.67	0.17	0.21
108	Infection control	75	4.87	0.04	9	4.89	0.11	-0.02
132	Medication contraindications	75	4.87	0.04	9	5.00	0.00	-0.13
156	Personal protective equipment (PPE)	71	4.85	0.04	9	5.00	0.00	-0.15
185	Rights of medication administration	63	4.84	0.06	9	5.00	0.00	-0.16
76	Dosage calculation	75	4.84	0.05	9	5.00	0.00	-0.16
20	Basic life support (BLS)	77	4.83	0.05	9	4.89	0.11	-0.06
189	Scope of practice	63	4.83	0.05	9	5.00	0.00	-0.17
10	Allergies	77	4.82	0.04	9	4.44	0.38	0.37
14	Aspiration precautions	77	4.81	0.05	9	4.89	0.11	-0.08
216	Therapeutic communication	71	4.80	0.06	9	4.44	0.18	0.36
36	Client confidentiality	77	4.79	0.05	9	4.67	0.24	0.13
1	Active listening	67	4.79	0.05	9	4.33	0.37	0.46
13	Aseptic technique	67	4.78	0.06	9	4.67	0.33	0.11
168	Professional accountability	71	4.77	0.06	9	4.89	0.11	-0.11
42	Client interventions	77	4.77	0.05	9	4.78	0.15	-0.01
147	Order verification	64	4.77	0.06	9	5.00	0.00	-0.23
206	Standard/universal precautions	71	4.76	0.06	9	4.78	0.15	-0.02
6	Adult client care	77	4.75	0.05	9	4.89	0.11	-0.14
186	Safe environment	71	4.75	0.06	9	4.56	0.24	0.19
41	Client identification methods	67	4.73	0.08	9	5.00	0.00	-0.27
18	Baseline data	77	4.73	0.05	9	4.44	0.34	0.28
167	Prioritization of care	63	4.71	0.07	9	5.00	0.00	-0.29
48	Client rights	77	4.71	0.07	9	4.44	0.24	0.27
44	Client needs	77	4.71	0.06	9	4.56	0.18	0.16
65	Critical laboratory values	66	4.71	0.07	9	5.00	0.00	-0.29
99	Health care provider orders	66	4.71	0.07	9	5.00	0.00	-0.29
54	Code of ethics	75	4.71	0.06	9	4.56	0.24	0.15
209	Sterile technique	62	4.69	0.08	9	5.00	0.00	-0.31

LPN/VN Educators and SME Knowledge Statement Ratings Rank Ordered by LPN/VN Educator Average Importance

Survey Position #	Knowledge Statements	LPN/VN Educator			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
130	Medication administration by topical routes	75	4.69	0.07	9	4.33	0.17	0.36
9	Allergic reactions	67	4.69	0.07	9	4.67	0.33	0.02
126	Medication administration by eye	75	4.68	0.07	9	4.44	0.18	0.24
128	Medication administration by nose	75	4.68	0.07	9	4.44	0.18	0.24
134	Medication reconciliation	75	4.67	0.07	9	4.89	0.11	-0.22
194	Shift report, handoff	71	4.66	0.07	9	5.00	0.00	-0.34
198	Skin integrity	71	4.65	0.07	9	4.78	0.15	-0.13
35	Client condition	67	4.64	0.07	9	4.78	0.15	-0.14
182	Response to life-threatening intervention	71	4.63	0.08	9	4.67	0.33	-0.03
226	Urinary catheter maintenance	71	4.63	0.07	9	4.44	0.18	0.19
82	Electronic medical records (EMR)	75	4.63	0.06	9	4.89	0.11	-0.26
158	Polypharmacy	71	4.59	0.07	9	4.33	0.24	0.26
92	Evidence-based practice	75	4.59	0.07	9	4.22	0.28	0.36
31	Circulatory checks	67	4.58	0.07	9	4.78	0.22	-0.20
68	De-escalation techniques	75	4.57	0.07	9	4.33	0.24	0.24
224	Urinary catheter insertion	71	4.56	0.07	9	4.44	0.24	0.12
37	Client consent	67	4.55	0.07	9	4.33	0.47	0.22
203	Staff safety	62	4.55	0.09	9	4.78	0.15	-0.23
133	Medication interactions	64	4.55	0.08	9	5.00	0.00	-0.45
135	Medication therapeutic effects	64	4.55	0.07	9	5.00	0.00	-0.45
110	Intake/output	75	4.55	0.07	9	4.67	0.17	-0.12
32	Client advocacy	77	4.55	0.07	9	4.11	0.42	0.43
238	Wound care	71	4.54	0.07	9	4.22	0.22	0.31
221	Transmission-based precautions	62	4.53	0.07	9	4.89	0.11	-0.36
121	Mandatory reporting	64	4.53	0.09	9	4.67	0.24	-0.14
161	Practice errors	63	4.52	0.07	9	4.89	0.11	-0.37
47	Client privacy	67	4.52	0.08	9	4.67	0.24	-0.14
114	Intravenous complications	75	4.52	0.07	9	4.78	0.15	-0.26
223	Urinary catheter complications	62	4.50	0.07	9	4.56	0.24	-0.06
217	Time management skills	62	4.50	0.08	9	4.67	0.17	-0.17
142	Neurological checks	75	4.49	0.07	9	4.89	0.11	-0.40
228	Urinary retention	71	4.49	0.08	9	4.56	0.18	-0.06
109	Informed consent	64	4.48	0.08	9	4.44	0.34	0.04
38	Client education	77	4.48	0.08	9	4.22	0.32	0.26
56	Comfort measures	75	4.48	0.07	9	4.11	0.31	0.37
211	Subcutaneous medication administration	62	4.47	0.09	9	4.78	0.15	-0.31

LPN/VN Educators and SME Knowledge Statement Ratings Rank Ordered by LPN/VN Educator Average Importance

Survey Position #	Knowledge Statements	LPN/VN Educator			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
72	Diagnostic values	75	4.47	0.08	9	4.78	0.15	-0.31
170	Professional development	71	4.46	0.08	9	4.44	0.18	0.02
171	Professional limitations	63	4.46	0.09	9	4.67	0.24	-0.21
46	Client plan of care	77	4.45	0.07	9	4.44	0.34	0.01
30	Chronic illnesses	77	4.45	0.07	9	4.67	0.17	-0.21
144	Nonverbal communication	75	4.45	0.07	9	4.00	0.24	0.45
169	Professional boundaries	63	4.44	0.09	9	4.56	0.24	-0.11
50	Client self-advocacy	77	4.44	0.08	9	3.78	0.22	0.66
136	Mental health disorders	75	4.44	0.07	9	4.44	0.18	0.00
53	Client-centered care	66	4.44	0.09	9	4.67	0.17	-0.23
67	Data collection	66	4.44	0.08	9	4.78	0.15	-0.34
40	Client history	77	4.43	0.07	9	4.56	0.18	-0.13
100	Health promotion	75	4.43	0.08	9	3.78	0.36	0.65
88	End-of-life care	75	4.43	0.07	9	3.89	0.31	0.54
66	Cultural/spiritual considerations	75	4.43	0.07	9	4.00	0.24	0.43
220	Transfusion reaction	71	4.42	0.11	9	4.22	0.43	0.20
113	Intramuscular medication administration	64	4.42	0.07	9	4.44	0.18	-0.02
25	Blood glucose monitoring	67	4.42	0.07	9	4.56	0.34	-0.14
2	Activities of daily living	77	4.42	0.07	9	4.11	0.26	0.30
60	Consent process	75	4.41	0.09	9	4.22	0.46	0.19
64	Credible sources	75	4.41	0.08	9	4.78	0.15	-0.36
207	Standards of care	62	4.40	0.09	9	4.67	0.17	-0.26
85	Emergency procedures	66	4.39	0.09	9	4.56	0.34	-0.16
87	Empathy	66	4.39	0.08	9	4.56	0.24	-0.16
157	Policies and procedures	63	4.38	0.10	9	4.89	0.11	-0.51
196	Signs and symptoms of substance misuse	71	4.38	0.08	9	4.22	0.32	0.16
166	Preventive care	71	4.38	0.09	9	4.22	0.22	0.16
172	Psychosocial function	71	4.38	0.07	9	4.56	0.18	-0.18
184	Restraints	71	4.38	0.09	9	4.44	0.29	-0.06
96	Gastrointestinal tube management	75	4.37	0.08	9	4.33	0.17	0.04
116	Intravenous flow rate calculation	75	4.37	0.09	9	5.00	0.00	-0.63
27	Body mechanics	67	4.36	0.08	9	4.33	0.33	0.02
200	Social determinants of health	71	4.35	0.08	9	4.78	0.22	-0.43
90	Enteral tube site care	75	4.35	0.09	9	4.11	0.26	0.24
106	Incident reporting	75	4.33	0.08	9	4.22	0.28	0.11
3	Acute illnesses	67	4.33	0.07	9	4.56	0.18	-0.23

LPN/VN Educators and SME Knowledge Statement Ratings Rank Ordered by LPN/VN Educator Average Importance							
Survey Position #	Knowledge Statements	LPN/VN Educator			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
240	Wound measurement	71	4.32	0.09	9	4.00	0.24	0.32
112	Intradermal medication administration	75	4.32	0.09	9	4.11	0.20	0.21
195	Signs and symptoms of overdose	63	4.32	0.10	9	4.44	0.34	-0.13
86	Emergency response	75	4.31	0.11	9	4.56	0.34	-0.25
16	Available resources	77	4.30	0.08	9	3.89	0.20	0.41
98	Grieving process	75	4.29	0.07	9	3.67	0.29	0.63
29	Chain of command	67	4.27	0.09	9	4.33	0.33	-0.06
104	Holistic care	75	4.27	0.08	9	3.33	0.47	0.93
111	Interdisciplinary collaboration	64	4.27	0.09	9	4.56	0.24	-0.29
75	Disease process	66	4.26	0.07	9	4.89	0.11	-0.63
55	Cognitive impairment	66	4.26	0.08	9	4.22	0.22	0.04
146	Oral care	75	4.25	0.09	9	4.00	0.24	0.25
213	Supervision/monitoring of tasks assigned	62	4.24	0.08	9	4.78	0.15	-0.54
84	Emergency preparedness	75	4.24	0.10	9	3.89	0.42	0.35
94	Feeding tube types	75	4.24	0.09	9	3.89	0.20	0.35
178	Regulatory requirements	71	4.23	0.09	9	4.56	0.24	-0.33
45	Client nutrition	67	4.22	0.08	9	4.56	0.18	-0.33
137	Mobility needs	64	4.22	0.08	9	4.33	0.17	-0.11
52	Client weight	75	4.21	0.09	9	4.33	0.24	-0.12
19	Basic cardiac abnormalities	67	4.21	0.08	9	4.67	0.24	-0.46
34	Client capacity	77	4.21	0.08	9	4.56	0.18	-0.35
115	Intravenous equipment	64	4.20	0.09	9	4.56	0.24	-0.35
148	Ostomy management	75	4.20	0.08	9	4.22	0.15	-0.02
214	Support systems	71	4.20	0.08	9	4.11	0.20	0.09
222	Treatment barriers	71	4.20	0.10	9	4.44	0.18	-0.25
192	Sensory/perceptual alterations	71	4.20	0.10	9	4.33	0.17	-0.14
212	Substance withdrawal	71	4.18	0.08	9	4.00	0.47	0.18
165	Prevention strategies	63	4.16	0.09	9	4.22	0.22	-0.06
155	Personal limitations	63	4.16	0.11	9	4.78	0.15	-0.62
33	Client autonomy	67	4.15	0.09	9	4.00	0.41	0.15
74	Discharge process	75	4.15	0.08	9	3.67	0.37	0.48
232	Venous access device maintenance	71	4.14	0.11	9	4.56	0.18	-0.41
174	Quality improvement	71	4.14	0.09	9	4.11	0.26	0.03
61	Continuous improvement	66	4.14	0.09	9	3.89	0.26	0.25
21	Behavioral management	67	4.13	0.08	9	4.11	0.26	0.02
58	Compression stockings	75	4.13	0.08	9	3.89	0.26	0.24

Survey Position #	Knowledge Statements	LPN/VN Educator			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
63	Coping mechanisms	66	4.12	0.08	9	4.00	0.24	0.12
197	Signs and symptoms of substance use disorder	63	4.11	0.11	9	4.22	0.32	-0.11
127	Medication administration by inhalation	64	4.11	0.10	9	4.56	0.18	-0.45
78	Drainage devices	75	4.11	0.08	9	3.89	0.20	0.22
59	Conflict resolution	66	4.11	0.08	9	4.11	0.20	-0.01
204	Staff support	71	4.10	0.09	9	4.44	0.18	-0.35
227	Urinary catheter removal	62	4.10	0.12	9	4.33	0.17	-0.24
201	Specimen collection	62	4.10	0.10	9	4.22	0.15	-0.13
79	Dressing changes	66	4.09	0.08	9	4.11	0.20	-0.02
173	Pulmonary hygiene	63	4.08	0.10	9	4.33	0.24	-0.25
7	Advance directives	67	4.07	0.10	9	3.89	0.42	0.19
210	Stressful life events	71	4.07	0.09	9	4.11	0.26	-0.04
140	Nasogastric tube removal	75	4.07	0.09	9	3.67	0.37	0.40
89	Enteral tube management	66	4.06	0.09	9	4.11	0.31	-0.05
15	Assistive devices	67	4.06	0.09	9	3.89	0.26	0.17
122	Medical procedures	75	4.05	0.09	9	4.22	0.22	-0.17
23	Bladder management protocol	67	4.04	0.08	9	3.78	0.28	0.27
138	Nasogastric tube insertion	75	4.04	0.09	9	3.67	0.37	0.37
70	Developmental stages	75	4.04	0.09	9	4.00	0.37	0.04
39	Client equipment	67	4.03	0.09	9	4.22	0.32	-0.19
234	Venous access devices	71	4.03	0.12	9	4.44	0.24	-0.42
191	Sensory impairments	63	4.02	0.10	9	4.44	0.18	-0.43
103	High-risk behaviors	64	4.02	0.10	9	4.33	0.24	-0.32
129	Medication administration by rectum	64	4.02	0.11	9	4.44	0.18	-0.43
69	Delegation	66	4.02	0.08	9	4.22	0.28	-0.21
151	Pain management equipment	63	4.00	0.11	9	4.44	0.18	-0.44
241	Wound stages	62	4.00	0.10	9	3.44	0.34	0.56
105	Immunizations	64	4.00	0.11	9	4.22	0.22	-0.22
4	Adaptive equipment	77	4.00	0.08	9	4.00	0.17	0.00
28	Bowel management protocol	77	4.00	0.09	9	3.89	0.26	0.11
17	Barriers to learning	67	3.99	0.10	9	4.11	0.31	-0.13
117	Invasive procedures	64	3.97	0.11	9	4.89	0.11	-0.92
125	Medication administration by ear	64	3.97	0.12	9	4.44	0.18	-0.48
202	Staff education	71	3.96	0.10	9	4.11	0.20	-0.15
139	Nasogastric tube maintenance	64	3.95	0.09	9	4.11	0.20	-0.16
231	Venipuncture	62	3.95	0.12	9	4.11	0.26	-0.16

LPN/VN Educators and SME Knowledge Statement Ratings Rank Ordered by LPN/VN Educator Average Importance

Survey Position #	Knowledge Statements	LPN/VN Educator			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
123	Medical technology	64	3.94	0.11	9	4.22	0.28	-0.28
159	Postoperative education	63	3.94	0.10	9	4.00	0.41	-0.06
225	Urinary catheter irrigation	62	3.94	0.11	9	4.33	0.24	-0.40
230	Value-based care	71	3.93	0.09	9	4.00	0.33	-0.07
43	Client literacy	67	3.90	0.09	9	3.78	0.22	0.12
83	Elimination equipment	66	3.89	0.09	9	4.22	0.22	-0.33
141	Nasogastric tube suctioning	64	3.89	0.10	9	4.11	0.31	-0.22
183	Restraint alternatives	63	3.89	0.11	9	4.22	0.28	-0.33
175	Reality orientation	63	3.89	0.10	9	3.78	0.22	0.11
190	Screening tools	71	3.89	0.11	9	4.56	0.18	-0.67
71	Diagnostic procedures	66	3.88	0.09	9	4.56	0.24	-0.68
101	Health screening	64	3.88	0.10	9	3.89	0.31	-0.01
239	Wound irrigation	62	3.87	0.11	9	3.89	0.20	-0.02
235	Venous access insertion	62	3.87	0.12	9	4.56	0.18	-0.68
62	Cooling measures	75	3.85	0.10	9	3.22	0.32	0.63
233	Venous access device removal	62	3.84	0.12	9	4.22	0.22	-0.38
131	Medication administration by vagina	64	3.83	0.13	9	4.00	0.29	-0.17
120	Life transitions	75	3.81	0.10	9	3.44	0.34	0.37
163	Preoperative education	63	3.81	0.11	9	3.67	0.37	0.14
24	Bladder palpation technique	77	3.79	0.11	9	3.89	0.20	-0.10
51	Client stressors	66	3.79	0.09	9	4.22	0.22	-0.43
149	Ostomy types	64	3.78	0.10	9	3.89	0.20	-0.11
177	Reflection	63	3.76	0.11	9	3.56	0.24	0.21
176	Referral process	71	3.76	0.11	9	4.00	0.24	-0.24
193	Sequential compression devices	63	3.75	0.12	9	3.89	0.26	-0.14
152	Patient controlled analgesia	71	3.73	0.11	9	4.11	0.42	-0.38
26	Blood product transfusion	77	3.73	0.12	9	3.67	0.53	0.06
57	Community resources	66	3.73	0.09	9	3.44	0.29	0.28
73	Disaster drills	66	3.70	0.12	9	3.56	0.34	0.14
162	Prenatal complications	71	3.69	0.11	9	4.11	0.42	-0.42
219	Tracheostomy care	62	3.68	0.13	9	4.44	0.18	-0.77
188	School-age client care	71	3.66	0.11	9	3.89	0.39	-0.23
150	Pacing devices	75	3.65	0.09	9	4.11	0.26	-0.46
164	Preschool client care	71	3.65	0.11	9	3.89	0.39	-0.24
77	Drainage device removal	66	3.64	0.10	9	3.89	0.20	-0.25
22	Bladder irrigation	77	3.64	0.10	9	3.78	0.22	-0.14

Survey Position #	Knowledge Statements	LPN/VN Educator			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
199	Sleep hygiene	63	3.63	0.11	9	3.89	0.20	-0.25
179	Relaxation techniques	63	3.63	0.10	9	3.22	0.15	0.41
160	Postpartum client	71	3.63	0.11	9	3.78	0.46	-0.14
81	Electrocardiograms	66	3.61	0.10	9	4.22	0.36	-0.62
208	Staple removal	71	3.61	0.11	9	3.22	0.32	0.38
118	Laboratory equipment	75	3.59	0.11	9	4.11	0.35	-0.52
218	Toddler client care	71	3.55	0.12	9	3.78	0.40	-0.23
237	Warming measures	62	3.55	0.13	9	3.67	0.33	-0.12
12	Antepartum client	77	3.53	0.11	9	3.78	0.46	-0.25
229	Validation therapy	62	3.53	0.13	9	3.67	0.17	-0.13
107	Infant client care	64	3.53	0.13	9	4.00	0.50	-0.47
97	Gender identity	66	3.53	0.14	9	3.22	0.43	0.31
181	Resource platforms	63	3.51	0.12	9	3.67	0.29	-0.16
5	Adolescent client care	67	3.51	0.09	9	4.22	0.43	-0.71
154	Peritoneal dialysis	71	3.51	0.10	9	3.89	0.35	-0.38
102	Hemodialysis	75	3.45	0.10	9	3.56	0.47	-0.10
143	Newborn client care	64	3.44	0.14	9	3.78	0.55	-0.34
180	Reminiscence therapy	71	3.42	0.12	9	3.11	0.11	0.31
93	Eye irrigation	66	3.41	0.12	9	3.78	0.28	-0.37
215	Suture removal	62	3.40	0.11	9	3.56	0.24	-0.15
80	Ear irrigation	75	3.39	0.12	9	3.22	0.43	0.16
11	Alternative therapies	67	3.34	0.10	9	3.22	0.43	0.12
236	Ventilator care	71	3.32	0.12	9	4.33	0.33	-1.01
145	Nose irrigation	64	3.16	0.13	9	3.78	0.22	-0.62
205	Stages of labor	62	3.11	0.13	9	3.67	0.47	-0.55
91	Epidural	66	3.11	0.13	9	3.22	0.40	-0.12
95	Fetal heart monitoring	66	3.09	0.13	9	3.67	0.55	-0.58
119	Lactation education	64	3.02	0.12	9	3.67	0.41	-0.65
153	Peripheral nerve catheter	63	2.86	0.12	9	4.11	0.31	-1.25

APPENDIX F: KNOWLEDGE STATEMENT SUBGROUP ANALYSIS: PRIMARY JOB TITLE

Knowledge Statements Subgroup Analysis: Primary Job Title								
Survey Position #	Knowledge Statements	Newly Licensed LPN/VN			LPN/VN Educators			New vs. Educator
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference
1	Active listening	337	4.74	0.03	67	4.79	0.05	-0.05
2	Activities of daily living	337	4.20	0.04	77	4.42	0.07	-0.22
3	Acute illnesses	337	4.48	0.04	67	4.33	0.07	0.15
4	Adaptive equipment	337	4.22	0.04	77	4.00	0.08	0.22
5	Adolescent client care	337	4.01	0.06	67	3.51	0.09	0.50
6	Adult client care	337	4.44	0.04	77	4.75	0.05	-0.31
7	Advance directives	337	4.31	0.05	67	4.07	0.10	0.23
8	Adverse reactions	337	4.69	0.03	77	4.88	0.04	-0.19
9	Allergic reactions	337	4.72	0.03	67	4.69	0.07	0.03
10	Allergies	337	4.69	0.03	77	4.82	0.04	-0.13
11	Alternative therapies	337	4.00	0.05	67	3.34	0.10	0.65
12	Antepartum client	337	4.04	0.06	77	3.53	0.11	0.51
13	Aseptic technique	337	4.66	0.04	67	4.78	0.06	-0.11
14	Aspiration precautions	337	4.68	0.03	77	4.81	0.05	-0.13
15	Assistive devices	337	4.36	0.05	67	4.06	0.09	0.30
16	Available resources	337	4.33	0.04	77	4.30	0.08	0.03
17	Barriers to learning	337	4.27	0.05	67	3.99	0.10	0.28
18	Baseline data	337	4.49	0.04	77	4.73	0.05	-0.23
19	Basic cardiac abnormalities	337	4.47	0.04	67	4.21	0.08	0.26
20	Basic life support (BLS)	337	4.76	0.03	77	4.83	0.05	-0.07
21	Behavioral management	337	4.31	0.04	67	4.13	0.08	0.18
22	Bladder irrigation	337	3.89	0.06	77	3.64	0.10	0.25
23	Bladder management protocol	337	4.23	0.05	67	4.04	0.08	0.18
24	Bladder palpation technique	337	3.87	0.06	77	3.79	0.11	0.08
25	Blood glucose monitoring	337	4.58	0.04	67	4.42	0.07	0.17
26	Blood product transfusion	337	4.09	0.07	77	3.73	0.12	0.37
27	Body mechanics	337	4.39	0.04	67	4.36	0.08	0.03
28	Bowel management protocol	337	4.18	0.05	77	4.00	0.09	0.18
29	Chain of command	337	4.26	0.05	67	4.27	0.09	-0.01
30	Chronic illnesses	337	4.42	0.04	77	4.45	0.07	-0.04
31	Circulatory checks	337	4.49	0.04	67	4.58	0.07	-0.09
32	Client advocacy	337	4.52	0.04	77	4.55	0.07	-0.02
33	Client autonomy	337	4.42	0.04	67	4.15	0.09	0.27
34	Client capacity	337	4.31	0.04	77	4.21	0.08	0.10
35	Client condition	337	4.65	0.03	67	4.64	0.07	0.01

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

Knowledge Statements Subgroup Analysis: Primary Job Title								
Survey Position #	Knowledge Statements	Newly Licensed LPN/VN			LPN/VN Educators			New vs. Educator	
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	
36	Client confidentiality	337	4.70	0.03	77	4.79	0.05	-0.09
37	Client consent	337	4.67	0.03	67	4.55	0.07	0.12
38	Client education	337	4.45	0.04	77	4.48	0.08	-0.03
39	Client equipment	337	4.30	0.04	67	4.03	0.09	0.27
40	Client history	337	4.50	0.03	77	4.43	0.07	0.07
41	Client identification methods	337	4.70	0.03	67	4.73	0.08	-0.03
42	Client interventions	337	4.52	0.03	77	4.77	0.05	-0.24
43	Client literacy	337	4.17	0.05	67	3.90	0.09	0.28
44	Client needs	337	4.56	0.03	77	4.71	0.06	-0.15
45	Client nutrition	337	4.36	0.04	67	4.22	0.08	0.14
46	Client plan of care	337	4.50	0.04	77	4.45	0.07	0.04
47	Client privacy	337	4.60	0.04	67	4.52	0.08	0.07
48	Client rights	337	4.57	0.03	77	4.71	0.07	-0.14
49	Client safety	337	4.82	0.02	67	4.96	0.03	-0.13
50	Client self-advocacy	337	4.49	0.04	77	4.44	0.08	0.05
51	Client stressors	301	4.25	0.04	66	3.79	0.09	0.46
52	Client weight	312	4.05	0.05	75	4.21	0.09	-0.16
53	Client-centered care	301	4.54	0.03	66	4.44	0.09	0.11
54	Code of ethics	312	4.45	0.04	75	4.71	0.06	-0.26
55	Cognitive impairment	301	4.42	0.04	66	4.26	0.08	0.16
56	Comfort measures	312	4.34	0.04	75	4.48	0.07	-0.14
57	Community resources	301	4.08	0.05	66	3.73	0.09	0.35
58	Compression stockings	312	4.01	0.06	75	4.13	0.08	-0.12
59	Conflict resolution	301	4.37	0.04	66	4.11	0.08	0.27
60	Consent process	312	4.53	0.04	75	4.41	0.09	0.12
61	Continuous improvement	301	4.38	0.04	66	4.14	0.09	0.24
62	Cooling measures	312	4.05	0.05	75	3.85	0.10	0.19
63	Coping mechanisms	301	4.35	0.04	66	4.12	0.08	0.23
64	Credible sources	312	4.20	0.05	75	4.41	0.08	-0.22
65	Critical laboratory values	301	4.66	0.04	66	4.71	0.07	-0.05
66	Cultural/spiritual considerations	312	4.20	0.05	75	4.43	0.07	-0.22
67	Data collection	301	4.45	0.04	66	4.44	0.08	0.01
68	De-escalation techniques	312	4.38	0.04	75	4.57	0.07	-0.20
69	Delegation	301	4.18	0.05	66	4.02	0.08	0.17
70	Developmental stages	312	3.99	0.06	75	4.04	0.09	-0.05
71	Diagnostic procedures	301	4.32	0.05	66	3.88	0.09	0.44

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

Knowledge Statements Subgroup Analysis: Primary Job Title							
Survey Position #	Knowledge Statements	Newly Licensed LPN/VN			LPN/VN Educators			New vs. Educator
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference
72	Diagnostic values	312	4.37	0.05	75	4.47	0.08	-0.10
73	Disaster drills	301	4.07	0.06	66	3.70	0.12	0.38
74	Discharge process	312	4.01	0.06	75	4.15	0.08	-0.13
75	Disease process	301	4.44	0.04	66	4.26	0.07	0.18
76	Dosage calculation	312	4.34	0.06	75	4.84	0.05	-0.50
77	Drainage device removal	301	4.21	0.05	66	3.64	0.10	0.57
78	Drainage devices	312	4.11	0.05	75	4.11	0.08	0.01
79	Dressing changes	301	4.50	0.04	66	4.09	0.08	0.40
80	Ear irrigation	312	3.73	0.07	75	3.39	0.12	0.34
81	Electrocardiograms	301	4.27	0.05	66	3.61	0.10	0.66
82	Electronic medical records (EMR)	312	4.50	0.04	75	4.63	0.06	-0.12
83	Elimination equipment	301	4.17	0.05	66	3.89	0.09	0.27
84	Emergency preparedness	312	4.57	0.04	75	4.24	0.10	0.33
85	Emergency procedures	301	4.55	0.04	66	4.39	0.09	0.16
86	Emergency response	312	4.65	0.03	75	4.31	0.11	0.34
87	Empathy	301	4.53	0.04	66	4.39	0.08	0.14
88	End-of-life care	312	4.29	0.05	75	4.43	0.07	-0.14
89	Enteral tube management	301	4.35	0.05	66	4.06	0.09	0.28
90	Enteral tube site care	312	4.28	0.05	75	4.35	0.09	-0.07
91	Epidural	301	3.77	0.07	66	3.11	0.13	0.67
92	Evidence-based practice	312	4.38	0.04	75	4.59	0.07	-0.21
93	Eye irrigation	301	4.03	0.06	66	3.41	0.12	0.62
94	Feeding tube types	312	4.22	0.05	75	4.24	0.09	-0.02
95	Fetal heart monitoring	301	4.06	0.07	66	3.09	0.13	0.97
96	Gastrointestinal tube management	312	4.27	0.05	75	4.37	0.08	-0.11
97	Gender identity	301	3.71	0.07	66	3.53	0.14	0.18
98	Grieving process	312	4.16	0.05	75	4.29	0.07	-0.13
99	Health care provider orders	301	4.64	0.03	66	4.71	0.07	-0.07
100	Health promotion	312	4.40	0.04	75	4.43	0.08	-0.03
101	Health screening	273	4.31	0.05	64	3.88	0.10	0.44
102	Hemodialysis	290	4.04	0.07	75	3.45	0.10	0.59
103	High-risk behaviors	273	4.44	0.04	64	4.02	0.10	0.43
104	Holistic care	290	3.97	0.06	75	4.27	0.08	-0.29
105	Immunizations	273	4.28	0.05	64	4.00	0.11	0.28
106	Incident reporting	290	4.43	0.04	75	4.33	0.08	0.10
107	Infant client care	273	4.04	0.07	64	3.53	0.13	0.51

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

Knowledge Statements Subgroup Analysis: Primary Job Title							
Survey Position #	Knowledge Statements	Newly Licensed LPN/VN			LPN/VN Educators			New vs. Educator
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference
108	Infection control	290	4.63	0.03	75	4.87	0.04	-0.23
109	Informed consent	273	4.56	0.04	64	4.48	0.08	0.07
110	Intake/output	290	4.34	0.05	75	4.55	0.07	-0.21
111	Interdisciplinary collaboration	273	4.28	0.05	64	4.27	0.09	0.01
112	Intradermal medication administration	290	4.26	0.05	75	4.32	0.09	-0.06
113	Intramuscular medication administration	273	4.48	0.04	64	4.42	0.07	0.05
114	Intravenous complications	290	4.41	0.05	75	4.52	0.07	-0.11
115	Intravenous equipment	273	4.43	0.05	64	4.20	0.09	0.23
116	Intravenous flow rate calculation	290	4.26	0.06	75	4.37	0.09	-0.11
117	Invasive procedures	273	4.36	0.06	64	3.97	0.11	0.39
118	Laboratory equipment	290	3.98	0.06	75	3.59	0.11	0.39
119	Lactation education	273	3.69	0.08	64	3.02	0.12	0.67
120	Life transitions	290	4.02	0.06	75	3.81	0.10	0.21
121	Mandatory reporting	273	4.59	0.04	64	4.53	0.09	0.05
122	Medical procedures	290	4.35	0.04	75	4.05	0.09	0.30
123	Medical technology	273	4.35	0.05	64	3.94	0.11	0.41
124	Medication administration	290	4.71	0.03	75	4.93	0.03	-0.23
125	Medication administration by ear	273	4.24	0.05	64	3.97	0.12	0.27
126	Medication administration by eye	290	4.33	0.05	75	4.68	0.07	-0.35
127	Medication administration by inhalation	273	4.40	0.05	64	4.11	0.10	0.29
128	Medication administration by nose	290	4.31	0.05	75	4.68	0.07	-0.37
129	Medication administration by rectum	273	4.27	0.05	64	4.02	0.11	0.26
130	Medication administration by topical routes	290	4.31	0.05	75	4.69	0.07	-0.38
131	Medication administration by vagina	273	4.17	0.06	64	3.83	0.13	0.34
132	Medication contraindications	290	4.64	0.04	75	4.87	0.04	-0.23
133	Medication interactions	273	4.68	0.04	64	4.55	0.08	0.14
134	Medication reconciliation	290	4.46	0.04	75	4.67	0.07	-0.20
135	Medication therapeutic effects	273	4.58	0.04	64	4.55	0.07	0.03
136	Mental health disorders	290	4.42	0.04	75	4.44	0.07	-0.02
137	Mobility needs	273	4.37	0.05	64	4.22	0.08	0.15
138	Nasogastric tube insertion	290	4.14	0.06	75	4.04	0.09	0.10
139	Nasogastric tube maintenance	273	4.24	0.06	64	3.95	0.09	0.29
140	Nasogastric tube removal	290	4.09	0.06	75	4.07	0.09	0.02
141	Nasogastric tube suctioning	273	4.29	0.06	64	3.89	0.10	0.40
142	Neurological checks	290	4.51	0.05	75	4.49	0.07	0.02
143	Newborn client care	273	4.03	0.07	64	3.44	0.14	0.59

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

	Knowledge Statements Subgroup Analysis: Primary Job Title							
		Newly Licensed LPN/VN			LPN/VN Educators			New vs. Educator
Survey Position #	Knowledge Statements	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference
144	Nonverbal communication	290	4.39	0.04	75	4.45	0.07	-0.07
145	Nose irrigation	273	3.91	0.07	64	3.16	0.13	0.76
146	Oral care	290	4.18	0.05	75	4.25	0.09	-0.07
147	Order verification	273	4.68	0.03	64	4.77	0.06	-0.08
148	Ostomy management	290	4.21	0.06	75	4.20	0.08	0.01
149	Ostomy types	273	4.23	0.05	64	3.78	0.10	0.45
150	Pacing devices	290	4.23	0.06	75	3.65	0.09	0.58
151	Pain management equipment	259	4.46	0.04	63	4.00	0.11	0.46
152	Patient controlled analgesia	270	4.13	0.06	71	3.73	0.11	0.40
153	Peripheral nerve catheter	259	4.08	0.07	63	2.86	0.12	1.22
154	Peritoneal dialysis	270	4.09	0.06	71	3.51	0.10	0.58
155	Personal limitations	259	4.36	0.05	63	4.16	0.11	0.20
156	Personal protective equipment (PPE)	270	4.51	0.04	71	4.85	0.04	-0.34
157	Policies and procedures	259	4.49	0.04	63	4.38	0.10	0.11
158	Polypharmacy	270	4.31	0.05	71	4.59	0.07	-0.28
159	Postoperative education	259	4.36	0.06	63	3.94	0.10	0.43
160	Postpartum client	270	4.13	0.06	71	3.63	0.11	0.49
161	Practice errors	259	4.58	0.04	63	4.52	0.07	0.05
162	Prenatal complications	270	4.17	0.07	71	3.69	0.11	0.48
163	Preoperative education	259	4.32	0.06	63	3.81	0.11	0.51
164	Preschool client care	270	3.93	0.07	71	3.65	0.11	0.28
165	Prevention strategies	259	4.44	0.05	63	4.16	0.09	0.28
166	Preventive care	270	4.30	0.05	71	4.38	0.09	-0.08
167	Prioritization of care	259	4.63	0.04	63	4.71	0.07	-0.09
168	Professional accountability	270	4.44	0.05	71	4.77	0.06	-0.34
169	Professional boundaries	259	4.38	0.04	63	4.44	0.09	-0.06
170	Professional development	270	4.29	0.05	71	4.46	0.08	-0.18
171	Professional limitations	259	4.38	0.05	63	4.46	0.09	-0.08
172	Psychosocial function	270	4.21	0.05	71	4.38	0.07	-0.17
173	Pulmonary hygiene	259	4.40	0.05	63	4.08	0.10	0.32
174	Quality improvement	270	4.21	0.05	71	4.14	0.09	0.07
175	Reality orientation	259	4.27	0.05	63	3.89	0.10	0.38
176	Referral process	270	3.90	0.06	71	3.76	0.11	0.14
177	Reflection	259	4.22	0.05	63	3.76	0.11	0.46
178	Regulatory requirements	270	4.16	0.05	71	4.23	0.09	-0.06
179	Relaxation techniques	259	4.19	0.05	63	3.63	0.10	0.55

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

	Knowledge Statements Subgroup Analysis: Primary Job Title							
Survey Position #		Newly Licensed LPN/VN			LPN/VN Educators			New vs. Educator
	Knowledge Statements	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference
180	Reminiscence therapy	270	3.90	0.06	71	3.42	0.12	0.48
181	Resource platforms	259	4.11	0.06	63	3.51	0.12	0.60
182	Response to life-threatening intervention	270	4.53	0.04	71	4.63	0.08	-0.10
183	Restraint alternatives	259	4.29	0.06	63	3.89	0.11	0.40
184	Restraints	270	4.20	0.06	71	4.38	0.09	-0.18
185	Rights of medication administration	259	4.68	0.04	63	4.84	0.06	-0.16
186	Safe environment	270	4.57	0.04	71	4.75	0.06	-0.18
187	Safety checks	259	4.71	0.03	63	4.87	0.04	-0.17
188	School-age client care	270	4.02	0.06	71	3.66	0.11	0.36
189	Scope of practice	259	4.68	0.03	63	4.83	0.05	-0.15
190	Screening tools	270	4.21	0.05	71	3.89	0.11	0.33
191	Sensory impairments	259	4.34	0.04	63	4.02	0.10	0.33
192	Sensory/perceptual alterations	270	4.20	0.05	71	4.20	0.10	0.01
193	Sequential compression devices	259	4.25	0.05	63	3.75	0.12	0.51
194	Shift report, handoff	270	4.44	0.05	71	4.66	0.07	-0.22
195	Signs and symptoms of overdose	259	4.61	0.04	63	4.32	0.10	0.30
196	Signs and symptoms of substance misuse	270	4.43	0.04	71	4.38	0.08	0.05
197	Signs and symptoms of substance use disorder	259	4.49	0.05	63	4.11	0.11	0.38
198	Skin integrity	270	4.47	0.04	71	4.65	0.07	-0.17
199	Sleep hygiene	259	4.20	0.05	63	3.63	0.11	0.57
200	Social determinants of health	270	4.19	0.05	71	4.35	0.08	-0.16
201	Specimen collection	246	4.41	0.04	62	4.10	0.10	0.31
202	Staff education	254	4.40	0.05	71	3.96	0.10	0.44
203	Staff safety	246	4.50	0.04	62	4.55	0.09	-0.05
204	Staff support	254	4.43	0.05	71	4.10	0.09	0.33
205	Stages of labor	246	3.93	0.07	62	3.11	0.13	0.82
206	Standard/universal precautions	254	4.52	0.04	71	4.76	0.06	-0.24
207	Standards of care	246	4.46	0.04	62	4.40	0.09	0.06
208	Staple removal	254	3.99	0.07	71	3.61	0.11	0.39
209	Sterile technique	246	4.65	0.04	62	4.69	0.08	-0.04
210	Stressful life events	254	4.19	0.05	71	4.07	0.09	0.11
211	Subcutaneous medication administration	246	4.54	0.04	62	4.47	0.09	0.07
212	Substance withdrawal	254	4.34	0.05	71	4.18	0.08	0.16
213	Supervision/monitoring of tasks assigned	246	4.34	0.05	62	4.24	0.08	0.10
214	Support systems	254	4.31	0.05	71	4.20	0.08	0.11
215	Suture removal	246	4.01	0.07	62	3.40	0.11	0.60

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

| Knowledge Statements Subgroup Analysis: Primary Job Title | | | | | | | | |
| Survey Position # | Knowledge Statements | Newly Licensed LPN/VN | | | LPN/VN Educators | | | New vs. Educator |
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference
216	Therapeutic communication	254	4.37	0.05	71	4.80	0.06	-0.43
217	Time management skills	246	4.48	0.04	62	4.50	0.08	-0.02
218	Toddler client care	254	4.00	0.07	71	3.55	0.12	0.45
219	Tracheostomy care	246	4.38	0.06	62	3.68	0.13	0.70
220	Transfusion reaction	254	4.43	0.06	71	4.42	0.11	0.01
221	Transmission-based precautions	246	4.54	0.04	62	4.53	0.07	0.00
222	Treatment barriers	254	4.30	0.05	71	4.20	0.10	0.10
223	Urinary catheter complications	246	4.55	0.04	62	4.50	0.07	0.05
224	Urinary catheter insertion	254	4.38	0.05	71	4.56	0.07	-0.18
225	Urinary catheter irrigation	246	4.45	0.05	62	3.94	0.11	0.51
226	Urinary catheter maintenance	254	4.39	0.05	71	4.63	0.07	-0.24
227	Urinary catheter removal	246	4.48	0.05	62	4.10	0.12	0.38
228	Urinary retention	254	4.48	0.05	71	4.49	0.08	-0.02
229	Validation therapy	246	4.02	0.07	62	3.53	0.13	0.49
230	Value-based care	254	4.25	0.05	71	3.93	0.09	0.32
231	Venipuncture	246	4.14	0.07	62	3.95	0.12	0.19
232	Venous access device maintenance	254	4.36	0.06	71	4.14	0.11	0.22
233	Venous access device removal	246	4.17	0.07	62	3.84	0.12	0.33
234	Venous access devices	254	4.37	0.06	71	4.03	0.12	0.34
235	Venous access insertion	246	4.24	0.06	62	3.87	0.12	0.37
236	Ventilator care	254	4.37	0.06	71	3.32	0.12	1.05
237	Warming measures	246	4.13	0.06	62	3.55	0.13	0.59
238	Wound care	254	4.48	0.04	71	4.54	0.07	-0.05
239	Wound irrigation	246	4.37	0.05	62	3.87	0.11	0.50
240	Wound measurement	254	4.27	0.05	71	4.32	0.09	-0.05
241	Wound stages	246	4.44	0.05	62	4.00	0.10	0.44

Note: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.

APPENDIX G: KNOWLEDGE STATEMENT SUBGROUP ANALYSIS: FACILITY

Knowledge Statements Subgroup Analysis: Facility													
		Hospital			Long-term Care Facility			Community-based Facility			Other		
Survey Position #	Knowledge Statements	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
1	Active listening	90	4.79	0.04	135	4.73	0.04	54	4.80	0.06	19	4.84	0.09
2	Activities of daily living	96	4.31	0.08	129	4.28	0.06	64	4.30	0.09	28	4.11	0.18
3	Acute illnesses	90	4.51	0.06	135	4.47	0.06	54	4.48	0.09	19	4.37	0.14
4	Adaptive equipment	96	4.19	0.07	129	4.14	0.07	64	4.16	0.11	28	4.57	0.16
5	Adolescent client care	90	3.83	0.10	135	3.76	0.10	54	4.26	0.11	19	4.32	0.17
6	Adult client care	96	4.61	0.06	129	4.53	0.05	64	4.31	0.11	28	4.61	0.09
7	Advance directives	90	4.23	0.08	135	4.40	0.07	54	4.11	0.14	19	4.37	0.19
8	Adverse reactions	96	4.78	0.05	129	4.77	0.04	64	4.63	0.09	28	4.79	0.09
9	Allergic reactions	90	4.68	0.06	135	4.67	0.05	54	4.80	0.06	19	4.89	0.07
10	Allergies	96	4.78	0.05	129	4.73	0.05	64	4.61	0.08	28	4.82	0.10
11	Alternative therapies	90	3.70	0.10	135	3.93	0.08	54	4.06	0.14	19	4.16	0.19
12	Antepartum client	96	3.94	0.10	129	3.86	0.10	64	4.00	0.14	28	4.32	0.17
13	Aseptic technique	90	4.73	0.05	135	4.70	0.05	54	4.81	0.07	19	4.79	0.10
14	Aspiration precautions	96	4.78	0.05	129	4.72	0.05	64	4.63	0.09	28	4.79	0.12
15	Assistive devices	90	4.28	0.08	135	4.41	0.07	54	4.41	0.10	19	4.47	0.14
16	Available resources	96	4.38	0.07	129	4.33	0.07	64	4.45	0.09	28	4.25	0.15
17	Barriers to learning	90	4.10	0.09	135	4.24	0.08	54	4.33	0.12	19	4.53	0.16
18	Baseline data	96	4.59	0.06	129	4.57	0.05	64	4.55	0.09	28	4.61	0.11
19	Basic cardiac abnormalities	90	4.40	0.08	135	4.38	0.06	54	4.76	0.07	19	4.53	0.14
20	Basic life support (BLS)	96	4.90	0.03	129	4.75	0.04	64	4.69	0.09	28	4.93	0.05
21	Behavioral management	90	4.16	0.08	135	4.45	0.05	54	4.30	0.09	19	4.47	0.12
22	Bladder irrigation	96	3.70	0.09	129	4.15	0.08	64	3.72	0.16	28	3.86	0.25

Note 1: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.
Note 2: The LPN/VN supervisor count was excluded in calculating the subgroup ratings of knowledge statements given Note 1.

Knowledge Statements Subgroup Analysis: Facility

Survey Position #	Knowledge Statements	Hospital			Long-term Care Facility			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
23	Bladder management protocol	90	4.18	0.08	135	4.32	0.06	54	4.17	0.13	19	4.42	0.16
24	Bladder palpation technique	96	3.71	0.10	129	4.08	0.08	64	3.89	0.14	28	3.93	0.22
25	Blood glucose monitoring	90	4.56	0.07	135	4.61	0.05	54	4.69	0.09	19	4.68	0.11
26	Blood product transfusion	96	4.15	0.10	129	4.05	0.11	64	4.03	0.16	28	3.96	0.26
27	Body mechanics	90	4.41	0.07	135	4.40	0.07	54	4.43	0.12	19	4.47	0.14
28	Bowel management protocol	96	4.10	0.07	129	4.27	0.07	64	4.00	0.13	28	4.32	0.19
29	Chain of command	90	4.23	0.08	135	4.31	0.07	54	4.30	0.13	19	4.37	0.11
30	Chronic illnesses	96	4.32	0.07	129	4.55	0.05	64	4.45	0.07	28	4.43	0.16
31	Circulatory checks	90	4.51	0.07	135	4.59	0.05	54	4.54	0.09	19	4.74	0.10
32	Client advocacy	96	4.61	0.05	129	4.54	0.06	64	4.61	0.09	28	4.61	0.12
33	Client autonomy	90	4.42	0.08	135	4.40	0.06	54	4.44	0.10	19	4.68	0.11
34	Client capacity	96	4.25	0.07	129	4.29	0.07	64	4.42	0.10	28	4.36	0.13
35	Client condition	90	4.66	0.06	135	4.68	0.05	54	4.76	0.06	19	4.89	0.07
36	Client confidentiality	96	4.76	0.05	129	4.72	0.05	64	4.78	0.05	28	4.82	0.07
37	Client consent	90	4.68	0.05	135	4.57	0.06	54	4.72	0.07	19	4.95	0.05
38	Client education	96	4.50	0.07	129	4.43	0.06	64	4.56	0.07	28	4.54	0.12
39	Client equipment	90	4.16	0.08	135	4.35	0.06	54	4.28	0.12	19	4.63	0.14
40	Client history	96	4.53	0.06	129	4.53	0.05	64	4.44	0.08	28	4.46	0.12
41	Client identification methods	90	4.73	0.06	135	4.67	0.05	54	4.80	0.06	19	4.89	0.07
42	Client interventions	96	4.59	0.06	129	4.57	0.05	64	4.56	0.08	28	4.64	0.09
43	Client literacy	90	4.10	0.09	135	4.10	0.08	54	4.11	0.13	19	4.58	0.14
44	Client needs	96	4.63	0.06	129	4.56	0.05	64	4.70	0.06	28	4.61	0.09
45	Client nutrition	90	4.27	0.08	135	4.41	0.06	54	4.50	0.09	19	4.63	0.14

Note 1: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.
Note 2: The LPN/VN supervisor count was excluded in calculating the subgroup ratings of knowledge statements given Note 1.

Knowledge Statements Subgroup Analysis: Facility

Survey Position #	Knowledge Statements	Hospital			Long-term Care Facility			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
46	Client plan of care	96	4.52	0.06	129	4.51	0.06	64	4.58	0.08	28	4.29	0.18
47	Client privacy	90	4.60	0.06	135	4.53	0.06	54	4.70	0.09	19	4.68	0.13
48	Client rights	96	4.68	0.05	129	4.60	0.06	64	4.64	0.07	28	4.57	0.12
49	Client safety	90	4.88	0.03	135	4.84	0.04	54	4.91	0.04	19	4.89	0.07
50	Client self-advocacy	96	4.52	0.06	129	4.47	0.06	64	4.56	0.08	28	4.43	0.13
51	Client stressors	90	3.97	0.08	135	4.25	0.06	54	4.28	0.11	19	4.42	0.14
52	Client weight	96	4.02	0.09	129	4.20	0.07	64	4.09	0.13	28	4.18	0.17
53	Client-centered care	90	4.48	0.07	135	4.59	0.05	54	4.56	0.08	19	4.68	0.11
54	Code of ethics	96	4.51	0.06	129	4.54	0.06	64	4.61	0.07	28	4.39	0.16
55	Cognitive impairment	90	4.23	0.07	135	4.49	0.05	54	4.46	0.09	19	4.58	0.12
56	Comfort measures	96	4.30	0.07	129	4.47	0.06	64	4.34	0.11	28	4.32	0.15
57	Community resources	90	3.81	0.08	135	4.03	0.08	54	4.15	0.13	19	4.37	0.14
58	Compression stockings	96	4.05	0.08	129	4.16	0.08	64	3.91	0.15	28	4.11	0.19
59	Conflict resolution	90	4.22	0.08	135	4.38	0.06	54	4.44	0.09	19	4.53	0.12
60	Consent process	96	4.56	0.06	129	4.52	0.06	64	4.59	0.07	28	4.43	0.13
61	Continuous improvement	90	4.23	0.07	135	4.36	0.07	54	4.44	0.09	19	4.47	0.14
62	Cooling measures	96	3.93	0.09	129	4.10	0.08	64	4.03	0.13	28	3.96	0.18
63	Coping mechanisms	90	4.22	0.07	135	4.35	0.07	54	4.33	0.10	19	4.53	0.14
64	Credible sources	96	4.28	0.08	129	4.28	0.07	64	4.23	0.12	28	4.18	0.15
65	Critical laboratory values	90	4.69	0.05	135	4.70	0.05	54	4.72	0.08	19	4.84	0.09
66	Cultural/spiritual considerations	96	4.22	0.08	129	4.40	0.07	64	4.34	0.10	28	4.14	0.16
67	Data collection	90	4.34	0.07	135	4.53	0.05	54	4.44	0.10	19	4.63	0.11
68	De-escalation techniques	96	4.41	0.07	129	4.50	0.06	64	4.38	0.10	28	4.46	0.13

Note 1: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.
Note 2: The LPN/VN supervisor count was excluded in calculating the subgroup ratings of knowledge statements given Note 1.

Knowledge Statements Subgroup Analysis: Facility

Survey Position #	Knowledge Statements	Hospital			Long-term Care Facility			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
69	Delegation	90	4.06	0.07	135	4.16	0.07	54	4.26	0.12	19	4.37	0.17
70	Developmental stages	96	3.93	0.10	129	4.09	0.08	64	4.14	0.11	28	4.04	0.20
71	Diagnostic procedures	90	4.10	0.08	135	4.29	0.07	54	4.37	0.11	19	4.42	0.12
72	Diagnostic values	96	4.44	0.08	129	4.54	0.06	64	4.30	0.10	28	4.39	0.17
73	Disaster drills	90	3.77	0.10	135	4.09	0.08	54	4.02	0.15	19	4.42	0.14
74	Discharge process	96	4.02	0.09	129	4.16	0.08	64	3.94	0.14	28	4.07	0.19
75	Disease process	90	4.27	0.08	135	4.50	0.06	54	4.56	0.09	19	4.47	0.12
76	Dosage calculation	96	4.58	0.08	129	4.50	0.08	64	4.33	0.13	28	4.57	0.17
77	Drainage device removal	90	3.93	0.10	135	4.16	0.08	54	4.30	0.13	19	4.32	0.17
78	Drainage devices	96	4.10	0.08	129	4.22	0.07	64	3.98	0.15	28	4.29	0.20
79	Dressing changes	90	4.19	0.08	135	4.56	0.05	54	4.61	0.07	19	4.47	0.12
80	Ear irrigation	96	3.36	0.11	129	3.81	0.10	64	3.73	0.17	28	4.04	0.21
81	Electrocardiograms	90	4.18	0.09	135	4.03	0.08	54	4.37	0.11	19	4.32	0.17
82	Electronic medical records (EMR)	96	4.56	0.07	129	4.53	0.06	64	4.52	0.09	28	4.54	0.12
83	Elimination equipment	90	4.00	0.08	135	4.26	0.07	54	4.20	0.12	19	4.21	0.14
84	Emergency preparedness	96	4.43	0.08	129	4.51	0.07	64	4.58	0.08	28	4.75	0.10
85	Emergency procedures	90	4.42	0.07	135	4.55	0.07	54	4.63	0.08	19	4.63	0.11
86	Emergency response	96	4.50	0.08	129	4.57	0.06	64	4.67	0.07	28	4.75	0.10
87	Empathy	90	4.39	0.07	135	4.58	0.05	54	4.59	0.08	19	4.58	0.12
88	End-of-life care	96	4.21	0.08	129	4.51	0.05	64	4.19	0.14	28	4.21	0.19
89	Enteral tube management	90	4.12	0.09	135	4.38	0.06	54	4.48	0.10	19	4.37	0.19
90	Enteral tube site care	96	4.21	0.07	129	4.41	0.07	64	4.30	0.13	28	4.14	0.22
91	Epidural	90	3.43	0.13	135	3.61	0.11	54	3.94	0.16	19	4.11	0.23

Note 1: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.
Note 2: The LPN/VN supervisor count was excluded in calculating the subgroup ratings of knowledge statements given Note 1.

Knowledge Statements Subgroup Analysis: Facility

Survey Position #	Knowledge Statements	Hospital			Long-term Care Facility			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
92	Evidence-based practice	96	4.43	0.07	129	4.49	0.06	64	4.31	0.11	28	4.43	0.14
93	Eye irrigation	90	3.62	0.11	135	3.92	0.09	54	4.20	0.12	19	4.26	0.18
94	Feeding tube types	96	4.09	0.08	129	4.43	0.06	64	4.09	0.15	28	4.32	0.20
95	Fetal heart monitoring	90	3.64	0.14	135	3.73	0.12	54	4.41	0.13	19	4.37	0.23
96	Gastrointestinal tube management	96	4.21	0.08	129	4.44	0.06	64	4.23	0.13	28	4.25	0.21
97	Gender identity	90	3.43	0.12	135	3.68	0.11	54	3.94	0.17	19	4.11	0.19
98	Grieving process	96	4.10	0.08	129	4.29	0.07	64	4.11	0.14	28	4.18	0.18
99	Health care provider orders	90	4.60	0.07	135	4.73	0.04	54	4.70	0.07	19	4.68	0.11
100	Health promotion	96	4.39	0.07	129	4.41	0.06	64	4.48	0.07	28	4.43	0.14
101	Health screening	90	4.00	0.10	135	4.33	0.06	54	4.35	0.11	19	4.42	0.16
102	Hemodialysis	96	3.82	0.10	129	4.10	0.09	64	3.91	0.16	28	3.96	0.21
103	High-risk behaviors	90	4.14	0.09	135	4.44	0.06	54	4.50	0.09	19	4.53	0.14
104	Holistic care	96	3.96	0.10	129	4.14	0.08	64	3.97	0.15	28	4.04	0.20
105	Immunizations	90	3.99	0.10	135	4.31	0.07	54	4.37	0.09	19	4.47	0.14
106	Incident reporting	96	4.34	0.07	129	4.48	0.06	64	4.42	0.10	28	4.54	0.11
107	Infant client care	90	3.72	0.12	135	3.87	0.11	54	4.31	0.11	19	4.53	0.14
108	Infection control	96	4.72	0.05	129	4.75	0.05	64	4.67	0.08	28	4.61	0.09
109	Informed consent	90	4.51	0.07	135	4.49	0.06	54	4.67	0.07	19	4.74	0.10
110	Intake/output	96	4.45	0.07	129	4.51	0.05	64	4.23	0.13	28	4.29	0.17
111	Interdisciplinary collaboration	90	4.24	0.08	135	4.28	0.07	54	4.31	0.11	19	4.42	0.14
112	Intradermal medication administration	96	4.17	0.09	129	4.30	0.07	64	4.28	0.12	28	4.46	0.14
113	Intramuscular medication administration	90	4.37	0.08	135	4.49	0.06	54	4.57	0.08	19	4.53	0.14
114	Intravenous complications	96	4.61	0.06	129	4.46	0.07	64	4.30	0.13	28	4.25	0.22

Note 1: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.
Note 2: The LPN/VN supervisor count was excluded in calculating the subgroup ratings of knowledge statements given Note 1.

	Knowledge Statements Subgroup Analysis: Facility											
		Hospital			**Long-term Care Facility**			**Community-based Facility**			**Other**		
Survey Position #	Knowledge Statements	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
115	Intravenous equipment	90	4.37	0.08	135	4.36	0.07	54	4.46	0.10	19	4.53	0.12
116	Intravenous flow rate calculation	96	4.34	0.09	129	4.36	0.08	64	4.23	0.15	28	4.11	0.23
117	Invasive procedures	90	4.19	0.08	135	4.21	0.09	54	4.52	0.09	19	4.47	0.16
118	Laboratory equipment	96	3.77	0.10	129	3.99	0.08	64	3.89	0.15	28	4.18	0.14
119	Lactation education	90	3.34	0.13	135	3.48	0.11	54	3.91	0.16	19	4.11	0.21
120	Life transitions	96	3.85	0.09	129	4.05	0.08	64	4.06	0.14	28	3.93	0.21
121	Mandatory reporting	90	4.44	0.08	135	4.59	0.06	54	4.80	0.06	19	4.74	0.10
122	Medical procedures	96	4.24	0.08	129	4.21	0.07	64	4.47	0.09	28	4.25	0.17
123	Medical technology	90	4.22	0.09	135	4.24	0.07	54	4.43	0.10	19	4.32	0.13
124	Medication administration	96	4.80	0.05	129	4.74	0.04	64	4.81	0.05	28	4.71	0.09
125	Medication administration by ear	90	3.87	0.10	135	4.27	0.07	54	4.48	0.10	19	4.26	0.18
126	Medication administration by eye	96	4.35	0.09	129	4.50	0.06	64	4.42	0.11	28	4.25	0.20
127	Medication administration by inhalation	90	4.00	0.09	135	4.40	0.06	54	4.63	0.08	19	4.37	0.14
128	Medication administration by nose	96	4.38	0.08	129	4.47	0.07	64	4.41	0.10	28	4.21	0.19
129	Medication administration by rectum	90	3.98	0.10	135	4.29	0.07	54	4.50	0.11	19	4.16	0.21
130	Medication administration by topical routes	96	4.38	0.09	129	4.44	0.07	64	4.45	0.09	28	4.32	0.19
131	Medication administration by vagina	90	3.83	0.11	135	4.17	0.08	54	4.43	0.12	19	4.05	0.21
132	Medication contraindications	96	4.72	0.06	129	4.74	0.04	64	4.64	0.08	28	4.64	0.16
133	Medication interactions	90	4.59	0.07	135	4.64	0.05	54	4.85	0.05	19	4.84	0.09
134	Medication reconciliation	96	4.49	0.08	129	4.57	0.06	64	4.55	0.09	28	4.43	0.16
135	Medication therapeutic effects	90	4.47	0.07	135	4.62	0.05	54	4.72	0.07	19	4.68	0.11
136	Mental health disorders	96	4.34	0.08	129	4.46	0.06	64	4.50	0.10	28	4.50	0.10
137	Mobility needs	90	4.18	0.08	135	4.40	0.06	54	4.44	0.10	19	4.32	0.17

Note 1: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.
Note 2: The LPN/VN supervisor count was excluded in calculating the subgroup ratings of knowledge statements given Note 1.

Survey Position #	Knowledge Statements	Hospital			Long-term Care Facility			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
138	Nasogastric tube insertion	96	4.10	0.09	129	4.17	0.08	64	4.06	0.16	28	4.14	0.23
139	Nasogastric tube maintenance	90	4.13	0.08	135	4.10	0.10	54	4.41	0.11	19	4.37	0.17
140	Nasogastric tube removal	96	4.05	0.09	129	4.17	0.09	64	4.02	0.16	28	4.11	0.23
141	Nasogastric tube suctioning	90	4.20	0.09	135	4.09	0.09	54	4.44	0.10	19	4.26	0.18
142	Neurological checks	96	4.57	0.07	129	4.58	0.06	64	4.38	0.11	28	4.32	0.20
143	Newborn client care	90	3.78	0.13	135	3.76	0.11	54	4.26	0.14	19	4.47	0.14
144	Nonverbal communication	96	4.39	0.07	129	4.43	0.06	64	4.53	0.09	28	4.36	0.17
145	Nose irrigation	90	3.49	0.12	135	3.79	0.10	54	4.13	0.14	19	3.95	0.25
146	Oral care	96	4.13	0.09	129	4.31	0.06	64	4.30	0.12	28	4.07	0.22
147	Order verification	90	4.60	0.07	135	4.71	0.04	54	4.89	0.04	19	4.68	0.13
148	Ostomy management	96	4.18	0.08	129	4.33	0.06	64	4.09	0.15	28	4.14	0.22
149	Ostomy types	90	3.93	0.08	135	4.24	0.07	54	4.30	0.12	19	4.32	0.17
150	Pacing devices	96	4.08	0.09	129	4.16	0.08	64	4.08	0.14	28	4.14	0.23
151	Pain management equipment	90	4.22	0.08	135	4.39	0.07	54	4.50	0.09	19	4.42	0.14
152	Patient controlled analgesia	96	4.00	0.09	129	4.05	0.09	64	4.09	0.14	28	4.11	0.19
153	Peripheral nerve catheter	90	3.68	0.12	135	3.78	0.11	54	4.13	0.13	19	4.05	0.25
154	Peritoneal dialysis	96	3.84	0.10	129	4.06	0.09	64	3.94	0.15	28	4.14	0.19
155	Personal limitations	90	4.22	0.08	135	4.36	0.07	54	4.39	0.10	19	4.32	0.15
156	Personal protective equipment (PPE)	96	4.54	0.07	129	4.65	0.05	64	4.59	0.09	28	4.54	0.14
157	Policies and procedures	90	4.37	0.07	135	4.49	0.06	54	4.54	0.09	19	4.63	0.11
158	Polypharmacy	96	4.34	0.08	129	4.44	0.06	64	4.33	0.12	28	4.32	0.15
159	Postoperative education	90	4.13	0.10	135	4.29	0.08	54	4.41	0.12	19	4.58	0.14
160	Postpartum client	96	3.93	0.11	129	4.08	0.09	64	4.08	0.14	28	4.00	0.19

Note 1: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.
Note 2: The LPN/VN supervisor count was excluded in calculating the subgroup ratings of knowledge statements given Note 1.

Knowledge Statements Subgroup Analysis: Facility

Survey Position #	Knowledge Statements	Hospital			Long-term Care Facility			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
161	Practice errors	90	4.38	0.07	135	4.61	0.05	54	4.70	0.07	19	4.63	0.11
162	Prenatal complications	96	3.96	0.11	129	4.09	0.10	64	4.16	0.15	28	4.00	0.20
163	Preoperative education	90	4.06	0.10	135	4.22	0.08	54	4.43	0.12	19	4.47	0.12
164	Preschool client care	96	3.61	0.11	129	3.90	0.09	64	4.13	0.14	28	4.00	0.15
165	Prevention strategies	90	4.26	0.08	135	4.43	0.06	54	4.43	0.09	19	4.47	0.12
166	Preventive care	96	4.22	0.08	129	4.39	0.06	64	4.44	0.09	28	4.25	0.18
167	Prioritization of care	90	4.62	0.06	135	4.70	0.04	54	4.65	0.08	19	4.58	0.12
168	Professional accountability	96	4.57	0.07	129	4.52	0.06	64	4.61	0.07	28	4.29	0.17
169	Professional boundaries	90	4.36	0.07	135	4.41	0.06	54	4.43	0.10	19	4.47	0.12
170	Professional development	96	4.30	0.08	129	4.29	0.06	64	4.47	0.09	28	4.25	0.16
171	Professional limitations	90	4.36	0.07	135	4.42	0.07	54	4.39	0.10	19	4.53	0.12
172	Psychosocial function	96	4.17	0.08	129	4.25	0.06	64	4.39	0.09	28	4.25	0.17
173	Pulmonary hygiene	90	4.20	0.08	135	4.39	0.06	54	4.39	0.11	19	4.37	0.16
174	Quality improvement	96	4.15	0.08	129	4.22	0.07	64	4.31	0.10	28	4.04	0.19
175	Reality orientation	90	4.07	0.08	135	4.27	0.07	54	4.11	0.13	19	4.37	0.14
176	Referral process	96	3.77	0.09	129	3.91	0.08	64	3.98	0.13	28	3.86	0.20
177	Reflection	90	3.93	0.09	135	4.19	0.07	54	4.09	0.12	19	4.37	0.11
178	Regulatory requirements	96	4.18	0.08	129	4.18	0.08	64	4.27	0.11	28	4.11	0.20
179	Relaxation techniques	90	3.88	0.10	135	4.13	0.07	54	4.09	0.12	19	4.21	0.14
180	Reminiscence therapy	96	3.58	0.11	129	3.81	0.09	64	3.95	0.14	28	4.07	0.18
181	Resource platforms	90	3.80	0.10	135	4.04	0.08	54	4.06	0.14	19	4.37	0.14
182	Response to life-threatening intervention	96	4.60	0.07	129	4.53	0.06	64	4.58	0.10	28	4.46	0.17
183	Restraint alternatives	90	4.10	0.09	135	4.16	0.08	54	4.33	0.12	19	4.47	0.14

Note 1: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.
Note 2: The LPN/VN supervisor count was excluded in calculating the subgroup ratings of knowledge statements given Note 1.

Knowledge Statements Subgroup Analysis: Facility

Survey Position #	Knowledge Statements	Hospital			Long-term Care Facility			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
184	Restraints	96	4.29	0.08	129	4.29	0.07	64	4.19	0.14	28	4.07	0.19
185	Rights of medication administration	90	4.67	0.07	135	4.73	0.04	54	4.85	0.05	19	4.74	0.10
186	Safe environment	96	4.65	0.06	129	4.60	0.05	64	4.69	0.07	28	4.39	0.15
187	Safety checks	90	4.70	0.05	135	4.73	0.04	54	4.83	0.06	19	4.79	0.10
188	School-age client care	96	3.70	0.10	129	3.98	0.09	64	4.27	0.12	28	3.79	0.21
189	Scope of practice	90	4.67	0.06	135	4.68	0.04	54	4.81	0.07	19	4.79	0.10
190	Screening tools	96	4.07	0.09	129	4.15	0.07	64	4.38	0.10	28	4.14	0.17
191	Sensory impairments	90	4.07	0.08	135	4.36	0.06	54	4.33	0.10	19	4.37	0.14
192	Sensory/perceptual alterations	96	4.10	0.08	129	4.23	0.07	64	4.44	0.10	28	4.11	0.19
193	Sequential compression devices	90	4.07	0.09	135	4.13	0.08	54	4.26	0.11	19	4.32	0.13
194	Shift report, handoff	96	4.57	0.08	129	4.53	0.05	64	4.41	0.12	28	4.36	0.19
195	Signs and symptoms of overdose	90	4.36	0.09	135	4.57	0.06	54	4.80	0.06	19	4.74	0.10
196	Signs and symptoms of substance misuse	96	4.43	0.07	129	4.42	0.06	64	4.52	0.09	28	4.29	0.17
197	Signs and symptoms of substance use disorder	90	4.23	0.09	135	4.41	0.07	54	4.65	0.08	19	4.58	0.12
198	Skin integrity	96	4.55	0.07	129	4.55	0.05	64	4.48	0.09	28	4.43	0.16
199	Sleep hygiene	90	3.92	0.10	135	4.20	0.07	54	4.00	0.13	19	4.05	0.19
200	Social determinants of health	96	4.21	0.08	129	4.20	0.07	64	4.42	0.08	28	4.07	0.18
201	Specimen collection	90	4.23	0.08	135	4.40	0.06	54	4.43	0.10	19	4.32	0.13
202	Staff education	96	4.19	0.08	129	4.32	0.06	64	4.55	0.08	28	4.04	0.20
203	Staff safety	90	4.49	0.07	135	4.57	0.05	54	4.44	0.10	19	4.53	0.12
204	Staff support	96	4.33	0.08	129	4.33	0.07	64	4.52	0.08	28	4.25	0.17
205	Stages of labor	90	3.53	0.12	135	3.68	0.11	54	4.20	0.12	19	4.11	0.21
206	Standard/universal precautions	96	4.55	0.07	129	4.57	0.05	64	4.66	0.07	28	4.39	0.17

Note 1: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.
Note 2: The LPN/VN supervisor count was excluded in calculating the subgroup ratings of knowledge statements given Note 1.

Knowledge Statements Subgroup Analysis: Facility

Survey Position #	Knowledge Statements	Hospital			Long-term Care Facility			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
207	Standards of care	90	4.33	0.07	135	4.51	0.06	54	4.48	0.10	19	4.58	0.12
208	Staple removal	96	3.60	0.11	129	4.00	0.08	64	3.97	0.15	28	4.21	0.13
209	Sterile technique	90	4.72	0.05	135	4.64	0.05	54	4.67	0.10	19	4.68	0.13
210	Stressful life events	96	3.98	0.09	129	4.30	0.07	64	4.23	0.10	28	3.93	0.22
211	Subcutaneous medication administration	90	4.46	0.07	135	4.56	0.05	54	4.59	0.09	19	4.58	0.12
212	Substance withdrawal	96	4.28	0.08	129	4.34	0.06	64	4.31	0.12	28	4.14	0.18
213	Supervision/monitoring of tasks assigned	90	4.20	0.08	135	4.38	0.06	54	4.37	0.10	19	4.42	0.12
214	Support systems	96	4.18	0.09	129	4.34	0.06	64	4.44	0.09	28	4.00	0.16
215	Suture removal	90	3.79	0.11	135	3.81	0.11	54	4.07	0.14	19	4.21	0.18
216	Therapeutic communication	96	4.41	0.09	129	4.55	0.05	64	4.52	0.09	28	4.25	0.19
217	Time management skills	90	4.49	0.07	135	4.58	0.05	54	4.28	0.12	19	4.47	0.12
218	Toddler client care	96	3.58	0.11	129	3.98	0.09	64	4.17	0.15	28	3.89	0.19
219	Tracheostomy care	90	4.11	0.10	135	4.17	0.09	54	4.56	0.10	19	4.37	0.16
220	Transfusion reaction	96	4.51	0.08	129	4.40	0.08	64	4.38	0.13	28	4.39	0.17
221	Transmission-based precautions	90	4.38	0.07	135	4.64	0.05	54	4.63	0.09	19	4.42	0.12
222	Treatment barriers	96	4.13	0.08	129	4.34	0.07	64	4.42	0.10	28	4.14	0.18
223	Urinary catheter complications	90	4.50	0.06	135	4.58	0.06	54	4.59	0.08	19	4.53	0.12
224	Urinary catheter insertion	96	4.35	0.08	129	4.57	0.05	64	4.31	0.13	28	4.25	0.19
225	Urinary catheter irrigation	90	4.18	0.09	135	4.38	0.08	54	4.56	0.09	19	4.47	0.14
226	Urinary catheter maintenance	96	4.40	0.08	129	4.60	0.05	64	4.33	0.13	28	4.21	0.19
227	Urinary catheter removal	90	4.30	0.09	135	4.41	0.07	54	4.59	0.09	19	4.47	0.12
228	Urinary retention	96	4.38	0.08	129	4.59	0.05	64	4.47	0.11	28	4.36	0.18
229	Validation therapy	90	3.66	0.12	135	4.04	0.09	54	3.96	0.14	19	4.21	0.12

Note 1: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.
Note 2: The LPN/VN supervisor count was excluded in calculating the subgroup ratings of knowledge statements given Note 1.

Knowledge Statements Subgroup Analysis: Facility												
Survey Position #	Knowledge Statements	Hospital			Long-term Care Facility			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
230	Value-based care	96	4.07	0.08	129	4.23	0.07	64	4.27	0.12	28	4.07	0.18
231	Venipuncture	90	4.13	0.11	135	4.00	0.10	54	4.20	0.13	19	4.37	0.17
232	Venous access device maintenance	96	4.38	0.09	129	4.36	0.08	64	4.20	0.14	28	4.14	0.19
233	Venous access device removal	90	4.14	0.09	135	3.97	0.10	54	4.31	0.12	19	4.26	0.21
234	Venous access devices	96	4.34	0.08	129	4.34	0.08	64	4.22	0.14	28	4.11	0.19
235	Venous access insertion	90	4.23	0.10	135	4.07	0.09	54	4.30	0.13	19	4.16	0.24
236	Ventilator care	96	3.97	0.11	129	4.22	0.09	64	4.23	0.14	28	4.11	0.22
237	Warming measures	90	3.89	0.10	135	3.99	0.09	54	4.13	0.13	19	4.42	0.16
238	Wound care	96	4.40	0.08	129	4.57	0.05	64	4.59	0.07	28	4.29	0.18
239	Wound irrigation	90	4.10	0.09	135	4.35	0.07	54	4.39	0.11	19	4.37	0.16
240	Wound measurement	96	4.17	0.09	129	4.41	0.06	64	4.31	0.11	28	4.07	0.18
241	Wound stages	90	4.21	0.09	135	4.41	0.06	54	4.46	0.12	19	4.32	0.15

Note 1: Due to the small sample size, the analysis of LPN/VN supervisors in 2024 is not provided in this report.
Note 2: The LPN/VN supervisor count was excluded in calculating the subgroup ratings of knowledge statements given Note 1.

APPENDIX H: KNOWLEDGE SURVEY NONRESPONDENT STUDY

Introduction

The National Council of State Boards of Nursing (NCSBN®) conducted a knowledge statement survey to assess the knowledge newly licensed nurses needed to possess for safe and effective professional practice. The purpose of the study is to inform NCLEX® item development. The overall analyzable response rate for the 2024 LPN/VN Nursing Knowledge Survey was 10.9%. Of the 9,129 newly licensed LPN/VNs and LPN/VN educators to whom the surveys were delivered, 998 completed and returned a valid survey. NCSBN decided to contact a sample of the nurses who did not respond to the survey in order to determine if the results of the 2024 LPN/VN Nursing Knowledge Survey could be biased. If there were a systematic difference in the ratings of the knowledge statements between respondents and nonrespondents, then the results could potentially be biased. Ruling out the potential for systematic differences among raters further supports the validity of the results. Additionally, NCSBN wanted to assess the reasons nonrespondents did not return the survey in order to increase response rates in future studies.

Methodology

Sample Selection

A random sample of newly licensed LPN/VNs and LPN/VN educators who were invited but did not respond to the 2024 LPN/VN Nursing Knowledge Survey were contacted via email.

Interview Process

Nonrespondents were contacted via email. All nonrespondents were first asked about their reasons for not completing the survey. In order to facilitate the gathering of data from nonrespondents, NCSBN developed a list of possible reasons why invitees may not have responded to the survey based on prior research. Possible reasons included the following: "too busy," "did not care," "do not like/trust surveys," "did not receive" and "other." Second, individuals were asked demographic information in order to provide background on nonrespondents, including employment setting/specialty. Finally, nonrespondents were asked to rate 10 knowledge statements that were listed in the 2024 LPN/VN Nursing Knowledge Survey.

Return Rates

Of the nonrespondents who were potential contacts, 130 individuals participated in the study: 68 newly licensed LPN/VNs and 62 LPN/VN educators.

Nonrespondent Results

Reasons for Not Responding

In general, reasons for not responding were listed as "too busy" (55 responses or 42.3%), "did not receive" (38 responses or 29.2%) and "other" (32 responses or 24.6%). See **Figure H.1**.

Employment Setting/Specialty

Nonrespondents were asked to provide their employment setting/specialty area. The different specialties were represented in this sample. Similar to respondents, the largest percentage of newly licensed LPN/VN nonrespondents listed their setting as long-term care (35.3% for nonrespondents and 42.7% for respondents). Nonrespondent newly licensed LPN/VNs also listed ambulatory care as a common employment setting (14.7%). Nonrespondent LPN/VN educators listed "other" as the most common employment setting (61.3%). Medical-surgical was selected as the next most common employment setting (12.9%) for nonrespondent LPN/VN educators. The LPN/VN educators who responded to the initial survey listed medical-surgical unit (57.9%) as the most common employment setting. See **Table H.1**.

Importance Ratings

Importance ratings of the knowledge statements were provided by the nonrespondents and compared to the average ratings of the same knowledge statements by survey respondents. Overall, nonrespondents and respondents had very similar ratings of knowledge statements with no statement having more than a one-point difference between the two groups. See **Table H.2**.

Summary

This study found that the respondents and nonrespondents rated the importance of 10 knowledge statements quite similarly. These findings suggest that there are no systematic differences in ratings between the two groups that could bias the results of the study. This lends support to the validity of the findings from the 2024 LPN/VN Nursing Knowledge Survey. Additionally, the findings suggest that individuals did not complete the study because they generally were "too busy," "did not receive the survey" or in other situations. Overall, these results provide important information on the validity of the 2024 LPN/VN Nursing Knowledge Survey and why individuals do not complete surveys.

Figure H.1. Reason for Not Responding

- Too busy — 42.3%
- Do not like/trust surveys — 3.9%
- Did not receive it — 29.2%
- Other — 24.6%

Table H.1. Employment Setting/Specialty

| | Respondents | | | | Nonrespondents | | | |
| | Newly Licensed LPN/VN | | LPN/VN Educator | | Newly Licensed LPN/VN | | LPN/VN Educator | |
Employment Setting	N	%	N	%	N	%	N	%
Ambulatory care, physician office or clinics	74	15.4	27	20.3	10	14.7	1	1.6
Critical care	33	6.8	2	1.5	3	4.4	6	9.7
Home health	47	9.8	6	4.5	5	7.4	0	0.0
Hospice	28	5.8	3	2.3	1	1.5	2	3.2
Inpatient medical-surgical	75	15.6	77	57.9	4	5.9	8	12.9
Labor and delivery	4	0.8	2	1.5	1	1.5	1	1.6
Long-term care	206	42.7	77	57.9	24	35.3	0	0.0
Operating room	5	1.0	0	0.0	1	1.5	1	1.6
Palliative care	13	2.7	0	0.0	0	0.0	0	0.0
Pediatric	36	7.5	2	1.5	0	0.0	0	0.0
Psychiatry or subspecialties (detox, inpatient, outpatient)	29	6.0	0	0.0	3	4.4	4	6.5
Public health/Occupational health	14	2.9	1	0.8	0	0.0	0	0.0
Rehabilitation	121	25.1	25	18.8	8	11.8	0	0.0
Residential	26	5.4	1	0.8	2	2.9	1	1.6
Other	56	11.6	9	6.8	6	8.8	38	61.3

Table H.2. Knowledge Statement Importance Ratings

| | Respondent Rating | | Nonrespondent Rating | |
Knowledge Statement	Newly Licensed LPN/VN	LPN/VN Educator	Newly Licensed LPN/VN	LPN/VN Educator
19. Basic cardiac abnormalities	4.47 (n = 337)	4.21 (n = 67)	4.31 (n = 68)	4.29 (n = 62)
22. Bladder irrigation	3.89 (n = 337)	3.64 (n = 77)	3.60 (n = 68)	3.47 (n = 62)
38. Client education	4.45 (n = 337)	4.48 (n = 77)	4.35 (n = 68)	4.35 (n = 62)
66. Cultural/spiritual considerations	4.20 (n = 312)	4.43 (n = 75)	3.93 (n = 68)	4.37 (n = 62)
95. Fetal heart monitoring	4.06 (n = 301)	3.09 (n = 66)	3.79 (n = 68)	2.92 (n = 62)
116. Intravenous flow rate calculation	4.26 (n = 290)	4.37 (n = 75)	3.91 (n = 68)	4.29 (n = 62)
200. Social determinants of health	4.19 (n = 270)	4.35 (n = 71)	3.84 (n = 68)	3.84 (n = 62)
227. Urinary catheter removal	4.48 (n = 246)	4.10 (n = 62)	4.12 (n = 68)	4.35 (n = 62)
235. Venous access insertion	4.24 (n = 246)	3.87 (n = 62)	3.99 (n = 67)	3.95 (n = 62)
239. Wound irrigation	4.37 (n = 246)	3.87 (n = 62)	4.15 (n = 68)	3.97 (n = 62)

APPENDIX I: LINKING OF KNOWLEDGE STATEMENTS AND ACTIVITY STATEMENTS

Appendix I was developed by the SME panelists and does not reflect the final knowledge statements or their categorization.

Domains and Activity Statements	Knowledge
1. Coordinated Care	
1 Use data from various credible sources in making clinical decisions	
	Baseline data
	Credible sources
	Diagnostic values
	Evidence-based practice
	Interdisciplinary collaboration
	Medical technology
	Policies and procedures
	Resource platforms
2 Contribute to the development of and/or update of the client plan of care	
	Baseline data
	Disease process
	Client history
	Client interventions
	Client plan of care
	Cultural/spiritual considerations
	Data collection
	Diagnostic values
	Interdisciplinary collaboration
	Medication reconciliation
	Policies and procedures
	Health care provider orders
	Referral process
	Client condition
3 Assign client care and/or related tasks (e.g., assistive personnel or LPN/VN)	
	Delegation
	Policies and procedures
	Prioritization of care
	Scope of practice
	Supervision/monitoring of tasks assigned
4 Organize and prioritize care based on client needs	
	Baseline data
	Client condition
	Client history
	Cultural/spiritual considerations
	Data collection

Domains and Activity Statements	Knowledge
	Interdisciplinary collaboration
	Medication administration
	Prioritization of care
	Shift report, handoff
	Time management skills
5 Recognize and report staff conflict	
	Chain of command
	Client confidentiality
	Client safety
	Code of ethics
	Conflict resolution
	De-escalation techniques
	Policies and procedures
	Scope of practice
6 Advocate for client rights and needs	
	Advance directives
	Available resources
	Chain of command
	Client advocacy
	Client condition
	Client history
	Client rights
	Client safety
	Code of ethics
	Cultural/spiritual considerations
	Interdisciplinary collaboration
	Mandatory reporting
	Referral process
7 Promote client self-advocacy	
	Advance directives
	Available resources
	Client autonomy
	Client education
	Client history
	Client rights
	Client self-advocacy
	Client-centered care
	Health promotion
8 Participate in quality improvement activities (e.g., collecting data, serving on quality improvement committee)	
	Available resources
	Continuous improvement

Domains and Activity Statements	Knowledge
	Data collection
	Interdisciplinary collaboration
	Policies and procedures
	Quality improvement
	Scope of practice
	Standards of care
9 Involve client in care decision-making	
	Advance directives
	Available resources
	Client autonomy
	Client education
	Client history
	Client rights
	Client self-advocacy
	Client-centered care
	Cultural/spiritual considerations
	Data collection
	Informed consent
	Social determinants of health
10 Follow up with client after discharge	
	Available resources
	Client education
	Client-centered care
	Data collection
	Discharge process
	Interdisciplinary collaboration
	Medication reconciliation
	Policies and procedures
	Referral process
	Social determinants of health
	Support systems
11 Participate in staff education (e.g., in-services, continued competency)	
	Available resources
	Interdisciplinary collaboration
	Policies and procedures
	Professional development
	Regulatory requirements
	Scope of practice
	Time management skills
12 Recognize self-limitations and seek assistance when needed (e.g., tasks, assignments)	
	Available resources

Domains and Activity Statements	Knowledge
	Chain of command
	Data collection
	Delegation
	Interdisciplinary collaboration
	Personal limitations
	Policies and procedures
	Professional accountability
	Scope of practice
13 Respond to the unsafe practice of health care personnel (e.g., intervene, report)	
	Chain of command
	Client advocacy
	Code of ethics
	Incident reporting
	Mandatory reporting
	Policies and procedures
	Professional accountability
	Scope of practice
	Standards of care
14 Participate in client discharge or transfer	
	Available resources
	Client advocacy
	Client education
	Client history
	Client plan of care
	Client safety
	Interdisciplinary collaboration
	Medication reconciliation
	Policies and procedures
	Referral process
	Shift report, handoff
	Social determinants of health
15 Participate in client referral process	
	Available resources
	Client advocacy
	Client education
	Client history
	Data collection
	Interdisciplinary collaboration
	Mandatory reporting
	Policies and procedures
	Referral process

Domains and Activity Statements	Knowledge
	Social determinants of health
16 Follow regulation/policy for reporting specific issues (e.g., abuse, neglect, gunshot wound, communicable disease)	
	Available resources
	Chain of command
	Client advocacy
	Client confidentiality
	Client history
	Client safety
	Code of ethics
	Interdisciplinary collaboration
	Mandatory reporting
	Policies and procedures
	Staff safety
17 Participate in client consent process	
	Client advocacy
	Client capacity
	Client confidentiality
	Client education
	Client rights
	Client-centered care
	Consent process
	Cultural/spiritual considerations
	Policies and procedures
18 Maintain client confidentiality	
	Client privacy
	Client rights
	Client-centered care
	Electronic medical records (EMR)
	Interdisciplinary collaboration
	Policies and procedures
	Regulatory requirements
19 Provide for privacy needs	
	Client advocacy
	Client history
	Client privacy
	Client rights
	Cultural/spiritual considerations
	Policies and procedures
	Regulatory requirements
20 Provide information about advance directives	
	Advance directives

Domains and Activity Statements	Knowledge
	Available resources
	Client advocacy
	Client capacity
	Client education
	Client rights
	Client-centered care
	Cultural/spiritual considerations
	Interdisciplinary collaboration
	Policies and procedures
	Regulatory requirements
	Scope of practice
21 Participate in client data collection	
	Available resources
	Client confidentiality
	Client history
	Client rights
	Cultural/spiritual considerations
	Data collection
	Diagnostic values
	Interdisciplinary collaboration
	Policies and procedures
	Social determinants of health
22 Use information technology in client care	
	Available resources
	Client consent
	Client privacy
	Client rights
	Credible sources
	Electronic medical records (EMR)
	Interdisciplinary collaboration
	Policies and procedures
	Regulatory requirements
23 Apply evidence-based practice when providing care	
	Client history
	Client plan of care
	Credible sources
	Data collection
	Diagnostic values
	Evidence-based practice
	Interdisciplinary collaboration
	Policies and procedures

Domains and Activity Statements	Knowledge
	Quality improvement
	Scope of practice
	Standards of care
24 Participate as a member of an interdisciplinary team	
	Available resources
	Client rights
	Client safety
	Client-centered care
	Data collection
	Delegation
	Diagnostic values
	Interdisciplinary collaboration
	Policies and procedures
	Professional limitations
	Referral process
	Scope of practice
	Shift report, handoff
	Standards of care
25 Monitor activities of assistive personnel	
	Chain of command
	Client rights
	Client safety
	Delegation
	Policies and procedures
	Scope of practice
	Staff safety
	Supervision/monitoring of tasks assigned
26 Participate in providing quality cost-effective care	
	Available resources
	Client advocacy
	Client education
	Client plan of care
	Client rights
	Client safety
	Client-centered care
	Interdisciplinary collaboration
	Policies and procedures
	Regulatory requirements
	Social determinants of health
	Staff education
	Value-based care

Domains and Activity Statements	Knowledge
27 Provide and receive report	
	Client confidentiality
	Client plan of care
	Client privacy
	Cultural/spiritual considerations
	Data collection
	Delegation
	Interdisciplinary collaboration
	Policies and procedures
	Referral process
	Regulatory requirements
	Scope of practice
	Shift report, handoff
28 Practice in a manner consistent with code of ethics for nurses	
	Chain of command
	Client advocacy
	Client confidentiality
	Client privacy
	Code of ethics
	Mandatory reporting
	Policies and procedures
	Professional accountability
	Regulatory requirements
	Scope of practice
29 Provide care within the legal scope of practice	
	Client advocacy
	Client rights
	Code of ethics
	Cultural/spiritual considerations
	Delegation
	Interdisciplinary collaboration
	Policies and procedures
	Regulatory requirements
	Scope of practice
	Standards of care
30 Verify and process health care provider orders	
	Available resources
	Chain of command
	Client advocacy
	Client history
	Client safety

Domains and Activity Statements	Knowledge
	Data collection
	Delegation
	Diagnostic values
	Disease process
	Electronic medical records (EMR)
	Health care provider orders
	Interdisciplinary collaboration
	Order verification
	Rights of medication administration
31 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	
	Available resources
	Client advocacy
	Client confidentiality
	Client history
	Client privacy
	Client rights
	Client-centered care
	Cultural/spiritual considerations
	Data collection
	Disease process
	Social determinants of health
	Staff education
2. Safety and Infection Prevention and Control	
32 Ensure availability and safe functioning of client care equipment	
	Available resources
	Client education
	Client safety
	Incident reporting
	Mandatory reporting
	Policies and procedures
	Regulatory requirements
	Staff education
	Staff safety
	Standards of care
33 Evaluate the appropriateness of health care provider's order for client	
	Available resources
	Chain of command
	Client advocacy
	Client history
	Client plan of care
	Client rights

Domains and Activity Statements	Knowledge
	Client safety
	Credible sources
	Cultural/spiritual considerations
	Data collection
	Delegation
	Diagnostic values
	Disease process
	Evidence-based practice
	Health care provider orders
	Interdisciplinary collaboration
	Medication reconciliation
	Policies and procedures
	Scope of practice
	Social determinants of health
	Standards of care
34 Verify the identity of client	
	Client advocacy
	Client confidentiality
	Client identification methods
	Client rights
	Client safety
	Electronic medical records (EMR)
	Policies and procedures
	Staff education
	Standards of care
35 Use safe client handling techniques (e.g., body mechanics)	
	Assistive devices
	Body mechanics
	Client education
	Client equipment
	Client safety
	Delegation
	Incident reporting
	Personal limitations
	Policies and procedures
	Regulatory requirements
	Safe environment
	Staff education
	Staff safety
36 Identify client allergies and intervene as appropriate	
	Allergic reactions

Domains and Activity Statements	Knowledge
	Available resources
	Client history
	Client rights
	Client safety
	Data collection
	Electronic medical records (EMR)
	Emergency procedures
	Incident reporting
	Interdisciplinary collaboration
	Medication reconciliation
	Staff education
37 Prepare for and participate in internal and external disaster responses (e.g., fire, natural disaster)	
	Available resources
	Client education
	Client safety
	Disaster drills
	Emergency preparedness
	Emergency response
	Interdisciplinary collaboration
	Policies and procedures
	Regulatory requirements
	Staff education
	Staff safety
38 Identify and address unsafe conditions in health care and home environments	
	Client advocacy
	Client education
	Client safety
	Client-centered care
	Data collection
	Interdisciplinary collaboration
	Mandatory reporting
	Policies and procedures
	Safe environment
	Social determinants of health
	Staff safety
39 Implement least restrictive restraints or seclusion	
	Client advocacy
	Client education
	Client plan of care
	Client rights
	Client safety

Domains and Activity Statements	Knowledge
	De-escalation techniques
	Delegation
	Disease process
	Policies and procedures
	Regulatory requirements
	Restraint alternatives
	Safety checks
	Staff education
	Staff safety
40 Follow protocol for timed client monitoring (e.g., safety checks)	
	Client safety
	Client-centered care
	Data collection
	Delegation
	Health care provider orders
	Policies and procedures
	Safety checks
	Staff safety
	Time management skills
41 Assist in and/or reinforce education to client about safety precautions	
	Available resources
	Barriers to learning
	Client education
	Client plan of care
	Client safety
	Client-centered care
	Interdisciplinary collaboration
	Policies and procedures
	Regulatory requirements
	Safe environment
	Scope of practice
	Social determinants of health
	Staff education
	Staff safety
42 Initiate and participate in security alerts (e.g., infant abduction, flight risk)	
	Available resources
	Client safety
	De-escalation techniques
	Emergency procedures
	Interdisciplinary collaboration
	Policies and procedures

Domains and Activity Statements	Knowledge
	Regulatory requirements
	Safe environment
	Safety checks
	Staff education
	Staff safety
43 Acknowledge and document practice errors and near misses (e.g., incident report)	
	Available resources
	Chain of command
	Client safety
	Delegation
	Electronic medical records (EMR)
	Incident reporting
	Interdisciplinary collaboration
	Medication reconciliation
	Policies and procedures
	Practice errors
	Professional accountability
	Regulatory requirements
	Scope of practice
	Staff education
44 Use transfer assistive devices (e.g., gait/transfer belt, slide board, mechanical lift)	
	Assistive devices
	Body mechanics
	Client education
	Client equipment
	Client safety
	Interdisciplinary collaboration
	Personal limitations
	Policies and procedures
	Safe environment
	Staff education
	Staff safety
45 Apply principles of infection control (e.g., personal protective equipment (PPE), aseptic technique, isolation, standard precautions)	
	Aseptic technique
	Available resources
	Client education
	Client safety
	Infection control
	Mandatory reporting
	Personal protective equipment (PPE)
	Policies and procedures

Domains and Activity Statements	Knowledge
	Regulatory requirements
	Staff education
	Staff safety
	Standard/universal precautions
	Standards of care
	Sterile technique
	Transmission-based precautions
3. Health Promotion and Maintenance	
46 Assist with care for the antepartum client	
	Antepartum client
	Available resources
	Client education
	Client history
	Client safety
	Cultural/spiritual considerations
	Data collection
	Developmental stages
	Fetal heart monitoring
	Interdisciplinary collaboration
	Policies and procedures
	Scope of practice
	Social determinants of health
47 Identify community resources for clients	
	Client advocacy
	Client confidentiality
	Client education
	Client history
	Client needs
	Client-centered care
	Community resources
	Cultural/spiritual considerations
	Interdisciplinary collaboration
	Referral process
	Social determinants of health
48 Assist with monitoring a client in labor	
	Available resources
	Client education
	Client equipment
	Client history
	Client needs
	Client rights

Domains and Activity Statements	Knowledge
	Client-centered care
	Cultural/spiritual considerations
	Data collection
	Emergency procedures
	Fetal heart monitoring
	Health care provider orders
	Interdisciplinary collaboration
	Policies and procedures
	Scope of practice
	Stages of labor
	Standards of care
49 Monitor recovery of stable postpartum client	
	Baseline data
	Client education
	Client history
	Client needs
	Client safety
	Cultural/spiritual considerations
	Data collection
	Emergency procedures
	Health care provider orders
	Lactation education
	Policies and procedures
	Postpartum client
	Scope of practice
	Standards of care
50 Compare client to developmental milestones	
	Client education
	Client history
	Data collection
	Developmental stages
51 Assist client with expected life transition (e.g., attachment to newborn, parenting, retirement)	
	Available resources
	Client advocacy
	Client education
	Client plan of care
	Client rights
	Client-centered care
	Community resources
	Cultural/spiritual considerations
	Developmental stages

Domains and Activity Statements	Knowledge
	Health promotion
	Interdisciplinary collaboration
	Life transitions
	Psychosocial function
	Social determinants of health
52 Participate in health screening or health promotion programs	
	Available resources
	Client advocacy
	Client education
	Client history
	Community resources
	Cultural/spiritual considerations
	Data collection
	Developmental stages
	Disease process
	Health promotion
	Health screening
	Interdisciplinary collaboration
	Staff education
53 Provide information for prevention of high-risk behaviors (e.g., substance misuse, sexual practices, smoking cessation)	
	Barriers to learning
	Client education
	Client history
	Client safety
	Community resources
	Cultural/spiritual considerations
	Data collection
	Developmental stages
	Health promotion
	High-risk behaviors
	Interdisciplinary collaboration
	Prevention strategies
	Social determinants of health
	Staff education
54 Collect data for health history (e.g., client medical history, family medical history)	
	Client history
	Cultural/spiritual considerations
	Data collection
	Diagnostic values
	Disease process
	Electronic medical records (EMR)

Domains and Activity Statements	Knowledge
	Medication reconciliation
	Scope of practice
	Social determinants of health
55 Collect baseline physical data (e.g., skin/tissue integrity, height and weight)	
	Baseline data
	Client confidentiality
	Client history
	Data collection
	Developmental stages
56 Identify clients in need of immunizations (required and voluntary)	
	Allergies
	Client education
	Client history
	Cultural/spiritual considerations
	Data collection
	Developmental stages
	Health care provider orders
	Immunizations
	Interdisciplinary collaboration
	Policies and procedures
	Referral process
	Social determinants of health
57 Provide care that meets the needs of the newborn less than 1 month old through the infant or toddler client through 2 years	
	Available resources
	Client education
	Client history
	Client nutrition
	Client safety
	Data collection
	Developmental stages
	Health promotion
	Immunizations
	Infant client care
	Interdisciplinary collaboration
	Mandatory reporting
	Medication administration
	Medication reconciliation
	Newborn client care
	Policies and procedures
	Preventive care
	Referral process

Domains and Activity Statements	Knowledge
	Safe environment
	Scope of practice
	Social determinants of health
	Staff education
	Toddler client care
58 Provide care that meets the needs of the preschool, school-age and adolescent client ages 3 through 17 years	
	Adolescent client care
	Client confidentiality
	Client education
	Client history
	Client privacy
	Client rights
	Client safety
	Cultural/spiritual considerations
	Data collection
	Developmental stages
	Health promotion
	Immunizations
	Mandatory reporting
	Medication reconciliation
	Mental health disorders
	Preschool client care
	Preventive care
	School-age client care
	Social determinants of health
59 Provide care that meets the needs of the adult client ages 18 through 64 years	
	Adult client care
	Advance directives
	Assistive devices
	Barriers to learning
	Client advocacy
	Client confidentiality
	Client education
	Client history
	Client privacy
	Client rights
	Community resources
	Cultural/spiritual considerations
	Data collection
	Developmental stages
	Health promotion

Domains and Activity Statements	Knowledge
	Immunizations
	Interdisciplinary collaboration
	Mandatory reporting
	Medication reconciliation
	Mental health disorders
	Preventive care
	Referral process
	Social determinants of health
60 Provide care that meets the needs of the adult client ages 65 and over	
	Adult client care
	Advance directives
	Assistive devices
	Client capacity
	Client education
	Client rights
	Client safety
	Community resources
	Cultural/spiritual considerations
	Data collection
	Developmental stages
	End-of-life care
	Health promotion
	Immunizations
	Interdisciplinary collaboration
	Medication reconciliation
	Mental health disorders
	Polypharmacy
	Preventive care
	Safe environment
	Social determinants of health
61 Identify barriers to communication	
	Barriers to learning
	Client capacity
	Client literacy
	Cultural/spiritual considerations
	Developmental stages
	Disease process
	Sensory impairments
	Social determinants of health
62 Identify barriers to learning	
	Available resources

Domains and Activity Statements	Knowledge
	Barriers to learning
	Client capacity
	Client education
	Client literacy
	Cultural/spiritual considerations
	Data collection
	Developmental stages
	Disease process
	Safe environment
	Sensory impairments
	Social determinants of health
4. Psychosocial Integrity	
63 Provide emotional support to client	
	Active listening
	Alternative therapies
	Available resources
	Client advocacy
	Client education
	Client needs
	Client rights
	Community resources
	Cultural/spiritual considerations
	Data collection
	Empathy
	Interdisciplinary collaboration
	Professional boundaries
	Psychosocial function
	Referral process
	Social determinants of health
	Therapeutic communication
64 Collect data regarding client psychosocial functioning	
	Baseline data
	Client confidentiality
	Client history
	Client privacy
	Cultural/spiritual considerations
	Data collection
	Mental health disorders
	Psychosocial function
	Safe environment
	Social determinants of health

Domains and Activity Statements	Knowledge
65 Identify client use of effective and ineffective coping mechanisms	
	Barriers to learning
	Client capacity
	Client education
	Client plan of care
	Coping mechanisms
	Cultural/spiritual considerations
	Data collection
	De-escalation techniques
	Developmental stages
	Mental health disorders
	Psychosocial function
66 Promote positive self-esteem of client	
	Available resources
	Client advocacy
	Client autonomy
	Client education
	Client history
	Client needs
	Client rights
	Cultural/spiritual considerations
	Data collection
	Health promotion
	Interdisciplinary collaboration
	Psychosocial function
	Social determinants of health
67 Collect data on client's potential for violence to self and others	
	Client history
	Client safety
	Data collection
	De-escalation techniques
	Medication administration
	Medication reconciliation
	Mental health disorders
	Psychosocial function
	Safe environment
	Safety checks
	Screening tools
	Social determinants of health
	Staff safety

Domains and Activity Statements	Knowledge
68 Identify signs and symptoms of substance misuse, substance use disorder, withdrawal and overdose	
	Client education
	Client history
	Client safety
	Community resources
	Interdisciplinary collaboration
	Medication administration
	Medication reconciliation
	Mental health disorders
	Polypharmacy
	Psychosocial function
	Safety checks
	Screening tools
	Signs and symptoms of overdose
	Signs and symptoms of substance misuse
	Signs and symptoms of substance use disorder
	Social determinants of health
	Staff education
	Staff safety
	Substance withdrawal
69 Reinforce education to caregivers/family on ways to manage client with behavioral disorders	
	Barriers to learning
	Client capacity
	Client education
	Client history
	Client plan of care
	Client safety
	Client-centered care
	Community resources
	Data collection
	Developmental stages
	Disease process
	Health care provider orders
	Interdisciplinary collaboration
	Mental health disorders
	Psychosocial function
	Social determinants of health
	Staff safety
70 Explore reasons for client nonadherence with treatment plan	
	Available resources
	Barriers to learning

Domains and Activity Statements	Knowledge
	Client capacity
	Client education
	Client history
	Community resources
	Cultural/spiritual considerations
	Data collection
	Psychosocial function
	Social determinants of health
	Treatment barriers
71 Participate in client group session	
	Available resources
	Client capacity
	Client education
	Client safety
	Community resources
	Cultural/spiritual considerations
	De-escalation techniques
	Disease process
	Psychosocial function
	Social determinants of health
	Staff education
	Staff safety
72 Plan care with consideration of client spiritual, cultural beliefs and/or gender identity	
	Client advocacy
	Client confidentiality
	Client history
	Client needs
	Client plan of care
	Client privacy
	Client rights
	Client safety
	Cultural/spiritual considerations
	Data collection
	Gender identity
	Staff education
73 Assist in managing the care of an angry and/or agitated client (e.g., de-escalation techniques)	
	Behavioral management
	Client advocacy
	Client history
	Client safety
	De-escalation techniques

Domains and Activity Statements	Knowledge
	Developmental stages
	Health care provider orders
	Incident reporting
	Medication administration
	Policies and procedures
	Psychosocial function
	Restraint alternatives
	Restraints
	Safe environment
	Safety checks
	Screening tools
	Staff education
	Staff safety
74 Participate in reminiscence therapy, validation therapy or reality orientation	
	Available resources
	Client capacity
	Client education
	Client history
	Client rights
	Client safety
	Data collection
	De-escalation techniques
	Developmental stages
	Interdisciplinary collaboration
	Psychosocial function
	Reality orientation
	Reminiscence therapy
	Safe environment
	Staff education
	Staff safety
	Validation therapy
75 Assist in the care of the cognitively impaired client	
	Advance directives
	Assistive devices
	Barriers to learning
	Behavioral management
	Client advocacy
	Client capacity
	Client history
	Client needs
	Client plan of care

Domains and Activity Statements	Knowledge
	Client rights
	Client safety
	Cognitive impairment
	Data collection
	Interdisciplinary collaboration
	Medication administration
	Safe environment
	Staff education
	Staff safety
76 Assist client to cope/adapt to stressful events and changes in health status	
	Available resources
	Behavioral management
	Client capacity
	Client education
	Client history
	Community resources
	Coping mechanisms
	Cultural/spiritual considerations
	Data collection
	Developmental stages
	Disease process
	Health promotion
	Psychosocial function
	Screening tools
	Social determinants of health
	Stressful life events
77 Use therapeutic communication techniques with client	
	Active listening
	Available resources
	Barriers to learning
	Client education
	Client privacy
	Cultural/spiritual considerations
	Empathy
	Nonverbal communication
	Psychosocial function
	Reflection
	Safe environment
	Sensory impairments
	Staff education

Domains and Activity Statements	Knowledge
78 Assist in the care of a client experiencing sensory/perceptual alterations	
	Adaptive equipment
	Behavioral management
	Client education
	Client history
	Client plan of care
	Client safety
	Data collection
	Disease process
	Medication administration
	Medication reconciliation
	Psychosocial function
	Reality orientation
	Sensory/perceptual alterations
	Staff safety
79 Promote a therapeutic environment	
	Active listening
	Barriers to learning
	Client capacity
	Client privacy
	Developmental stages
	Psychosocial function
	Safe environment
	Social determinants of health
	Staff education
80 Incorporate behavioral management techniques when caring for a client	
	Behavioral management
	Client plan of care
	Client safety
	Client-centered care
	Data collection
	De-escalation techniques
	Developmental stages
	Interdisciplinary collaboration
	Medication administration
	Psychosocial function
	Restraint alternatives
	Restraints
	Screening tools
	Staff education
	Staff safety

Domains and Activity Statements	Knowledge
81 Recognize and reduce stressors that affect client care	
	Client history
	Client needs
	Client stressors
	Data collection
	Developmental stages
	Disease process
	Psychosocial function
	Safe environment
	Social determinants of health
	Staff education
82 Provide end-of-life care and education to clients	
	Advance directives
	Client advocacy
	Client education
	Client-centered care
	Comfort measures
	Cultural/spiritual considerations
	Disease process
	End-of-life care
	Grieving process
	Interdisciplinary collaboration
	Referral process
	Staff education
5. Basic Care and Comfort	
83 Provide site care for client with enteral tubes	
	Client education
	Client nutrition
	Data collection
	Enteral tube management
	Enteral tube site care
	Infection control
	Skin integrity
	Staff education
	Standards of care
84 Promote alternative/complementary therapy in providing client care (e.g., music therapy, pet therapy)	
	Active listening
	Alternative therapies
	Client advocacy
	Client education
	Client history

Domains and Activity Statements	Knowledge
	Client needs
	Client-centered care
	Comfort measures
	Cultural/spiritual considerations
	Data collection
	Health care provider orders
	Holistic care
	Interdisciplinary collaboration
	Policies and procedures
	Social determinants of health
	Staff education
	Standards of care
85 Provide for mobility needs (e.g., ambulation, range of motion, transfer, repositioning, use of adaptive equipment)	
	Assistive devices
	Body mechanics
	Client capacity
	Client education
	Client safety
	Data collection
	Delegation
	Developmental stages
	Disease process
	Health care provider orders
	Interdisciplinary collaboration
	Mobility needs
	Personal limitations
	Safe environment
	Skin integrity
	Staff education
	Staff safety
86 Provide feeding for client with enteral tubes	
	Aspiration precautions
	Available resources
	Client education
	Client nutrition
	Client safety
	Client-centered care
	Data collection
	Disease process
	Electronic medical records (EMR)
	Enteral tube management

Domains and Activity Statements	Knowledge
	Health care provider orders
	Infection control
	Medication administration
	Screening tools
	Skin integrity
	Staff education
	Standards of care
87 Monitor and provide for nutritional needs of client	
	Aspiration precautions
	Baseline data
	Client advocacy
	Client education
	Client history
	Client needs
	Client nutrition
	Cultural/spiritual considerations
	Data collection
	Developmental stages
	Diagnostic values
	Disease process
	Health promotion
	Interdisciplinary collaboration
	Referral process
	Screening tools
	Social determinants of health
	Staff education
88 Provide nonpharmacological measures for pain relief (e.g., imagery, massage, repositioning)	
	Alternative therapies
	Client education
	Client rights
	Client safety
	Comfort measures
	Cultural/spiritual considerations
	Empathy
	End-of-life care
	Infection control
	Interdisciplinary collaboration
	Referral process
	Screening tools
	Skin integrity
	Staff education

Domains and Activity Statements	Knowledge
89 Assist with activities of daily living	
	Activities of daily living
	Assistive devices
	Body mechanics
	Client autonomy
	Client capacity
	Client history
	Client needs
	Client safety
	Delegation
	Interdisciplinary collaboration
	Safe environment
	Scope of practice
	Social determinants of health
90 Provide care to client with bowel or bladder (urinary) management protocol	
	Alternative therapies
	Aseptic technique
	Available resources
	Bladder management protocol
	Bowel management protocol
	Client autonomy
	Client education
	Client history
	Client privacy
	Client rights
	Client safety
	Data collection
	Diagnostic values
	Disease process
	Electronic medical records (EMR)
	Elimination equipment
	Health care provider orders
	Infection control
	Medication administration
	Ostomy management
	Policies and procedures
	Skin integrity
	Staff education
91 Evaluate pain using standardized rating scales	
	Client advocacy
	Client capacity

Domains and Activity Statements	Knowledge
	Client education
	Client safety
	Cultural/spiritual considerations
	Data collection
	Developmental stages
	Electronic medical records (EMR)
	Medication administration
	Scope of practice
	Screening tools
	Staff education
92 Provide measures to promote sleep and rest	
	Alternative therapies
	Available resources
	Client education
	Client equipment
	Client nutrition
	Client-centered care
	Comfort measures
	Cultural/spiritual considerations
	Disease process
	Electronic medical records (EMR)
	Health care provider orders
	Health promotion
	Interdisciplinary collaboration
	Medication administration
	Medication reconciliation
	Polypharmacy
	Referral process
	Relaxation techniques
	Safe environment
	Sleep hygiene
93 Use measures to maintain or improve client skin/tissue integrity	
	Adaptive equipment
	Body mechanics
	Client capacity
	Client education
	Client equipment
	Client nutrition
	Data collection
	Delegation
	Infection control

Domains and Activity Statements	Knowledge
	Interdisciplinary collaboration
	Medication administration
	Referral process
	Safety checks
	Screening tools
	Skin integrity
	Staff education
	Standards of care
94 Provide postmortem care	
	Advance directives
	Client advocacy
	Client confidentiality
	Client education
	Client privacy
	Client rights
	Cultural/spiritual considerations
	Delegation
	End-of-life care
	Interdisciplinary collaboration
	Policies and procedures
	Staff education
	Staff support
95 Perform irrigation (e.g., urinary catheter, bladder, wound, ear, nose, eye)	
	Aseptic technique
	Baseline data
	Bladder irrigation
	Client education
	Client history
	Client privacy
	Comfort measures
	Data collection
	Ear irrigation
	Electronic medical records (EMR)
	Elimination equipment
	Eye irrigation
	Health care provider orders
	Infection control
	Medication administration
	Nose irrigation
	Skin integrity
	Staff education

Domains and Activity Statements	Knowledge
	Urinary catheter irrigation
	Wound irrigation
96 Assist in the care and comfort for a client with a visual and/or hearing impairment	
	Adaptive equipment
	Available resources
	Barriers to learning
	Client capacity
	Client condition
	Client education
	Client equipment
	Client history
	Client needs
	Client rights
	Client safety
	Community resources
	Disease process
	Interdisciplinary collaboration
	Safe environment
	Sensory impairments
	Staff education
97 Monitor client intake/output	
	Client capacity
	Client education
	Client history
	Client nutrition
	Data collection
	Delegation
	Diagnostic values
	Disease process
	Electronic medical records (EMR)
	Elimination equipment
	Infection control
	Intake/output
	Interdisciplinary collaboration
	Medication administration
	Staff education
98 Provide care to an immobilized client based on need	
	Adaptive equipment
	Assistive devices
	Barriers to learning
	Body mechanics

Domains and Activity Statements	Knowledge
	Client condition
	Client education
	Client needs
	Client nutrition
	Community resources
	Delegation
	Interdisciplinary collaboration
	Personal limitations
	Policies and procedures
	Psychosocial function
	Referral process
	Screening tools
	Skin integrity
	Staff education
	Standards of care
6. Pharmacological Therapies	
99 Follow the rights of medication administration	
	Client confidentiality
	Client education
	Client rights
	Client safety
	Data collection
	Electronic medical records (EMR)
	Health care provider orders
	Interdisciplinary collaboration
	Medication administration
	Medication reconciliation
	Policies and procedures
	Rights of medication administration
	Scope of practice
	Staff education
	Staff safety
	Standards of care
	Time management skills
100 Reconcile and maintain medication list or medication administration record (e.g., prescribed medications, herbal supplements, over-the-counter medications)	
	Allergies
	Client education
	Client history
	Client safety
	Cultural/spiritual considerations
	Data collection

Domains and Activity Statements	Knowledge
	Disease process
	Electronic medical records (EMR)
	Medication administration
	Medication reconciliation
	Policies and procedures
	Polypharmacy
	Staff education
101 Monitor transfusion of blood product	
	Allergies
	Available resources
	Blood product transfusion
	Client confidentiality
	Client history
	Client rights
	Client safety
	Cultural/spiritual considerations
	Data collection
	Diagnostic values
	Disease process
	Electronic medical records (EMR)
	Emergency procedures
	Health care provider orders
	Infection control
	Informed consent
	Interdisciplinary collaboration
	Policies and procedures
	Regulatory requirements
	Scope of practice
	Skin integrity
	Staff education
	Staff safety
	Standards of care
	Time management skills
	Transfusion reaction
102 Calculate and monitor intravenous flow rate	
	Baseline data
	Client rights
	Client safety
	Data collection
	Delegation
	Diagnostic values

Domains and Activity Statements	Knowledge
	Disease process
	Electronic medical records (EMR)
	Health care provider orders
	Infection control
	Intake/output
	Interdisciplinary collaboration
	Intravenous complications
	Intravenous flow rate calculation
	Medication administration
	Rights of medication administration
	Skin integrity
	Staff education
	Time management skills
	Venous access devices
103 Administer medication by oral route	
	Allergies
	Aspiration precautions
	Baseline data
	Client capacity
	Client education
	Client history
	Client nutrition
	Client rights
	Client safety
	Data collection
	Diagnostic values
	Disease process
	Electronic medical records (EMR)
	Emergency procedures
	Health care provider orders
	Medication administration
	Medication reconciliation
	Psychosocial function
	Rights of medication administration
	Scope of practice
	Screening tools
	Staff education
104 Administer medication by various gastrointestinal tubes	
	Aspiration precautions
	Body mechanics
	Client capacity

Domains and Activity Statements	Knowledge
	Client education
	Client nutrition
	Client privacy
	Client rights
	Comfort measures
	Electronic medical records (EMR)
	Feeding tube types
	Gastrointestinal tube management
	Health care provider orders
	Infection control
	Interdisciplinary collaboration
	Medication administration
	Medication reconciliation
	Policies and procedures
	Rights of medication administration
	Skin integrity
	Staff education
	Standards of care
	Time management skills
105 Administer a subcutaneous, intradermal or intramuscular medication	
	Available resources
	Client education
	Client privacy
	Client rights
	Client safety
	Data collection
	Developmental stages
	Disease process
	Electronic medical records (EMR)
	Health care provider orders
	Infection control
	Intradermal medication administration
	Intramuscular medication administration
	Medication administration
	Policies and procedures
	Rights of medication administration
	Skin integrity
	Staff education
	Staff safety
	Subcutaneous medication administration
	Time management skills

Domains and Activity Statements	Knowledge
106 Administer medication by ear, eye, nose, inhalation, rectum, vagina or topical routes	
	Allergies
	Barriers to learning
	Body mechanics
	Client capacity
	Client education
	Client history
	Client privacy
	Comfort measures
	Cultural/spiritual considerations
	Data collection
	Disease process
	Electronic medical records (EMR)
	Health care provider orders
	Infection control
	Medication administration
	Medication administration by ear
	Medication administration by eye
	Medication administration by inhalation
	Medication administration by nose
	Medication administration by rectum
	Medication administration by topical routes
	Medication administration by vagina
	Policies and procedures
	Rights of medication administration
	Scope of practice
	Skin integrity
	Staff education
107 Count controlled substances and report discrepancies	
	Chain of command
	Delegation
	Electronic medical records (EMR)
	Health care provider orders
	Incident reporting
	Interdisciplinary collaboration
	Mandatory reporting
	Medication reconciliation
	Policies and procedures
	Professional accountability
	Regulatory requirements
	Scope of practice
	Standards of care

Domains and Activity Statements	Knowledge
108 Maintain pain control devices (e.g., epidural, patient-controlled analgesia, peripheral nerve catheter)	
	Allergies
	Baseline data
	Client education
	Client safety
	Delegation
	Electronic medical records (EMR)
	Epidural
	Health care provider orders
	Medication administration
	Pain management equipment
	Patient controlled analgesia
	Peripheral nerve catheter
	Policies and procedures
	Rights of medication administration
	Scope of practice
	Screening tools
	Staff education
	Standards of care
109 Administer intravenous piggyback (secondary) medications	
	Allergies
	Available resources
	Data collection
	Diagnostic values
	Disease process
	Dosage calculation
	Electronic medical records (EMR)
	Health care provider orders
	Intravenous equipment
	Medication administration
	Medication reconciliation
	Policies and procedures
	Rights of medication administration
	Scope of practice
	Staff education
	Time management skills
110 Collect required data prior to medication administration (e.g., contraindications, current medications)	
	Adverse reactions
	Allergies
	Available resources
	Client education

Domains and Activity Statements	Knowledge
	Client history
	Data collection
	Diagnostic values
	Disease process
	Health care provider orders
	Medication administration
	Medication contraindications
	Medication reconciliation
	Polypharmacy
	Rights of medication administration
111 Evaluate client response to medication (e.g., adverse reactions, interactions, therapeutic effects, critical laboratory values)	
	Adverse reactions
	Client education
	Client safety
	Critical laboratory values
	Data collection
	Diagnostic values
	Mandatory reporting
	Medication interactions
	Medication therapeutic effects
	Policies and procedures
	Screening tools
112 Reinforce education to client regarding medications	
	Barriers to learning
	Client capacity
	Client education
	Community resources
	Developmental stages
	Disease process
	Health care provider orders
	Health promotion
	Interdisciplinary collaboration
	Policies and procedures
	Polypharmacy
	Psychosocial function
	Regulatory requirements
	Social determinants of health
113 Maintain medication safety practices (e.g., storage, checking for expiration dates, compatibility)	
	Available resources
	Client safety
	Delegation

Domains and Activity Statements	Knowledge
	Electronic medical records (EMR)
	Health care provider orders
	Infection control
	Interdisciplinary collaboration
	Medication reconciliation
	Policies and procedures
	Regulatory requirements
	Safe environment
	Staff safety
	Standards of care
114 Perform calculations needed for medication administration	
	Available resources
	Client safety
	Data collection
	Dosage calculation
	Health care provider orders
	Interdisciplinary collaboration
	Medication administration
7. Reduction of Risk Potential	
115 Identify client risk and implement interventions	
	Client capacity
	Client history
	Client plan of care
	Client safety
	Client-centered care
	Data collection
	Psychosocial function
	Safe environment
	Screening tools
	Social determinants of health
	Staff safety
	Standards of care
116 Check for urinary retention (e.g., bladder scan, ultrasound, palpation)	
	Available resources
	Baseline data
	Bladder management protocol
	Bladder palpation technique
	Client equipment
	Client history
	Comfort measures
	Data collection

Domains and Activity Statements	Knowledge
	Delegation
	Disease process
	Intake/output
	Interdisciplinary collaboration
	Policies and procedures
	Urinary retention
117 Collect specimen for diagnostic testing (e.g., blood, urine, stool, sputum)	
	Client education
	Client safety
	Data collection
	Delegation
	Health care provider orders
	Infection control
	Policies and procedures
	Specimen collection
	Staff safety
	Standards of care
118 Monitor continuous or intermittent suction of nasogastric (NG) tube	
	Aspiration precautions
	Available resources
	Client education
	Client equipment
	Client safety
	Comfort measures
	Data collection
	Diagnostic values
	Disease process
	Health care provider orders
	Infection control
	Intake/output
	Interdisciplinary collaboration
	Nasogastric tube suctioning
	Policies and procedures
	Scope of practice
	Skin integrity
119 Monitor diagnostic or laboratory test results	
	Client confidentiality
	Client history
	Critical laboratory values
	Diagnostic values
	Disease process

Domains and Activity Statements	Knowledge
	Electronic medical records (EMR)
	Health care provider orders
	Interdisciplinary collaboration
	Policies and procedures
120 Identify signs or symptoms of potential prenatal complication	
	Allergies
	Available resources
	Baseline data
	Client advocacy
	Client capacity
	Client education
	Client history
	Client nutrition
	Client safety
	Community resources
	Cultural/spiritual considerations
	Data collection
	Developmental stages
	Diagnostic values
	Disease process
	Fetal heart monitoring
	Health promotion
	Infection control
	Interdisciplinary collaboration
	Medication administration
	Policies and procedures
	Prenatal complications
	Psychosocial function
	Social determinants of health
121 Monitor and evaluate client vital signs (e.g., oxygen saturation, blood pressure)	
	Baseline data
	Client education
	Client equipment
	Client history
	Client nutrition
	Client safety
	Data collection
	Diagnostic values
	Disease process
	Health care provider orders
	Health promotion

Domains and Activity Statements	Knowledge
	Infection control
	Medication administration
	Policies and procedures
	Skin integrity
122 Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	
	Client education
	Client equipment
	Client history
	Client safety
	Data collection
	Diagnostic values
	Disease process
	Infection control
	Medication administration
	Medication reconciliation
	Policies and procedures
	Preventive care
	Regulatory requirements
	Safe environment
	Screening tools
	Skin integrity
	Staff education
	Standards of care
123 Perform an electrocardiogram (EKG/ECG)	
	Available resources
	Body mechanics
	Client education
	Client history
	Data collection
	Delegation
	Diagnostic values
	Disease process
	Electrocardiograms
	Health care provider orders
	Infection control
	Interdisciplinary collaboration
	Policies and procedures
	Referral process
	Skin integrity
124 Assist with the performance of a diagnostic or invasive procedure	
	Available resources

Domains and Activity Statements	Knowledge
	Baseline data
	Body mechanics
	Client education
	Client equipment
	Client privacy
	Client rights
	Client safety
	Comfort measures
	Data collection
	Diagnostic procedures
	Diagnostic values
	Disease process
	Emergency procedures
	Health care provider orders
	Infection control
	Informed consent
	Interdisciplinary collaboration
	Invasive procedures
	Medication administration
	Policies and procedures
	Staff safety
	Standards of care
	Sterile technique
125 Perform venipuncture for blood draws	
	Available resources
	Client safety
	Diagnostic values
	Emergency procedures
	Health care provider orders
	Infection control
	Laboratory equipment
	Policies and procedures
	Rights of medication administration
	Skin integrity
	Staff safety
	Venipuncture
126 Apply and monitor proper use of compression stockings and/or sequential compression devices	
	Available resources
	Circulatory checks
	Client equipment
	Client history

Domains and Activity Statements	Knowledge
	Client rights
	Client safety
	Comfort measures
	Compression stockings
	Data collection
	Disease process
	Health care provider orders
	Safety checks
	Sequential compression devices
	Skin integrity
127 Assist with care for client before and after surgical procedure	
	Advance directives
	Allergies
	Aspiration precautions
	Assistive devices
	Client advocacy
	Client education
	Client equipment
	Client nutrition
	Comfort measures
	Cultural/spiritual considerations
	Data collection
	Electronic medical records (EMR)
	Health care provider orders
	Infection control
	Informed consent
	Medication administration
	Medication reconciliation
	Policies and procedures
	Postoperative education
	Preoperative education
	Skin integrity
128 Insert, maintain and remove urinary catheter	
	Aseptic technique
	Baseline data
	Client education
	Comfort measures
	Data collection
	Disease process
	Elimination equipment
	Health care provider orders

Domains and Activity Statements	Knowledge
	Infection control
	Intake/output
	Policies and procedures
	Psychosocial function
	Skin integrity
	Urinary catheter complications
	Urinary catheter insertion
	Urinary catheter maintenance
	Urinary catheter removal
129 Insert, maintain and remove nasogastric (NG) tube	
	Aspiration precautions
	Available resources
	Client education
	Client safety
	Comfort measures
	Data collection
	Health care provider orders
	Infection control
	Intake/output
	Interdisciplinary collaboration
	Nasogastric tube insertion
	Nasogastric tube maintenance
	Nasogastric tube removal
	Policies and procedures
130 Perform blood glucose monitoring	
	Aseptic technique
	Blood glucose monitoring
	Client education
	Client history
	Client safety
	Comfort measures
	Data collection
	Delegation
	Diagnostic values
	Health care provider orders
	Infection control
	Policies and procedures
	Screening tools
	Skin integrity
	Staff safety

Domains and Activity Statements	Knowledge
131 Maintain central venous catheter	
	Aseptic technique
	Client education
	Client safety
	Comfort measures
	Data collection
	Health care provider orders
	Infection control
	Policies and procedures
	Skin integrity
	Venous access devices
132 Maintain and remove peripheral intravenous catheter	
	Client safety
	Data collection
	Delegation
	Health care provider orders
	Infection control
	Intravenous equipment
	Policies and procedures
	Skin integrity
	Venous access device maintenance
	Venous access device removal
	Venous access devices
133 Perform focused data collection based on client condition (e.g., neurological checks, circulatory checks)	
	Baseline data
	Circulatory checks
	Client capacity
	Client condition
	Client history
	Client plan of care
	Data collection
	Disease process
	Health care provider orders
	Neurological checks
	Policies and procedures
	Psychosocial function
	Screening tools
	Standards of care
134 Monitor client responses to procedures and treatments	
	Adverse reactions
	Baseline data

Domains and Activity Statements	Knowledge
	Client education
	Client history
	Client plan of care
	Comfort measures
	Data collection
	Diagnostic values
	Medical procedures
	Medication administration
	Policies and procedures
	Screening tools
135 Reinforce client education about procedures, treatments, equipment	
	Assistive devices
	Available resources
	Barriers to learning
	Client capacity
	Client education
	Client equipment
	Cultural/spiritual considerations
	Developmental stages
	Interdisciplinary collaboration
	Medical procedures
	Medication administration
	Psychosocial function
	Referral process
	Social determinants of health
136 Insert peripheral intravenous catheter	
	Aseptic technique
	Client education
	Client safety
	Comfort measures
	Health care provider orders
	Infection control
	Intravenous equipment
	Policies and procedures
	Skin integrity
	Venous access devices
	Venous access insertion
137 Perform point-of-care testing (e.g., pregnancy test, troponin, urinalysis)	
	Available resources
	Client confidentiality
	Client education

Domains and Activity Statements	Knowledge
	Client privacy
	Client rights
	Comfort measures
	Delegation
	Developmental stages
	Diagnostic values
	Health care provider orders
	Infection control
	Interdisciplinary collaboration
	Policies and procedures
	Regulatory requirements
8. Physiological Adaptation	
138 Reinforce education to client regarding care and condition	
	Available resources
	Barriers to learning
	Client capacity
	Client education
	Client rights
	Client-centered care
	Community resources
	Cultural/spiritual considerations
	Developmental stages
	Disease process
	Health promotion
	Psychosocial function
	Referral process
	Social determinants of health
139 Provide care for client drainage device (e.g., wound drain, chest tube)	
	Client education
	Comfort measures
	Data collection
	Diagnostic values
	Drainage devices
	Health care provider orders
	Infection control
	Intake/output
	Policies and procedures
	Skin integrity
140 Assist with client wound drainage device removal	
	Body mechanics
	Client education

Domains and Activity Statements	Knowledge
	Client history
	Client safety
	Comfort measures
	Data collection
	Drainage device removal
	Drainage devices
	Health care provider orders
	Infection control
	Policies and procedures
	Skin integrity
	Staff safety
141 Provide cooling/warming measures to restore normal body temperature	
	Baseline data
	Client education
	Client safety
	Comfort measures
	Cooling measures
	Data collection
	Diagnostic values
	Disease process
	Electronic medical records (EMR)
	Health care provider orders
	Policies and procedures
	Safety checks
	Skin integrity
	Warming measures
142 Perform wound care and/or dressing change	
	Aseptic technique
	Comfort measures
	Data collection
	Disease process
	Dressing changes
	Health care provider orders
	Infection control
	Interdisciplinary collaboration
	Medication administration
	Policies and procedures
	Referral process
	Screening tools
	Skin integrity
	Wound care

Domains and Activity Statements	Knowledge
	Wound measurement
	Wound stages
143 Respond and intervene to a client life-threatening situation (e.g., cardiopulmonary resuscitation)	
	Advance directives
	Available resources
	Basic life support (BLS)
	Client advocacy
	Client history
	Client safety
	Data collection
	Disease process
	Electronic medical records (EMR)
	Emergency procedures
	Health care provider orders
	Interdisciplinary collaboration
	Medication administration
	Policies and procedures
	Response to life-threatening intervention
	Safe environment
	Scope of practice
	Standards of care
144 Intervene to improve client respiratory status (e.g., breathing treatment, suctioning, repositioning)	
	Aspiration precautions
	Available resources
	Baseline data
	Body mechanics
	Client capacity
	Client condition
	Client education
	Client equipment
	Comfort measures
	Data collection
	Diagnostic values
	Disease process
	Health care provider orders
	Infection control
	Interdisciplinary collaboration
	Personal limitations
	Policies and procedures
	Pulmonary hygiene
	Screening tools

Domains and Activity Statements	Knowledge
	Skin integrity
	Staff safety
145 Provide care for a client with a tracheostomy	
	Aseptic technique
	Aspiration precautions
	Baseline data
	Client capacity
	Client education
	Client equipment
	Client plan of care
	Client safety
	Comfort measures
	Data collection
	Delegation
	Diagnostic values
	Health care provider orders
	Infection control
	Interdisciplinary collaboration
	Oral care
	Personal limitations
	Policies and procedures
	Scope of practice
	Skin integrity
	Tracheostomy care
146 Remove wound sutures or staples	
	Aseptic technique
	Body mechanics
	Client education
	Client safety
	Comfort measures
	Data collection
	Delegation
	Health care provider orders
	Infection control
	Policies and procedures
	Scope of practice
	Screening tools
	Skin integrity
	Staple removal
	Suture removal

Domains and Activity Statements	Knowledge
147 Provide care to client on ventilator	
	Aspiration precautions
	Baseline data
	Body mechanics
	Client safety
	Data collection
	Disease process
	Health care provider orders
	Interdisciplinary collaboration
	Oral care
	Policies and procedures
	Scope of practice
	Ventilator care
148 Assist in the care of a client with a pacing device	
	Baseline data
	Client education
	Client equipment
	Client safety
	Data collection
	Emergency procedures
	Health care provider orders
	Interdisciplinary collaboration
	Pacing devices
	Policies and procedures
	Referral process
149 Recognize and report basic abnormalities on a client cardiac monitor strip	
	Baseline data
	Basic cardiac abnormalities
	Client condition
	Client history
	Client safety
	Data collection
	Disease process
	Health care provider orders
	Interdisciplinary collaboration
150 Provide care to client with an ostomy (e.g., colostomy, ileostomy, urostomy)	
	Client education
	Client nutrition
	Client privacy
	Client safety
	Delegation

Domains and Activity Statements	Knowledge
	Disease process
	Elimination equipment
	Health care provider orders
	Infection control
	Intake/output
	Ostomy management
	Ostomy types
	Policies and procedures
	Skin integrity
151 Identify signs and symptoms related to acute or chronic illness	
	Acute illnesses
	Baseline data
	Chronic illnesses
	Client condition
	Client history
	Client plan of care
	Data collection
	Diagnostic values
	Disease process
152 Recognize and report change in client condition	
	Baseline data
	Client condition
	Client education
	Client safety
	Data collection
	Diagnostic values
	Disease process
	Interdisciplinary collaboration
	Scope of practice
	Screening tools
	Standards of care
153 Provide care for a client with a fluid and electrolyte imbalance	
	Client capacity
	Client condition
	Client history
	Client nutrition
	Client weight
	Data collection
	Diagnostic values
	Disease process
	Health care provider orders

Domains and Activity Statements	Knowledge
	Intake/output
	Medication administration
	Medication reconciliation
154 Provide care for a client receiving peritoneal dialysis or hemodialysis	
	Adverse reactions
	Baseline data
	Body mechanics
	Client education
	Client history
	Client nutrition
	Client weight
	Comfort measures
	Data collection
	Diagnostic values
	Disease process
	Electronic medical records (EMR)
	Health care provider orders
	Hemodialysis
	Infection control
	Intake/output
	Medication administration
	Medication reconciliation
	Peritoneal dialysis
	Safe environment
	Skin integrity