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Report of Findings from the 2024 RN Nursing Knowledge Survey



Report of Findings from the 2024 RN Nursing Knowledge Survey

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

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EXECUTIVE SUMMARY

The National Council of State Boards of Nursing (NCSBN®) is responsible to its members, the nursing regulatory bodies in the U.S., its territories and Canada (who use the NCLEX-RN® for licensure purposes), for the preparation of psychometrically sound and legally defensible licensure examinations. 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 NCLEX® RN Practice Analysis includes survey questions to gather data to explore this subject. The results of the 2024 RN Practice Analysis assist in the development of the knowledge statements, which were used to study the knowledge, skills and abilities (KSA) of registered nurses (RNs) to inform item development. The following clinical judgment definition was provided to 2024 NCLEX RN 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 RNs. 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 RNs. This section provides a description of the methodology used to conduct the 2024 RN 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 RNs, RN educators and RN supervisors, and the survey data were collected and analyzed. Descriptions of the SME panel processes, survey development, sample selection and data collection procedures are provided, as well as information about confidentiality, response rates and the degree to which participants were representative of the sample of newly licensed RNs, RN educators and RN supervisors. 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 12 SMEs was assembled to assist with the creation of the knowledge statements and survey. Panel members taught RN students, supervised newly licensed RNs or were newly licensed RNs themselves. The panelists also represented various NCSBN geographic areas of the U.S. and Canadian territories/ jurisdictions, 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 RN Nursing Knowledge Survey. The initial meetings for the triennial practice analysis preceded the development of the 2024 RN Nursing Knowledge Survey. An initial panel of nurses (SMEs), representing various geographic regions of the U.S. and Canada, nursing specialties and practice settings, developed nursing activity statements intended to represent entry-level RN 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 three 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 312 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 RN practice, asking respondents to rate the importance

of each knowledge statement using a five-point (1-5) scale. Section two identified the participant's work environment including area of practice, type of client and employment setting/specialty. Section three focused on demographic information, such as 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 RNs: A random sample of 4,200 RNs was selected from a list of candidates who passed the NCLEX-RN Examination between April 8, 2023, and Feb. 15, 2024, and did not participate in the RN Practice Analysis survey.

Educators of RNs (RN educators): In addition, surveys were sent to 6,000 nursing educators.

Supervisors of newly licensed RNs (RN supervisors): Finally, surveys were emailed to the potential supervisors of newly licensed RNs by a U.S. nursing organization. The only data available is the number of surveys returned from RN supervisors.

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 engage newly licensed RNs in the study. A presurvey email was sent to each person selected for the sample in April 2024. One week later, respondents 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 two weeks later, a third email was sent to remaining nonrespondents. RN educators received a presurvey email, a KSA survey and the first

reminder email. RN supervisors received the KSA survey and the first reminder email. All potential respondents were promised confidentiality with regard to their participation and their responses. The survey was conducted from April through June 2024.

Return Rates

There were 4,177 newly licensed RN surveys delivered; 774 surveys were returned by this group for a return rate of 18.5%. A total of 5,122 RN educators' surveys were delivered; 497 surveys were returned by this group for a 9.7% return rate. The total number of surveys received for newly licensed RNs and RN educators was 1,271, with an adjusted return rate of 13.7%. Of the 1,271 total surveys received, 155 respondents did not report holding either an APRN or RN license, so their responses were excluded from analysis. The analyzable response rates were 15.5% and 9.2% for newly licensed RNs and RN educators, respectively. Because a third party delivered the RN supervisor survey, the numbers of surveys delivered, invalid and return rates were not available. This study contains 1,267 analyzable responses: 646 newly licensed RNs, 470 RN educators and 151 RN supervisors.

Knowledge Survey Nonrespondent Study

In order to ensure the validity of the results, NCSBN conducted a survey of nonrespondents to determine if those RNs 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 and telephone. An Internet survey or telephone interview was conducted with 235 participants: 46 newly licensed RNs and 189 RN educators. The study found that the nonrespondent knowledge statement ratings were 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 RNs met and created a list of 312 knowledge statements that are important for a newly licensed RN to possess. A data collection instrument was developed. The surveyed RNs were divided into the following categories: 4,200 newly licensed RNs, 6,000 RN educators and RN supervisors. A 12.0% response rate of analyzable surveys was obtained for the total group. This analysis contains the responses of 646 newly licensed RNs, 470 RN educators and 151 RN supervisors.

Demographics, Experiences and Practice Environments of Participants

Nursing Licenses Held

Respondents were included in the analysis if they reported holding either an RN or an APRN license. Since holding an RN license is a prerequisite for obtaining an APRN license, all respondents included in the analysis minimally held an RN license. Compared to 2021, there was a slight increase in the percentage of respondents who reported holding APRN licenses for the RN educators. There was a decrease in APRN licenses for the RN supervisors in 2024 when compared to 2021. Compared to 2021, there was also a slight increase in the percentage of newly licensed RNs who reported holding licensed practical nurse/vocational nurse (LPN/VN) licenses.

Gender

Of the total respondents who indicated their gender on the survey, 90.0% reported their gender as female. The percentage of females by primary job title is as follows: newly licensed RNs (88.2%), RN educators (91.4%) and RN supervisors (90.5%).

Age

Newly licensed RNs had an average age of 33.4 years (SD = 9.4). RN educators' average age was 55.8 years (SD = 10.4). RN supervisors' average age was 50.5 years (SD = 9.6).

Race/Ethnicity

White – not of Hispanic origin was the race/ethnicity identified most frequently by newly licensed RNs (41.7%), RN educators (87.1%) and RN supervisors (79.8%).

Educational Background

The majority of newly licensed RNs reported having an associate degree (45.2%) or baccalaureate degree (38.0%). Approximately 42.5% of RN educators listed their degree as a doctorate degree in the U.S. (non-DNP). The most frequent responses for RN supervisors were an RN baccalaureate degree or master's degree in the U.S. (non-advanced practice nurse) (26.2% and 38.1%, respectively).

Primary Language

The majority of newly licensed RNs (69.5%), RN educators (97.7%) and RN supervisors (90.5%) reported English as their primary language.

Years of Experience

There were large variations in the amount of time RN educators and RN supervisors worked in their jobs. RN educators reported 15.7 years in their jobs, which is more than RN supervisors, who have spent an average of 10.5 years in their jobs. Newly licensed RNs were asked how long it had been since they completed course requirements for their nursing programs, and they reported an average of 10.9 months.

Facilities

The majority of newly licensed RNs (77.4%), RN educators (90.1%) and RN supervisors (95.2%) worked in hospitals.

Client Health Conditions

The majority of newly licensed RNs (70.9%), RN educators (83.5%) and RN supervisors (85.7%) reported working with clients exhibiting acute conditions.

Client Ages

Newly licensed RNs reported that they care for both older adult clients aged 65 to 85 (79.6%) and adult clients aged 18 to 64 (77.4%). For RN educators, the majority cared for older adult clients aged 65 to 85 (82.0%). The most frequent response for RN supervisors was caring for adult clients aged 18 to 64 (83.3%).

Employment Setting/Specialty

The employment setting most frequently reported by newly licensed RNs (38.4%), RN educators (75.4%) and RN supervisors (47.6%) was medical-surgical units. On average, for all job titles, the least reported employment settings were residential (0.7%) and palliative care (1.0%).

Summary

The average newly licensed RN respondent was an English-speaking White female with an average age of 33.4 years. This average respondent held an associate degree or a baccalaureate degree from a college/university in the U.S. This average respondent primarily worked in hospitals caring for older adult clients aged 65 to 85 and adult clients aged 18 to 64 exhibiting acute conditions.

The average RN educator respondent was an English-speaking White female with an average age of 55.8 years. This average respondent held a doctorate degree (non-DNP) from a college/university in the U.S. This average respondent primarily worked in hospitals caring for older adult clients aged 65 to 85 with acute conditions. On average, this average respondent has been an RN educator for 15.7 years.

The average RN supervisor respondent was an English-speaking White female with an average age of 50.5 years. This average respondent held a baccalaureate or master's degree (non-advanced practice nurse) from a college/university in the U.S. This average respondent worked in hospitals caring for adult clients aged 18 to 64 with acute conditions. On average, this average respondent has worked as an RN supervisor for 10.5 years.

Knowledge Statements

Overview of Methods

The 2024 RN Nursing Knowledge Survey asked respondents to rate the importance of knowledge statements necessary for a newly licensed RN 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 RN Nursing Knowledge Survey was asked to provide independent ratings of the 312 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 RNs, RN educators, RN supervisors and SMEs. The SMEs' importance ratings compared to the ratings of each subgroup were very similar. There are no knowledge statement average ratings with more than one-point difference between the SMEs and newly licensed RNs. There was one knowledge statement, "indications for arterial lines," that had a one-point difference between the SMEs and the RN educators (SME ratings averaged 4.36 and RN educator ratings averaged 3.29). Also, there was one knowledge statement, "preschool safety," that had a one-point difference between the SMEs and RN supervisors (SME ratings averaged 3.64 and RN supervisor ratings averaged 2.57). This information on knowledge needed by newly licensed RNs from multiple sources provides a more accurate description than a single source.

Representativeness of Knowledge Statements

The respondents were asked to rate how well the knowledge statements listed on the survey represented knowledge areas a newly licensed RN 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 RN "well" or "very well" (90.2% of newly licensed RNs, 90.1% of RN educators and 93.0% of RN supervisors).

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 RN needs for safe and effective practice.

Knowledge Statements

Importance of Knowledge Statements

The knowledge needed for safe and effective practice of newly licensed RNs was determined by respondents' 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 RN 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 312 knowledge statements yielded very similar results. All of the groups (newly licensed RNs, RN educators, RN supervisors and SMEs) rated "medication administration" and "airway management" among the five most important knowledge statements. In terms of the least important knowledge statements, all groups rated "phototherapy" among the five least important.

Knowledge Statement Subgroup Analysis

Primary Job Title

The average knowledge statement importance ratings of newly licensed RNs, RN educators and RN supervisors were cross-analyzed for meaningful differences between these job titles. The least important knowledge statement for newly licensed RNs and RN supervisors was “preschool safety” with an average rating of 3.44 and 2.57, respectively. RN educators rated “phototherapy” (average rating of 3.17) the lowest. The most important knowledge statement for newly licensed RNs was “emergency response” (average rating of 4.77). RN educators and RN supervisors rated “airway management” the highest (average rating of 4.92 and 4.85, 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. “Preschool safety” was rated as the least important knowledge statement by respondents from hospitals (average rating of 3.20). Individuals working in long-term care facilities rated “organ donation” as the least important knowledge statement, with an average rating of 3.71. Individuals working in community-based facilities rated “phototherapy” as the least important knowledge statement, with an average rating of 3.52. Individuals working in “other” facilities rated “arterial lines” as the least important, with an average rating of 3.43. The most important knowledge statement for respondents working in hospitals was “medication administration,” with an average rating of 4.87. Individuals working in long-term care facilities rated “complications of IV therapy,” “emergency response” and “medication side effects and interactions” as the most important, all with an average rating of 4.90. The most important knowledge statement for respondents working in community-based settings was “client

identification,” with an average rating of 4.85. Individuals working in “other” facilities rated “culture of safety,” “emergency response,” “professional accountability,” “provider order,” “receiving orders,” “rights of medication administration,” “safety precautions,” “scope of practice” and “staff safety” as the most important, all with an average rating of 5.0.

Summary

Respondents to the 2024 RN 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 RNs. There were similar importance ratings of the knowledge statements from newly licensed RNs, RN educators, RN supervisors 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 RNs, RN educators and RN supervisors, 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., its territories and Canada (who use the NCLEX-RN® for licensure purposes), 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 registered nurses (RNs). 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 RNs. This section provides a description of the methodology used to conduct the 2024 RN 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 RNs, RN educators and RN supervisors, and the survey data were collected and analyzed. Descriptions of the SME panel processes, survey development, sample selection and data collection procedures are provided, as well as information about confidentiality, response rates and the degree to which participants were representative of the sample of newly licensed RNs, RN educators and RN supervisors. 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 12 SMEs was assembled to assist with the creation of the knowledge statements and survey. Panel members taught RN students, supervised newly licensed RNs or were newly licensed RNs themselves. The panelists also represented various NCSBN geographic areas of the U.S. and Canadian territories/ jurisdictions, 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 RN Nursing Knowledge Survey. The initial meetings for the triennial practice analysis preceded the development of the 2024 RN Nursing Knowledge Survey. For the practice analysis, an initial panel of nurses (SMEs), representing various geographic regions of the U.S. and Canada, nursing specialties and practice settings, developed nursing activity statements intended to represent entry-level RN 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 three panelists bridging the two groups.

This second panel reviewed the activity statements and then developed knowledge statements for each activity statement. The link between knowledge statements and activity statements can be seen in [Appendix J](#), 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 J](#) reflect the knowledge statements developed by the SMEs. The resulting 312 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 RN practice, asking respondents to rate the importance of each of the 312 knowledge statements by using a five-point (1-5) scale. Section two identified the participant's work environment including area of practice, type of client and employment setting/specialty. Section three focused on demographic information, such as 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 RN Nursing Knowledge Survey is shown in [Appendix B](#).

Survey Process

Sample Selection

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

Educators of RNs (RN educators): In addition, surveys were sent to 6,000 nursing educators.

Supervisors of newly licensed RNs (RN supervisors): Finally, surveys were emailed to the potential supervisors of newly licensed RNs by a U.S. nursing organization. The only data available is the number of surveys returned from RN supervisors.

Representativeness

Table 1 presents the correspondence of sample size and respondents for newly licensed RNs by NCSBN jurisdiction. 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 newly licensed RNs 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. Approximately 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, and two weeks later, a third email reminder was sent to remaining nonrespondents. RN educators received a presurvey email, a KSA survey and the first reminder email. RN 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 was approved by NCSBN's Chief Executive Officer for compliance with organizational guidelines for research studies involving human subjects.

Table 1. Representativeness of Respondents by NCSBN Jurisdiction

Jurisdiction	Newly Licensed RN			
	Sample		Respondents	
	N	%	N	%
Alabama	67	1.6	12	1.6
Alaska	7	0.2	2	0.3
American Samoa	0	0.0	0	0.0
Arizona	100	2.4	19	2.5
Arkansas	40	1.0	5	0.7
California	368	8.8	70	9.0
Colorado	53	1.3	7	0.9
Connecticut	46	1.1	9	1.2
Delaware	11	0.3	3	0.4
District of Columbia	13	0.3	3	0.4
Florida	359	8.6	57	7.4
Georgia	122	2.9	25	3.2
Guam	0	0.0	0	0.0
Hawaii	15	0.4	1	0.1
Idaho	24	0.6	7	0.9
Illinois	180	4.3	40	5.2
Indiana	86	2.1	13	1.7
Iowa	38	0.9	6	0.8
Kansas	37	0.9	4	0.5
Kentucky	70	1.7	9	1.2
Louisiana	59	1.4	11	1.4
Maine	19	0.5	3	0.4
Maryland	66	1.6	10	1.3
Massachusetts	89	2.1	19	2.5
Michigan	111	2.6	19	2.5
Minnesota	89	2.1	29	3.8
Mississippi	44	1.1	10	1.3
Missouri	86	2.1	17	2.2

Table 1. Representativeness of Respondents by NCSBN Jurisdiction

Jurisdiction	Newly Licensed RN			
	Sample		Respondents	
	N	%	N	%
Montana	16	0.4	2	0.3
Nebraska	25	0.6	2	0.3
Nevada	40	1.0	3	0.4
New Hampshire	13	0.3	4	0.5
New Jersey	92	2.2	21	2.7
New Mexico	28	0.7	3	0.4
New York	332	7.9	86	11.1
North Carolina	117	2.8	9	1.2
North Dakota	15	0.4	2	0.3
Northern Mariana Islands	4	0.1	2	0.3
Ohio	186	4.4	34	4.4
Oklahoma	47	1.1	8	1.0
Oregon	38	0.9	2	0.3
Pennsylvania	167	4.0	21	2.7
Rhode Island	12	0.3	1	0.1
South Carolina	60	1.4	14	1.8
South Dakota	15	0.4	0	0.0
Tennessee	82	2.0	18	2.3
Texas	375	8.9	69	8.9
Utah	55	1.3	10	1.3
Vermont	6	0.1	1	0.1
Virgin Islands	1	0.0	0	0.0
Virginia	92	2.2	19	2.5
Washington	65	1.6	12	1.6
West Virginia	29	0.7	8	1.0
Wisconsin	83	2.0	11	1.4
Wyoming	6	0.1	2	0.3
Total	4200	100.0	774	100.0

Return Rates

There were 4,200 newly licensed RNs invited to complete the survey, with 4,177 surveys delivered. Of those delivered, there were 774 surveys returned by newly licensed RNs for a return rate of 18.5%. A total of 6,000 RN educators were invited to complete the

survey, with 5,122 surveys delivered. Of those, there were 497 surveys returned by RN educators for a 9.7% return rate. RN supervisors returned 151 surveys. The total number of surveys delivered to newly licensed RNs and RN educators was 9,299, with an adjusted return rate of 13.7% (as shown in [Table 2](#)). Because a third party

Table 2. Adjusted Return Rates

Job Title	Sample	Surveys Delivered	Surveys Returned	Adjusted Return Rate %
Newly Licensed RNs	4,200	4,177	774	18.5
RN Educators	6,000	5,122	497	9.7
Total	10,200	9,299	1,271	13.7

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

Table 3. Analyzable Response Rates

Job Title	Surveys Delivered	Invalid Responses	Analyzable Responses	Analyzable Response Rate %
Newly Licensed RNs	4,177	128	646	15.5
RN Educators	5,122	27	470	9.2
RN Supervisors	NA	NA	151	NA
Total	9,299	155	1,267	12.0

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

Note 2: The RN supervisor count was excluded from calculating the total Analyzable Response Rate % given Note 1.

delivered the supervisor survey, the number of surveys delivered, invalid and return rates were not available.

Of the 1,271 total surveys received from newly licensed RNs and RN educators, 155 respondents did not report holding either an advanced practice registered nurse (APRN) or RN license, so their responses were excluded from analysis. The analyzable response rates were 15.5% and 9.2% for newly licensed RNs and RN educators, respectively. This study contains 1,267 analyzable responses: 646 newly licensed RNs, 470 RN educators and 151 RN supervisors (as shown in [Table 3](#)).

Knowledge Survey Nonrespondent Study

In order to ensure the validity of the results, NCSBN conducted an email and telephone survey of nonrespondents to determine if those RNs not responding would have rated the knowledge statements differently. If there were no systematic differences between respondents versus nonrespondents, there would be further evidence signifying that the survey results are unbiased, which supports the validity of the results. A stratified random sample of nonrespondents (newly licensed RNs and RN educators) were contacted

via email or telephone. An Internet survey or telephone interview was conducted with 235 participants: 46 newly licensed RNs and 189 RN educators. The study found that the majority of the nonrespondents were too busy to complete the survey, did not receive the initial survey invitation or did not respond for other reasons. More importantly, the study found that the nonrespondent knowledge statement ratings were similar to the 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 I](#).

Summary

A panel of 12 RNs experienced in the practices of newly licensed RNs met and created a list of 312 knowledge statements that are important for a newly licensed RN to possess. A data collection instrument was developed, piloted and revised prior to being emailed. The surveyed RNs were divided into the following three categories: 4,200 newly licensed RNs, 6,000 RN educators and potential RN supervisors (sent by a U.S. nursing organization). This analysis contains the responses of 646 newly licensed RNs, 470 RN educators and 151 RN supervisors.

DEMOGRAPHICS, EXPERIENCES AND PRACTICE ENVIRONMENTS OF PARTICIPANTS

Demographics/Experiences

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

Nursing Licenses Held

Respondents were included in the analysis if they reported holding either an RN or APRN license. Because holding an RN license is a prerequisite for obtaining an APRN license, all respondents included in the analysis minimally held an RN license. **Figure 1** shows the percentage of RNs that held an APRN or licensed practical nurse/vocational nurse (LPN/VN) license among the three job titles for 2024 and 2021. Compared to 2021, there was a slight increase in the percentage of respondents who reported holding APRN licenses for the RN educator and a decrease in APRN licenses for the RN supervisor job title. When compared to 2021, there was also a slight increase in the percentage of newly licensed RNs who reported holding LPN/VN licenses.

Gender

Of the total respondents who indicated their gender on the survey, 90.0% reported their gender as female. The percentage of females by primary job title is as follows: newly licensed RNs (88.2%), RN educators (91.4%) and RN supervisors (90.5%). In 2021, 91.3% 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 RNs had an average age of 33.4 years (SD = 9.4). RN educators' average age was 55.8 years (SD = 10.4). RN supervisors' average age was 50.5 years (SD = 9.6). In 2021, the average ages for the three groups were 31.1 years, 51.8 years and 53.4 years, respectively.

Race/Ethnicity

White – not of Hispanic origin was the race/ethnicity identified most frequently by newly licensed RNs (41.7%), RN educators (87.1%) and RN supervisors (79.8%). 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

Figure 1. Licenses by Primary Job Title

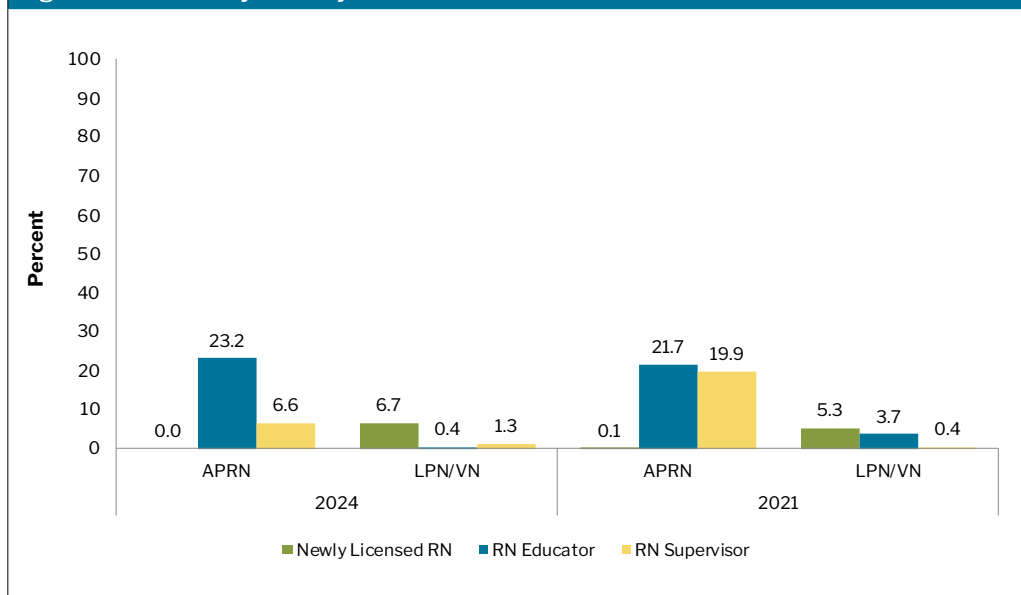


Figure 2. Gender by Primary Job Title

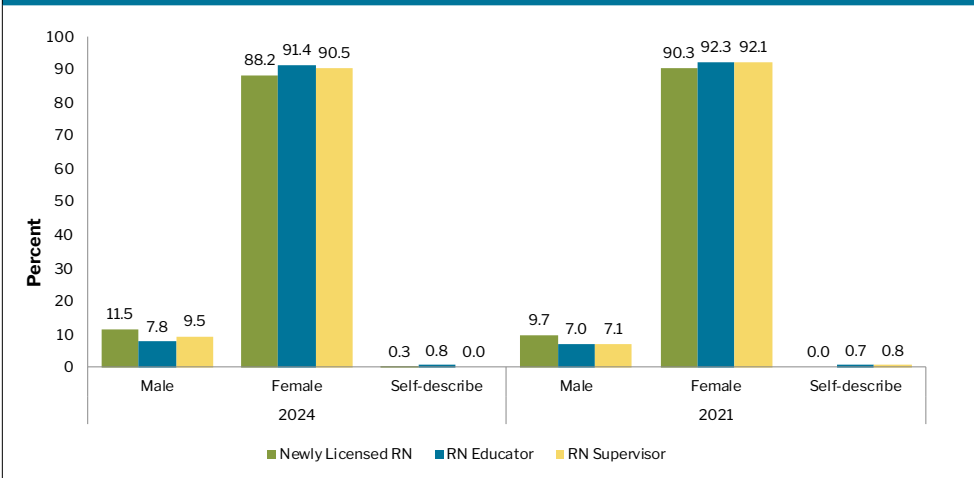
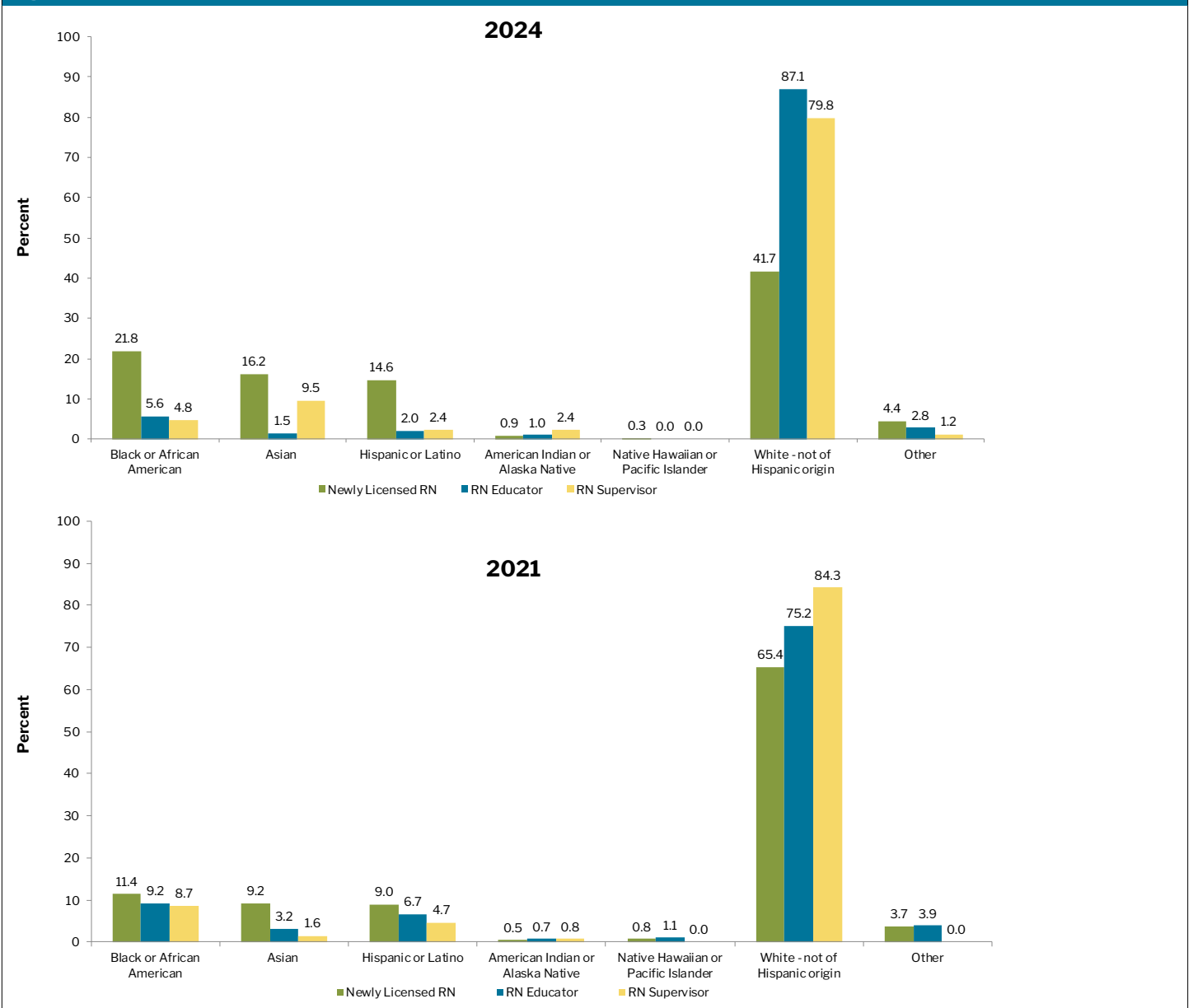


Figure 3. Race/Ethnicity by Primary Job Title



Hispanic origin decreased for newly licensed RNs and RN supervisors from 2021 to 2024 (by 23.7% for newly licensed RNs and 4.5% for RN supervisors). The percentage of those identifying as White – not of Hispanic origin increased for RN educators by 11.9% from 2021 to 2024.

Educational Background

The majority of newly licensed RNs reported having an associate degree (45.2%) or baccalaureate degree (38.0%). This was a decrease in baccalaureate (6.2%)

compared to 2021. 42.5% of RN educators listed their degree as a doctorate degree in the U.S (non-DNP), which is a 24.2% increase from 2021. The most frequent responses for RN supervisors were an RN baccalaureate degree or master’s degree in the U.S (non-advanced practice nurse) (26.2% and 38.1%, respectively), a decrease of 3.7% and an increase of 23.9% from 2021, respectively. See [Figure 4](#) for the percentages of respondents’ education backgrounds by primary job title from both 2024 and 2021.

Figure 4. Educational Background by Primary Job Title

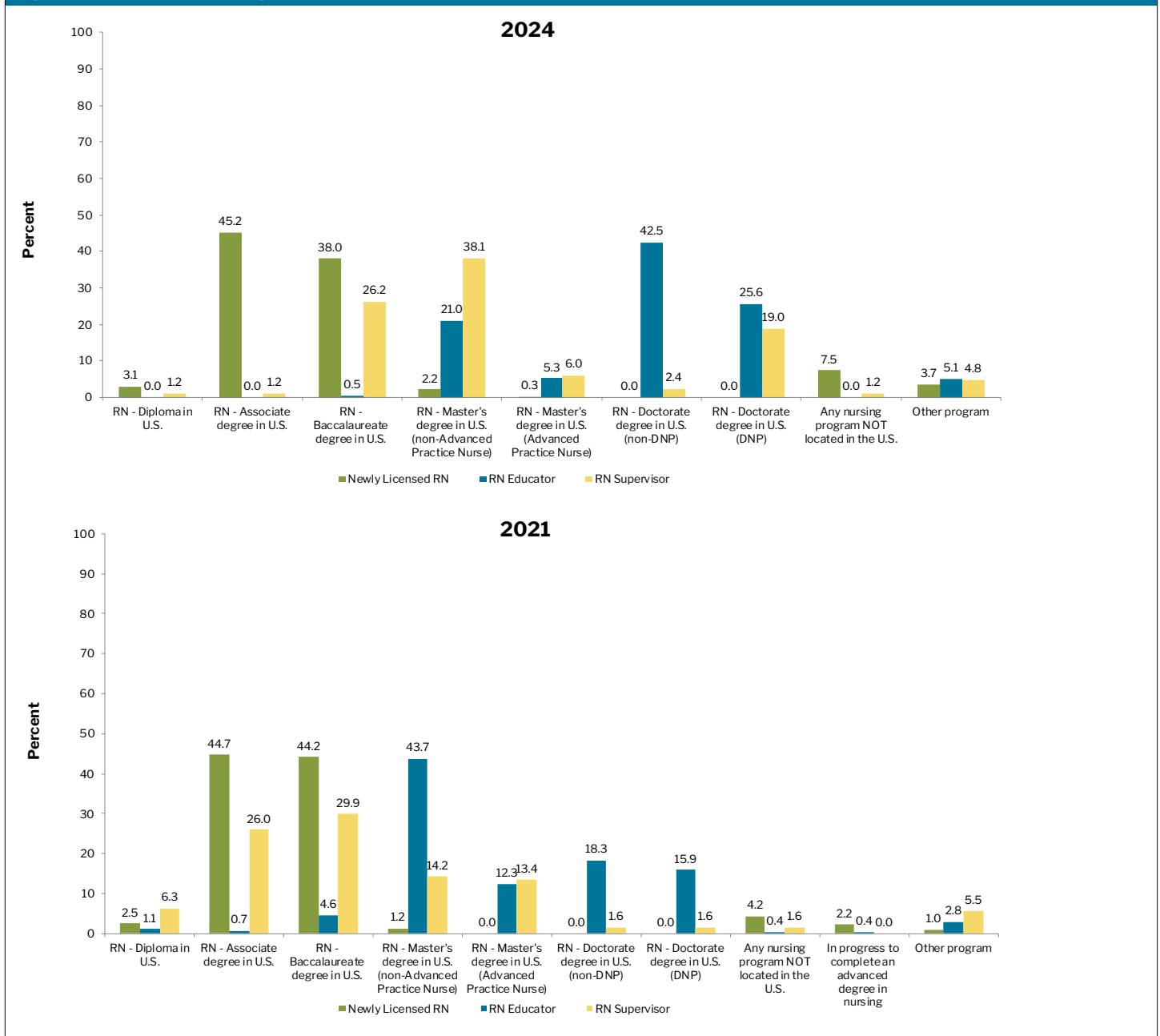


Figure 5. Primary Language by Primary Job Title

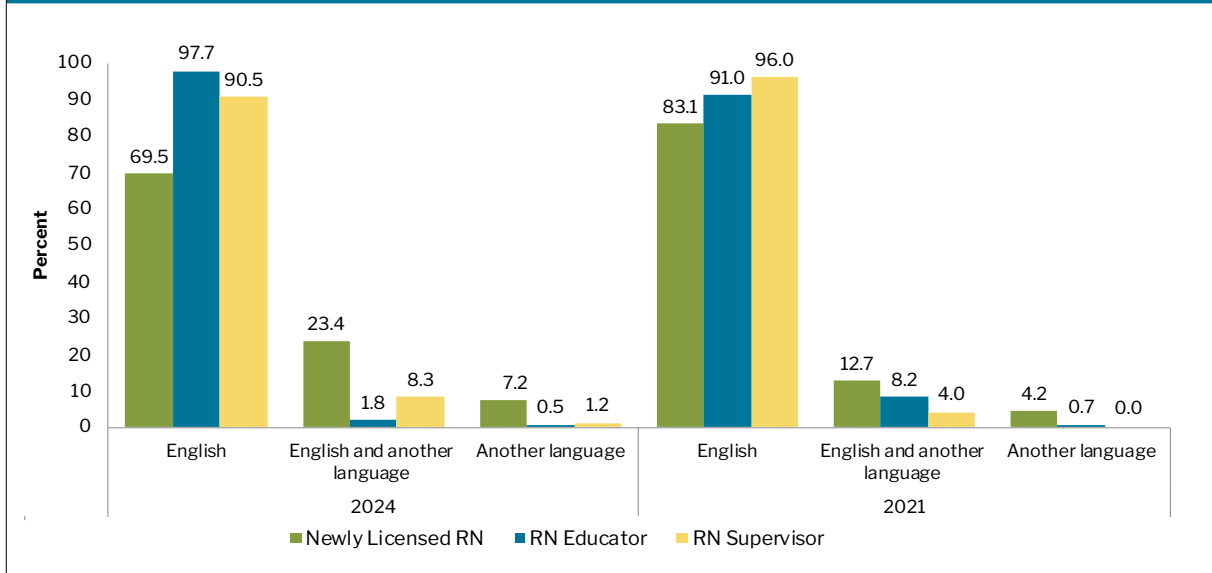
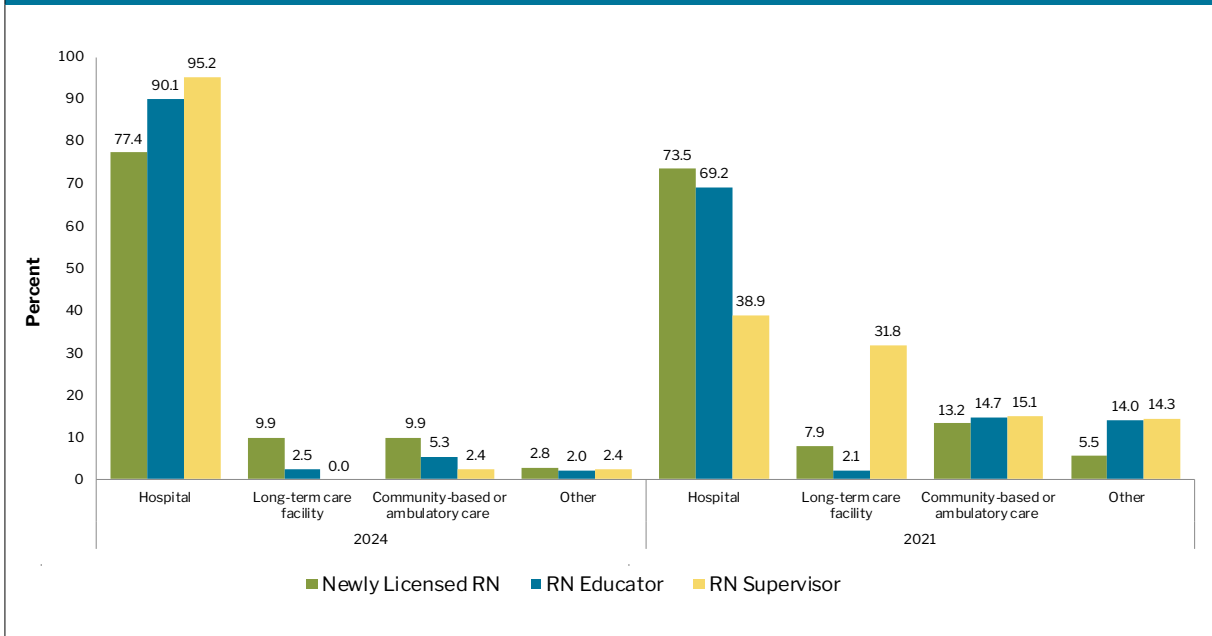


Figure 6. Facility by Primary Job Title



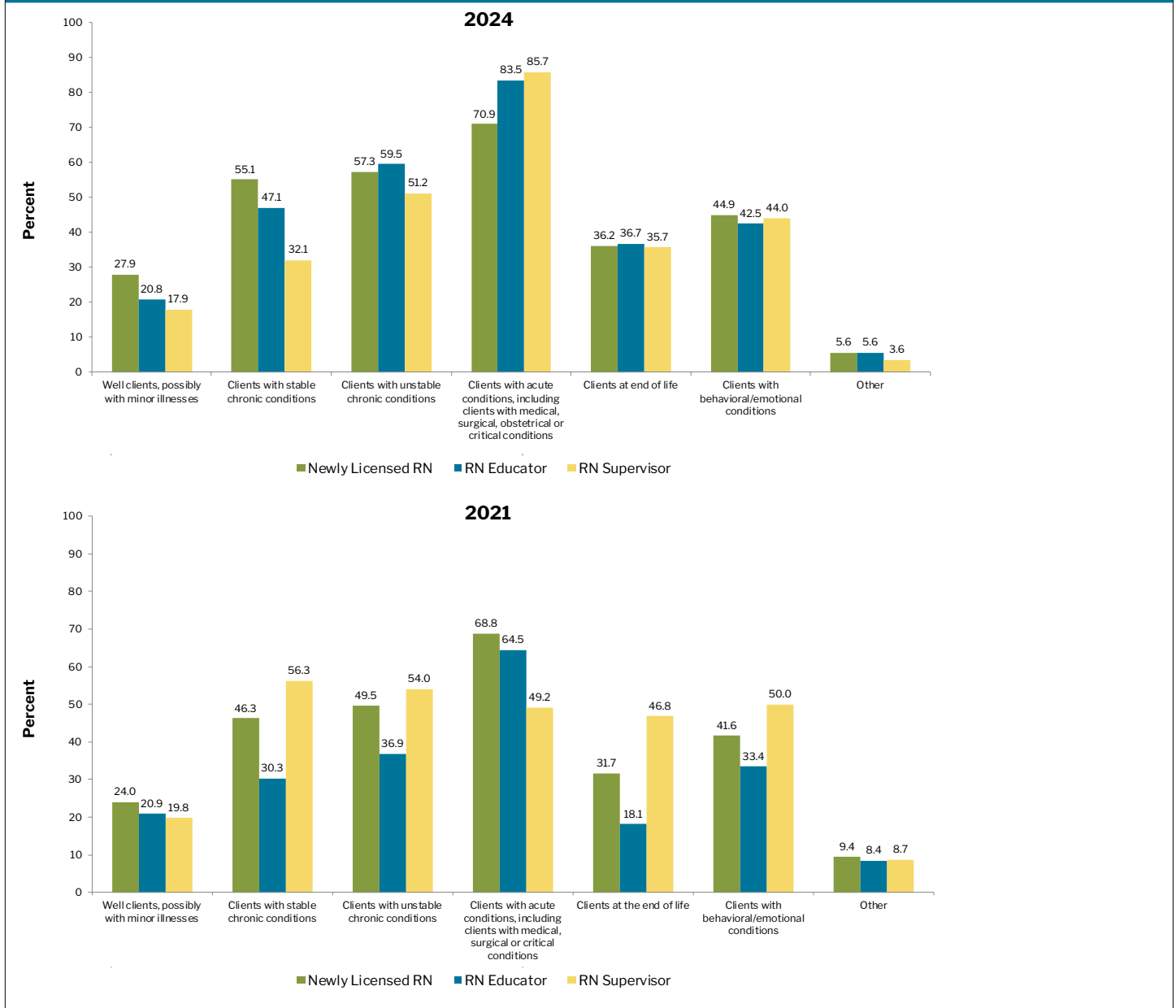
Primary Language

The majority of newly licensed RNs (69.5%), RN educators (97.7%) and RN supervisors (90.5%) reported English as their primary language. In 2021, 83.1% of newly licensed RNs reported English as their primary language. See [Figure 5](#) for primary language sorted by primary job title in 2024 and 2021.

Years of Experience

There were large variations in the amount of time RN educators and RN supervisors worked in their jobs. RN educators reported 15.7 years in their jobs, which is more than RN supervisors, who have spent an average of 10.5 years in their jobs. Newly licensed RNs were asked how long it had been since they completed course requirements for their nursing programs, and they reported an average of 10.9 months. In 2021, newly

Figure 7. Client Health Conditions by Primary Job Title



licensed RNs reported an average of 7.2 months since course completion; RN educators reported an average of 11.8 years in their jobs while RN supervisors had spent an average of 15.8 years in their jobs.

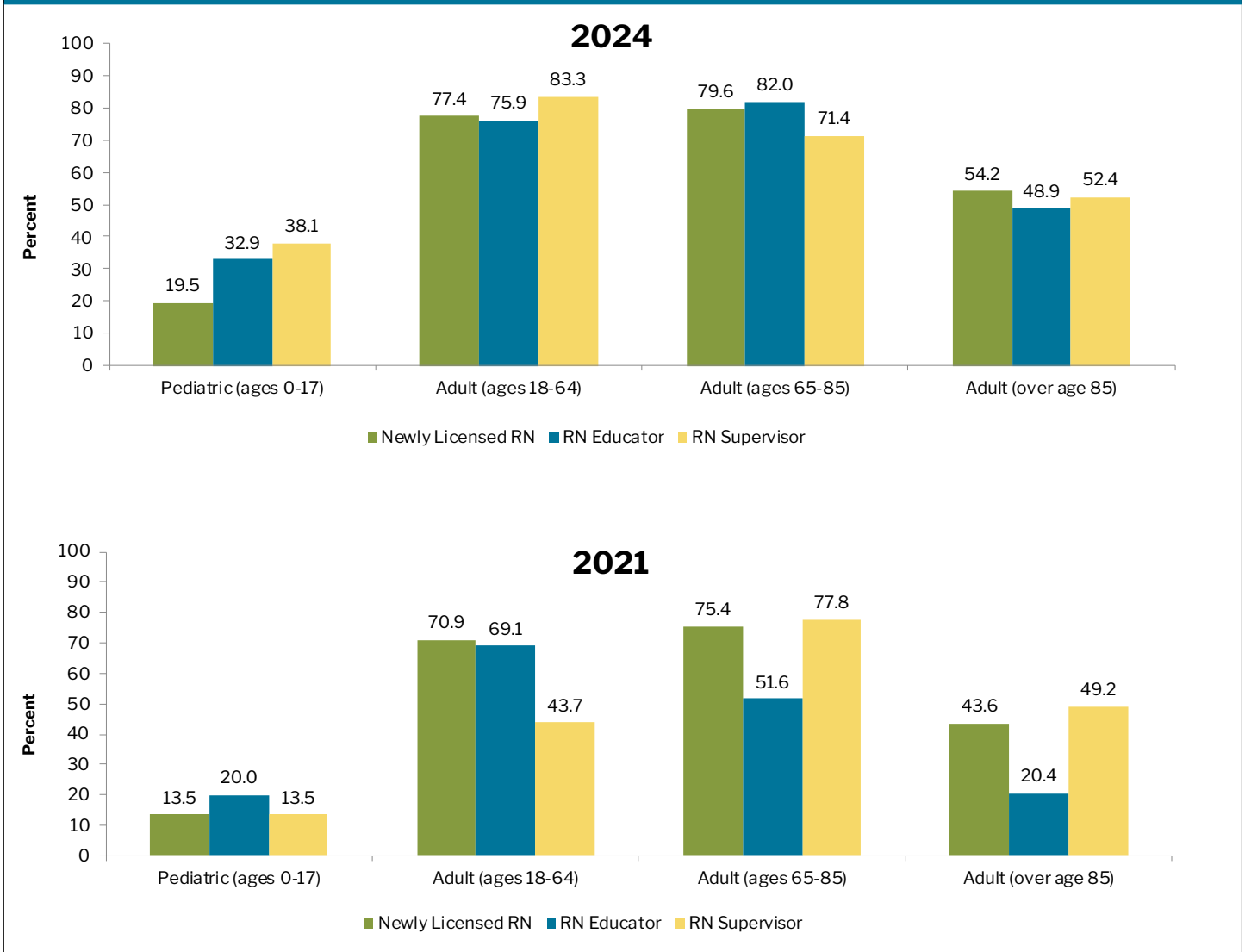
Facilities

The majority of newly licensed RNs (77.4%), RN educators (90.1%) and RN supervisors (95.2) worked in hospitals. See [Figure 6](#) for facility by primary job title in 2024 and 2021.

Client Health Conditions

Newly licensed RNs (70.9%), RN educators (83.5%) and RN supervisors (85.7%) primarily reported working with clients exhibiting acute conditions. 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 than 100%. See [Figure 7](#) 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.

Figure 8. Client Ages by Primary Job Title



Client Ages

Newly licensed RNs reported that they care for both older adult clients aged 65 to 85 (79.6%) and adult clients aged 18 to 64 (77.4%). The majority of RN educators (82.0%) reported that they cared for older adult clients aged 65 to 85. The most frequent response for RN supervisors (83.3%) was caring for adult clients aged 18 to 64. Respondents were allowed to give multiple answers, resulting in percentages within each primary job title totaling more than 100%. See [Figure 8](#) for client ages sorted by primary job title in both 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 RNs (38.4%), RN educators (75.4%) and RN supervisors (47.6%) was medical-surgical units. On average, for all job titles, the least reported employment settings were residential (0.7%) and palliative care (1.0%). Respondents were allowed to answer up to two employment settings, allowing for percentages totaling more than 100%. See [Table 4](#) for reported employment settings and specialties in both 2024 and 2021. To compare with 2024, 2021 results have been recalculated by excluding the missing responses.

Table 4. Employment Setting/Specialty

Employment Setting	Year	Newly Licensed RN		RN Educator		RN Supervisor		Total	
		N	%	N	%	N	%	N	%
Ambulatory care, physician office or clinics	2024	20	6.2	19	4.8	7	8.3	46	5.7
	2021	26	6.4	15	5.2	20	15.7	61	7.4
Critical care	2024	97	30.0	151	38.2	24	28.6	272	33.9
	2021	110	27.2	48	16.7	19	15.0	177	21.6
Home health	2024	16	5.0	8	2.0	0	0.0	24	3.0
	2021	14	3.5	2	0.7	8	6.3	24	2.9
Hospice	2024	9	2.8	4	1.0	3	3.6	16	2.0
	2021	13	3.2	1	0.3	3	2.4	17	2.1
Inpatient medical-surgical	2024	124	38.4	298	75.4	40	47.6	462	57.6
	2021	165	40.7	114	39.7	33	26.0	312	38.1
Labor and delivery	2024	14	4.3	38	9.6	9	10.7	61	7.6
	2021	9	2.2	55	19.2	1	0.8	65	7.9
Long-term care	2024	32	9.9	18	4.6	2	2.4	52	6.5
	2021	39	9.6	19	6.6	58	45.7	116	14.2
Operating room	2024	10	3.1	3	0.8	4	4.8	17	2.1
	2021	17	4.2	6	2.1	3	2.4	26	3.2
Palliative care	2024	6	1.9	1	0.3	1	1.2	8	1.0
	2021	5	1.2	3	1.0	2	1.6	10	1.2
Pediatric	2024	20	6.2	34	8.6	7	8.3	61	7.6
	2021	18	4.4	29	10.1	1	0.8	48	5.9
Psychiatry or subspecialties (detox, inpatient, outpatient)	2024	24	7.4	29	7.3	1	1.2	54	6.7
	2021	20	4.9	39	13.6	4	3.1	63	7.7
Public health/Occupational health	2024	6	1.9	13	3.3	0	0.0	19	2.4
	2021	15	3.7	10	3.5	1	0.8	26	3.2
Rehabilitation	2024	34	10.5	11	2.8	6	7.1	51	6.4
	2021	21	5.2	3	1.0	16	12.6	40	4.9
Residential	2024	4	1.2	1	0.3	1	1.2	6	0.7
	2021	3	0.7	2	0.7	3	2.4	8	1.0
Other	2024	42	13.0	22	5.6	15	17.9	79	9.9
	2021	62	15.3	53	18.5	19	15.0	134	16.4

Summary

The average newly licensed RN respondent was an English-speaking White female with an average age of 33.4 years. This average respondent held an associate degree or a baccalaureate degree from a college/university in the U.S. This average respondent primarily worked in hospitals caring for older adult clients aged

65 to 85 and adult clients aged 18 to 64 exhibiting acute conditions.

The average RN educator respondent was an English-speaking White female with an average age of 55.8 years. This average respondent held a doctorate degree (non-DNP) from a college/university in the U.S. This average respondent primarily worked in hospitals

caring for older adult clients aged 65 to 85 with acute conditions. On average, this respondent has been an RN educator for 15.7 years.

The average RN supervisor respondent was an English-speaking White female with an average age of 50.5 years. This average respondent held a baccalaureate or master's degree (non-advanced practice nurse) from a college/university in the U.S. This average respondent worked in a hospital caring for adult clients aged 18 to 64 with acute conditions. On average, this respondent has worked as an RN supervisor for 10.5 years.

KNOWLEDGE STATEMENT FINDINGS

Overview of Methods

The 2024 RN Nursing Knowledge Survey asked respondents to rate the importance of knowledge statements necessary for a newly licensed RN to practice safely and effectively. Respondents were asked to rate the overall importance of each knowledge statement considering safe and effective professional RN practice, regardless of specific 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 RN Nursing Knowledge Survey was asked to provide independent ratings of the 312 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 5](#), there was, in general, consistency among the highest importance knowledge statements across the ratings of the newly licensed RNs, RN educators, RN supervisors and SMEs. Additionally, there was consistency among the lowest importance knowledge statements across the ratings of the newly licensed RNs, RN educators, RN supervisors and SMEs. There seems to be evidence from several sources that provide convergent validity on the knowledge needed by newly licensed RNs in order to practice safely and effectively. SME ratings compared to survey respondent ratings, categorized by job titles, are presented in [Appendices D, E and F](#).

SMEs' importance ratings compared to each subgroup's ratings were very similar. There are no knowledge statement average ratings with more than one-point difference between the SMEs and newly licensed RNs. There was one knowledge statement, "indications for arterial lines," that had a one-point difference between the SMEs and the RN educators (SME ratings averaged

4.36 and RN educator ratings averaged 3.29). Also, there was one knowledge statement, "preschool safety," that had a one-point difference between the SMEs and RN supervisors (SME ratings averaged 3.64 and RN supervisor ratings averaged 2.57). Again, this information on knowledge needed by newly licensed RNs from multiple sources provides a more accurate description than a single source.

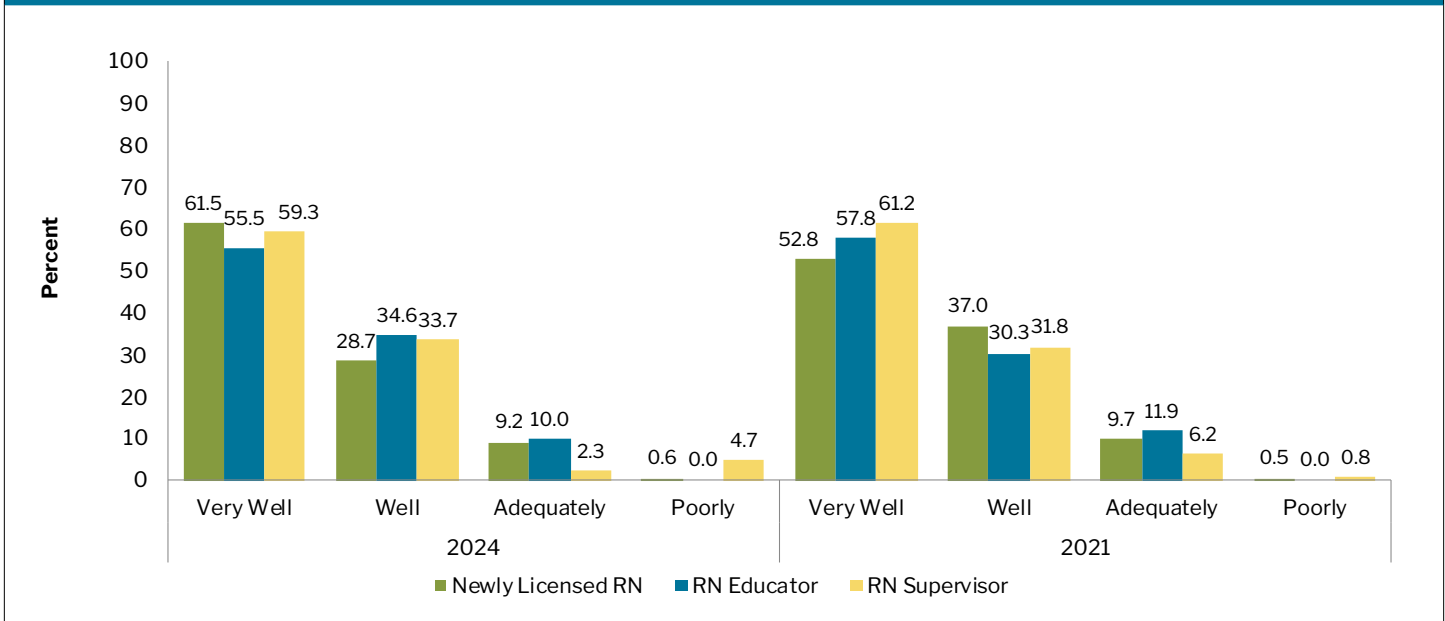
Representativeness of Knowledge Statements

The respondents were asked to rate how well the knowledge statements represented the knowledge areas a newly licensed RN should possess by selecting one of four options: "poorly," "adequately," "well" or "very well." The vast majority of respondents within each job title reported that the survey covered the important knowledge areas of a newly licensed RN "well" or "very well" (90.2% of newly licensed RNs, 90.1% of RN educators and 93.0% of RN supervisors). A large percentage of newly licensed RNs (61.5%), RN educators (55.5%) and RN supervisors (59.3%) responded that the survey represented the necessary knowledge areas "very well." See [Figure 9](#) 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 RN needs for safe and effective practice.

Figure 9. Survey Adequacy by Primary Job Title



Knowledge Statements

Importance of Knowledge Statements

The knowledge needed for safe and effective practice of newly licensed RNs was determined by respondents' responses based on an importance rating scale. In other words, the respondents were asked, "Regardless of specific practice setting, how important is the possession of this knowledge by a newly licensed RN 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 312 knowledge statements yielded very similar results.

The five least important and the five most important knowledge statements for all groups are shown in [Table 5](#) along with their average ratings. All of the groups (newly licensed RNs, RN educators, RN supervisors and SMEs) rated "medication administration" and "airway management" among the five most important knowledge statements. In terms of the least important knowledge statements, all groups rated "phototherapy"

among the five least important. The highest and lowest ranked statements by primary job title (newly licensed RN, RN educator and RN supervisor) are shown in [Tables 6](#) and [7](#) for the 2024 and 2021 surveys.

The average importance of ratings by primary job title (newly licensed RN, RN educator and RN supervisor) for all of the knowledge statements are presented in [Table 8](#). Additionally, [Appendices D, E](#) and [F](#) present the information in rank order of importance for each of the primary job titles as compared to ratings of SMEs. Because a different set of statements was used in 2021, it would not be possible to make individual comparisons between the two years.

Knowledge Statement Subgroup Analysis

Primary Job Title

The average knowledge statement importance ratings of newly licensed RNs, RN educators and RN supervisors were cross-analyzed for meaningful differences between these job titles. The least important knowledge statement for newly licensed RNs and RN supervisors was "preschool safety" with an average rating of 3.44 and 2.57, respectively. RN educators rated "phototherapy" (average rating of

Table 5. Most Important and Least Important Knowledge Statements with Ratings

Most Important Knowledge Statements							
Newly Licensed RN		RN Educator		RN Supervisor		SMEs	
Knowledge Statement	Avg. (1-5 scale)	Knowledge Statement	Avg. (1-5 scale)	Knowledge Statement	Avg. (1-5 scale)	Knowledge Statement	Avg. (1-5 scale)
Emergency response	4.77	Airway management	4.92	Airway management	4.85	Rights of medication administration	5.00
Medication administration	4.76	Client assessment	4.91	Aseptic technique	4.84	Aspiration precautions	4.93
Client safety	4.74	Medication administration	4.91	Medication administration	4.83	Dosage calculations	
Airway management	4.73	Client safety	4.91	Scope of practice	4.78	High-risk medications	
Medication administration techniques	4.72	Medication rights	4.88	Client identification	4.76	Medication administration	
						Medication administration routes	
						Prioritization of care	
						Scope of practice	
Least Important Knowledge Statements							
Newly Licensed RN		RN Educator		RN Supervisor		SMEs	
Knowledge Statement	Avg. (1-5 scale)	Knowledge Statement	Avg. (1-5 scale)	Knowledge Statement	Avg. (1-5 scale)	Knowledge Statement	Avg. (1-5 scale)
Preschool safety	3.44	Phototherapy	3.17	Preschool safety	2.57	Phototherapy	3.29
Chest physiotherapy	3.50	Continuous renal replacement therapy	3.22	School-age safety	2.97	Methods of heat transfer	3.36
Phototherapy	3.50	Organ transplant	3.23	Phototherapy	3.02	Immunization recommendations	
Developmental stages	3.50	Material safety data sheets	3.27	Continuous renal replacement therapy	3.14	Performance evaluation	
Immunization recommendations	3.54	Indications for arterial lines	3.29	Organ transplant	3.15	Fistula management	
						Phlebotomy	

3.17) the lowest. The most important knowledge statement for newly licensed RNs was “emergency response” (average rating of 4.77). RN educators and RN supervisors rated “airway management” the highest (average rating of 4.92 and 4.85, 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 G](#).

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. “Preschool safety” was rated as the least important knowledge statement by respondents from hospitals (average rating of 3.20). Individuals working in long-term care facilities rated “organ donation” as the least important knowledge statement, with an average rating of 3.71. Individuals working in community-based

Table 6. Most Important Knowledge Statements from 2024 and 2021 Surveys

Newly Licensed RN		RN Educator		RN Supervisor	
2024	2021	2024	2021	2024	2021
Emergency response	Airway management	Airway management	Client safety	Airway management	Client safety
Medication administration	Client safety	Client assessment	Client assessment	Aseptic technique	Adverse reactions
Client safety	Basic life support	Medication administration	Rights of medication administration	Medication administration	Basic life support
Airway management	Client assessment	Client safety	Airway management	Scope of practice	Signs and symptoms of infection
Medication administration techniques	Vital signs	Medication rights	Vital signs	Client identification	Airway management
					Vital signs
					Acute conditions

Table 7. Least Important Knowledge Statements from 2024 and 2021 Surveys

Newly Licensed RN		RN Educator		RN Supervisor	
2024	2021	2024	2021	2024	2021
Preschool safety	Dental services	Phototherapy	Dental services	Preschool safety	Preschool care
Chest physiotherapy	Phototherapy	Continuous renal replacement therapy	Phototherapy	School-age safety	Dental services
Phototherapy	Preschool care	Organ transplant	Preschool care	Phototherapy	Antepartum testing
Developmental stages	Body image	Material safety data sheets	Organ donation	Continuous renal replacement therapy	Growth charts
Immunization recommendations	Growth charts	Indications for arterial lines	Peritoneal dialysis	Organ transplant	Phototherapy
			Referral processes		
			Growth charts		

facilities rated “phototherapy” as the least important knowledge statement, with an average rating of 3.52. Individuals working in “other” facilities rated “arterial lines” as the least important, with an average rating of 3.43. The most important knowledge statement for respondents working in hospitals was “medication administration,” with an average rating of 4.87. Individuals working in long-term care facilities rated “complications of IV therapy,” “emergency response” and “medication side effects and interactions” as the most important, with an average rating of 4.90. The most important knowledge statement for respondents working in community-based settings was “client

identification,” with an average rating of 4.85. Individuals working in “other” facilities rated “culture of safety,” “emergency response,” “professional accountability,” “provider order,” “receiving orders,” “rights of medication administration,” “safety precautions,” “scope of practice” and “staff safety” as the most important, with an average rating of 5.0. Average importance ratings for all knowledge statements by facility are listed in [Appendix H](#).

Table 8. Knowledge Statement Importance Ratings

Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
1	Access device care	248	3.99	0.06	223	4.05	0.06	67	4.34	0.08
2	Activities of daily living	253	3.96	0.06	216	4.25	0.05	50	4.22	0.11
3	Adaptive devices	248	3.75	0.06	223	3.74	0.05	67	3.67	0.11
4	Admission process	253	3.90	0.07	216	3.69	0.06	50	4.02	0.11
5	Adolescent safety	248	3.97	0.07	223	4.07	0.06	67	3.67	0.12
6	Adult care	253	4.36	0.05	216	4.54	0.04	50	4.38	0.11
7	Advanced directives	248	3.96	0.06	223	4.18	0.05	67	3.91	0.11
8	Adverse reactions	253	4.60	0.04	216	4.85	0.03	50	4.68	0.08
9	Airway management	248	4.73	0.04	223	4.92	0.02	67	4.85	0.05
10	Alarm fatigue	253	3.94	0.07	216	4.02	0.06	50	4.12	0.12
11	Allergies	248	4.50	0.05	223	4.73	0.03	67	4.52	0.08
12	Antepartum care	253	3.69	0.08	216	3.78	0.06	50	3.40	0.17
13	Approved abbreviations	248	3.91	0.07	223	4.35	0.05	67	4.12	0.10
14	Approved terminology	253	4.03	0.06	216	4.15	0.05	50	4.06	0.12
15	Arterial lines	248	3.96	0.07	223	3.49	0.07	67	3.52	0.14
16	Aseptic technique	253	4.55	0.05	216	4.86	0.03	50	4.84	0.06
17	Aspiration precautions	248	4.63	0.04	223	4.74	0.03	67	4.55	0.09
18	Assessment tools	253	4.49	0.05	216	4.63	0.04	50	4.70	0.08
19	Assistive devices	248	3.82	0.06	223	3.87	0.05	67	3.75	0.12
20	Barriers to learning	253	3.95	0.06	216	3.97	0.05	50	3.94	0.11
21	Behavioral management techniques	248	4.03	0.06	223	4.20	0.05	67	4.34	0.09
22	Bereavement	253	3.78	0.06	216	3.91	0.05	50	3.70	0.11
23	Biohazardous materials	248	4.03	0.06	223	4.11	0.06	67	3.99	0.12
24	Bladder elimination	253	4.18	0.05	216	4.31	0.04	50	4.14	0.10
25	Blood compatibility	248	4.47	0.06	223	4.68	0.04	67	4.57	0.09
26	Blood product administration	253	4.57	0.05	216	4.53	0.05	50	4.58	0.09
27	Blood specimens	248	4.19	0.06	223	4.01	0.05	67	4.18	0.10
28	Bowel elimination	253	4.01	0.06	216	4.30	0.04	50	3.98	0.11
29	Cardiac arrhythmias	248	4.49	0.05	223	4.43	0.05	67	4.46	0.10
30	Cardiac monitoring	253	4.57	0.05	216	4.38	0.05	50	4.40	0.10
31	Care goals	248	3.85	0.07	223	4.25	0.05	67	4.00	0.11
32	Caregiver education	253	4.06	0.05	216	4.15	0.05	50	3.92	0.10
33	Caregiver resources	248	3.69	0.07	223	3.78	0.05	67	3.63	0.10
34	Caregiver support	253	4.00	0.05	216	4.03	0.05	50	3.82	0.11
35	Catheter care and positioning	248	4.22	0.06	223	4.49	0.04	67	4.52	0.07
36	Chain of command	253	4.00	0.06	216	4.20	0.05	50	4.30	0.10

Table 8. Knowledge Statement Importance Ratings

Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
37	Chest physiotherapy	248	3.50	0.07	223	3.36	0.06	67	3.34	0.13
38	Chest tube management	253	4.14	0.07	216	3.95	0.06	50	4.04	0.13
39	Chronic vs. acute pain	248	4.03	0.06	223	4.25	0.04	67	3.96	0.09
40	Circulation promotion	253	4.43	0.05	216	4.56	0.04	50	4.36	0.12
41	Client acuity	248	4.25	0.05	223	4.23	0.05	67	4.21	0.09
42	Client advocacy	253	4.45	0.05	216	4.56	0.04	50	4.18	0.10
43	Client assessment	248	4.65	0.04	223	4.91	0.02	67	4.75	0.07
44	Client confidentiality	253	4.52	0.04	216	4.79	0.03	50	4.58	0.09
45	Client consent	248	4.47	0.05	223	4.63	0.04	67	4.58	0.09
46	Client dignity	253	4.45	0.04	216	4.72	0.04	50	4.52	0.09
47	Client education	248	4.33	0.05	223	4.66	0.04	67	4.42	0.09
48	Client identification	253	4.60	0.04	216	4.88	0.03	50	4.76	0.06
49	Client mobility	248	4.12	0.05	223	4.37	0.04	67	4.27	0.08
50	Client needs	253	4.40	0.05	216	4.62	0.04	50	4.42	0.09
51	Client plan of care	248	4.00	0.06	223	4.43	0.04	67	4.21	0.10
52	Client positioning	253	4.36	0.04	216	4.41	0.04	50	4.48	0.09
53	Client privacy	224	4.32	0.05	219	4.45	0.05	63	4.38	0.09
54	Client resources	224	3.89	0.06	212	3.85	0.04	44	3.59	0.13
55	Client response to plan of care	224	4.13	0.06	219	4.34	0.05	63	4.13	0.10
56	Client response to treatment	224	4.43	0.05	212	4.62	0.04	44	4.36	0.11
57	Client rights and responsibilities	224	4.37	0.05	219	4.51	0.04	63	4.32	0.10
58	Client safety	224	4.74	0.03	212	4.91	0.02	44	4.75	0.07
59	Clinical resources	224	4.15	0.06	219	4.13	0.05	63	4.25	0.09
60	Cognitive status	224	4.43	0.05	212	4.52	0.04	44	4.39	0.10
61	Collaboration	224	4.31	0.05	219	4.45	0.04	63	4.44	0.09
62	Collection devices	224	3.90	0.06	212	3.64	0.05	44	3.77	0.13
63	Communication methods	224	4.25	0.05	219	4.59	0.04	63	4.52	0.09
64	Community assessment	224	3.58	0.07	212	3.58	0.05	44	3.39	0.15
65	Community health education	224	3.75	0.07	219	3.71	0.05	63	3.48	0.12
66	Community resources	224	3.69	0.07	212	3.69	0.05	44	3.43	0.14
67	Compensatory techniques	224	3.89	0.06	219	3.69	0.05	63	3.57	0.11
68	Complications of anesthesia	224	4.31	0.06	212	4.22	0.06	44	4.34	0.13
69	Complications of invasive procedures	224	4.33	0.06	219	4.23	0.05	63	4.25	0.11
70	Complications of IV therapy	224	4.57	0.05	212	4.58	0.04	44	4.55	0.09
71	Complications of peritoneal dialysis	224	3.87	0.08	219	3.53	0.07	63	3.48	0.14
72	Complications with arterial lines	224	4.33	0.07	212	3.92	0.07	44	4.05	0.16

Table 8. Knowledge Statement Importance Ratings

Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
73	Conflict resolution	224	4.07	0.06	219	4.41	0.05	63	4.38	0.10
74	Continuity of care	224	4.10	0.06	212	4.27	0.05	44	4.02	0.12
75	Continuous renal replacement therapy	224	3.69	0.08	219	3.22	0.07	63	3.14	0.15
76	Continuum of care	224	4.10	0.06	212	4.24	0.05	44	3.93	0.12
77	Contraindications	224	4.43	0.05	219	4.47	0.05	63	4.06	0.12
78	Controlled substances	224	4.40	0.05	212	4.38	0.05	44	4.45	0.11
79	Coping techniques	224	3.98	0.06	219	4.27	0.05	63	4.21	0.10
80	Cost-effective care	224	3.80	0.07	212	3.85	0.06	44	3.57	0.16
81	Crisis intervention	224	4.22	0.06	219	4.29	0.05	63	4.35	0.09
82	Cultural considerations	224	4.09	0.06	212	4.37	0.05	44	4.27	0.10
83	Culture of safety	224	4.25	0.06	219	4.76	0.03	63	4.75	0.06
84	De-escalation techniques	224	4.23	0.06	212	4.36	0.05	44	4.50	0.11
85	Delegation	224	4.23	0.06	219	4.47	0.04	63	4.37	0.09
86	Determinants of health	224	4.04	0.06	212	4.14	0.05	44	3.93	0.12
87	Developmental stages	224	3.50	0.08	219	3.79	0.06	63	3.49	0.13
88	Device securement	224	3.97	0.07	212	3.79	0.06	44	3.82	0.15
89	Devices used to promote venous return	224	3.95	0.07	219	3.72	0.06	63	3.68	0.12
90	Diagnostic equipment	224	4.10	0.06	212	3.70	0.05	44	3.66	0.11
91	Diagnostic results	224	4.21	0.06	219	4.34	0.04	63	4.21	0.08
92	Diagnostic testing	224	4.26	0.06	212	4.01	0.05	44	3.77	0.12
93	Discharge planning	224	3.90	0.06	219	4.27	0.05	63	4.08	0.10
94	Disease process	224	4.43	0.05	212	4.55	0.04	44	4.52	0.08
95	Dosage calculations	224	4.17	0.07	219	4.72	0.04	63	4.37	0.12
96	Drainage devices	224	4.06	0.06	212	3.83	0.05	44	3.73	0.13
97	Dressing management	224	3.99	0.06	219	4.11	0.05	63	4.19	0.09
98	Early ambulation	224	4.17	0.06	212	4.24	0.05	44	4.09	0.13
99	Electrolyte imbalance	224	4.48	0.05	219	4.59	0.04	63	4.40	0.08
100	Emergency equipment	224	4.71	0.04	212	4.57	0.04	44	4.41	0.11
101	Emergency planning	224	4.24	0.06	219	4.08	0.05	63	4.10	0.11
102	Emergency response	224	4.77	0.03	212	4.69	0.04	44	4.68	0.09
103	Empathetic communication	224	4.23	0.05	219	4.47	0.04	63	4.43	0.09
104	End-of-life care	224	3.98	0.06	212	4.20	0.05	44	4.00	0.13
105	Enteral feeding management	203	4.00	0.07	212	3.87	0.05	58	3.83	0.10
106	Environmental assessment	197	3.98	0.07	209	3.97	0.05	41	3.73	0.14
107	Equipment management	203	3.99	0.06	212	3.75	0.06	58	3.91	0.10
108	Equipment safety	197	4.32	0.06	209	4.35	0.05	41	4.22	0.10

Table 8. Knowledge Statement Importance Ratings

Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
109	Ergonomic principles	203	3.70	0.07	212	4.05	0.05	58	3.79	0.12
110	Ethical dilemmas	197	4.04	0.06	209	4.31	0.05	41	3.95	0.13
111	Ethics	203	4.24	0.06	212	4.68	0.04	58	4.26	0.12
112	Event reporting	197	4.23	0.06	209	4.39	0.05	41	4.07	0.12
113	Evidence-based practice	203	4.32	0.06	212	4.60	0.04	58	4.47	0.09
114	Facility resources	197	4.03	0.06	209	3.72	0.05	41	3.68	0.14
115	Family dynamics	203	3.80	0.07	212	3.88	0.05	58	3.74	0.11
116	Fistula management	197	3.88	0.08	209	3.54	0.06	41	3.54	0.19
117	Fluid and electrolyte imbalance	203	4.51	0.05	212	4.64	0.04	58	4.41	0.09
118	Focused assessments	197	4.61	0.04	209	4.59	0.04	41	4.39	0.10
119	Handoff procedures	203	4.22	0.06	212	4.56	0.04	58	4.50	0.09
120	Hazardous materials	197	4.05	0.07	209	4.02	0.05	41	3.88	0.14
121	Health equity	203	3.98	0.07	212	4.06	0.06	58	3.83	0.13
122	Health information technology	197	3.91	0.07	209	3.95	0.06	41	3.85	0.14
123	Health maintenance	203	4.08	0.06	212	4.03	0.05	58	3.69	0.10
124	Health promotion	197	4.16	0.06	209	4.25	0.05	41	3.63	0.16
125	Hemodialysis	203	4.00	0.07	212	3.47	0.06	58	3.59	0.13
126	Hemodynamics	197	4.47	0.05	209	4.40	0.05	41	4.27	0.12
127	Hemostasis	203	4.22	0.06	212	4.20	0.05	58	4.05	0.11
128	Hierarchy of needs	197	4.10	0.07	209	4.20	0.06	41	3.95	0.13
129	High-risk behavior assessment	203	4.15	0.06	212	4.13	0.06	58	4.02	0.11
130	High-risk health behaviors	197	4.13	0.06	209	4.08	0.05	41	3.88	0.14
131	High-risk medications	203	4.63	0.05	212	4.66	0.04	58	4.59	0.09
132	Holistic care	197	3.91	0.07	209	4.12	0.05	41	3.73	0.14
133	Hospice care	203	3.70	0.08	212	3.76	0.05	58	3.40	0.13
134	Hygiene	197	4.28	0.06	209	4.27	0.05	41	4.12	0.12
135	Immunization recommendations	203	3.54	0.08	212	3.55	0.06	58	3.26	0.14
136	Incentive spirometry	197	4.06	0.07	209	4.02	0.05	41	3.98	0.13
137	Indications for arterial lines	203	3.95	0.07	212	3.29	0.07	58	3.34	0.15
138	Indications for gastrointestinal tubes	197	4.00	0.08	209	3.78	0.05	41	3.83	0.15
139	Indications for peripheral intravenous lines	203	4.13	0.07	212	4.07	0.05	58	4.00	0.10
140	Indications for specific invasive procedures	197	4.23	0.06	209	3.83	0.05	41	3.85	0.15
141	Indications for urinary catheters	203	4.12	0.06	212	4.13	0.05	58	4.03	0.11
142	Indwelling catheter management	197	4.50	0.05	209	4.43	0.05	41	4.24	0.13
143	Infant safety	203	4.10	0.08	212	4.38	0.05	58	3.90	0.14
144	Infection prevention	197	4.69	0.04	209	4.85	0.03	41	4.71	0.08

Table 8. Knowledge Statement Importance Ratings

Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
145	Informed consent	203	4.44	0.05	212	4.64	0.04	58	4.43	0.10
146	Infusion types	197	4.40	0.06	209	4.16	0.05	41	4.07	0.12
147	Insertion site assessment and maintenance	203	4.30	0.06	212	4.40	0.05	58	4.41	0.09
148	Intake and output management	197	4.21	0.06	209	4.29	0.05	41	4.20	0.12
149	Intake and output types	203	4.04	0.06	212	4.27	0.05	58	4.33	0.10
150	Intake management	197	4.07	0.07	209	4.14	0.05	41	3.98	0.13
151	Intake measurements	203	4.00	0.06	212	4.20	0.05	58	4.33	0.09
152	Interdisciplinary team	197	4.13	0.06	209	4.16	0.05	41	3.95	0.13
153	Internal monitoring devices	203	3.93	0.07	212	3.61	0.06	58	3.79	0.13
154	Intrapartum care	197	3.78	0.09	209	3.62	0.06	41	3.39	0.17
155	Irrigation	203	3.71	0.08	212	3.54	0.06	58	3.57	0.12
156	Irrigation equipment	197	3.92	0.07	209	3.57	0.06	41	3.61	0.16
157	Isolation precautions	189	4.32	0.06	207	4.64	0.03	53	4.38	0.11
158	IV insertion	187	4.50	0.05	208	3.95	0.06	40	3.88	0.16
159	IV removal	189	3.83	0.07	207	3.96	0.06	53	3.87	0.13
160	Lab results	187	4.70	0.04	208	4.54	0.04	40	4.53	0.11
161	Learning preferences	189	3.74	0.07	207	3.49	0.06	53	3.66	0.12
162	Life transitions	187	3.90	0.08	208	3.69	0.05	40	3.53	0.13
163	Lifestyle changes	189	3.83	0.07	207	3.66	0.05	53	3.47	0.13
164	Mandatory reporting	187	4.39	0.06	208	4.53	0.05	40	4.23	0.10
165	Material safety data sheets	189	3.56	0.08	207	3.27	0.07	53	3.38	0.14
166	Measurement techniques	187	4.06	0.07	208	3.87	0.06	40	3.80	0.13
167	Medical history	189	4.31	0.05	207	4.25	0.05	53	4.08	0.12
168	Medical procedures and treatments	187	4.49	0.06	208	3.93	0.05	40	3.85	0.13
169	Medical terminology	189	4.25	0.06	207	4.35	0.05	53	4.28	0.12
170	Medication administration	187	4.76	0.03	208	4.91	0.02	40	4.83	0.06
171	Medication administration routes	189	4.54	0.05	207	4.74	0.03	53	4.55	0.10
172	Medication administration techniques	187	4.72	0.04	208	4.86	0.02	40	4.68	0.09
173	Medication compatibility	189	4.58	0.05	207	4.70	0.04	53	4.49	0.10
174	Medication indications	187	4.69	0.04	208	4.75	0.03	40	4.60	0.09
175	Medication interactions	189	4.60	0.05	207	4.64	0.04	53	4.38	0.10
176	Medication management	187	4.58	0.05	208	4.75	0.03	40	4.73	0.07
177	Medication reconciliation	189	4.28	0.06	207	4.62	0.04	53	4.34	0.12
178	Medication rights	187	4.58	0.05	208	4.88	0.02	40	4.73	0.09
179	Medication side effects	189	4.47	0.05	207	4.69	0.04	53	4.43	0.10
180	Medication side effects and interactions	187	4.71	0.04	208	4.83	0.03	40	4.68	0.08

Table 8. Knowledge Statement Importance Ratings

Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
181	Methods of heat transfer	189	3.54	0.08	207	3.30	0.06	53	3.25	0.12
182	Moderate sedation	187	4.30	0.07	208	3.85	0.06	40	3.90	0.16
183	Near misses	189	4.10	0.07	207	4.39	0.05	53	4.17	0.13
184	Negative pressure wound therapy	187	3.93	0.08	208	3.41	0.06	40	3.50	0.17
185	Newborn safety	189	4.07	0.08	207	4.31	0.06	53	4.00	0.15
186	Nonpharmacological interventions	187	4.11	0.07	208	4.08	0.05	40	3.88	0.13
187	Nonverbal cues	189	4.12	0.06	207	4.11	0.05	53	4.04	0.10
188	Nursing code of ethics	187	4.27	0.06	208	4.60	0.05	40	4.45	0.11
189	Nutrition	189	3.99	0.06	207	3.97	0.05	53	3.87	0.11
190	Older adult care	187	4.11	0.07	208	4.29	0.04	40	3.98	0.13
191	Organ donation	189	3.60	0.08	207	3.35	0.06	53	3.40	0.14
192	Organ transplant	187	3.87	0.09	208	3.23	0.06	40	3.15	0.17
193	Orthopedic devices	189	3.64	0.07	207	3.43	0.06	53	3.45	0.11
194	Ostomy care	187	3.95	0.08	208	3.61	0.05	40	3.58	0.16
195	Ostomy management	189	3.86	0.07	207	3.62	0.05	53	3.74	0.11
196	Output devices management	187	4.01	0.07	208	3.75	0.05	40	3.73	0.14
197	Output management	189	3.94	0.07	207	4.04	0.05	53	4.19	0.11
198	Output measurements	187	4.06	0.06	208	3.96	0.05	40	3.80	0.15
199	Oxygenation	189	4.66	0.05	207	4.86	0.03	53	4.66	0.09
200	Pacing devices	187	4.16	0.07	208	3.57	0.06	40	3.48	0.17
201	Pain assessment	189	4.35	0.05	207	4.68	0.04	53	4.49	0.09
202	Pain management	187	4.38	0.06	208	4.60	0.04	40	4.48	0.11
203	Palliative care	189	3.85	0.07	207	3.89	0.05	53	3.58	0.12
204	Parenteral nutrition	187	4.10	0.08	208	4.00	0.05	40	3.83	0.14
205	Pathophysiology	189	4.15	0.07	207	4.43	0.05	53	4.30	0.10
206	Percutaneous feeding devices	187	3.95	0.08	208	3.72	0.06	40	3.65	0.16
207	Performance evaluation	189	3.68	0.08	207	3.50	0.06	53	3.32	0.15
208	Peritoneal dialysis	187	3.94	0.08	208	3.42	0.06	40	3.35	0.17
209	Personal bias	179	3.87	0.08	204	4.06	0.06	51	3.96	0.15
210	Pharmacology	176	4.64	0.05	207	4.80	0.03	37	4.65	0.08
211	Phlebitis	179	4.04	0.07	204	4.07	0.05	51	3.92	0.13
212	Phlebotomy	176	4.13	0.07	207	3.33	0.06	37	3.70	0.14
213	Phototherapy	179	3.50	0.09	204	3.17	0.06	51	3.02	0.16
214	Physical impairment	176	4.01	0.06	207	3.84	0.05	37	3.70	0.13
215	Physical stressors	179	3.90	0.07	204	3.75	0.06	51	3.53	0.12
216	Point-of-care testing	176	3.97	0.08	207	3.70	0.06	37	3.62	0.17

Table 8. Knowledge Statement Importance Ratings

Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
217	Policies and procedures	179	4.16	0.06	204	4.15	0.06	51	4.25	0.11
218	Polypharmacy	176	4.15	0.07	207	4.25	0.06	37	4.03	0.13
219	Postmortem care	179	3.74	0.08	204	3.30	0.06	51	3.39	0.13
220	Postoperative care	176	4.47	0.05	207	4.21	0.05	37	4.08	0.12
221	Postoperative education	179	4.05	0.07	204	4.01	0.05	51	4.00	0.11
222	Postpartum care	176	4.02	0.08	207	3.71	0.06	37	3.49	0.17
223	PPE	179	4.31	0.06	204	4.68	0.04	51	4.55	0.10
224	Practice errors	176	4.45	0.05	207	4.57	0.05	37	4.16	0.12
225	Prenatal care	179	3.87	0.08	204	3.70	0.06	51	3.51	0.15
226	Preoperative care	176	4.28	0.06	207	3.99	0.05	37	3.81	0.15
227	Preoperative education	179	3.98	0.07	204	3.94	0.05	51	3.84	0.11
228	Preschool safety	176	3.44	0.10	207	3.29	0.06	37	2.57	0.20
229	Pressure injury prevention	179	4.44	0.06	204	4.56	0.04	51	4.55	0.09
230	Preventive care	176	4.17	0.07	207	4.10	0.06	37	3.86	0.13
231	Prioritization of care	179	4.55	0.04	204	4.78	0.03	51	4.55	0.10
232	Procedural sedation	176	4.09	0.08	207	3.52	0.06	37	3.43	0.15
233	Professional accountability	179	4.37	0.05	204	4.64	0.04	51	4.65	0.08
234	Professional boundaries	176	4.14	0.06	207	4.43	0.05	37	4.30	0.12
235	Provider order	179	4.36	0.05	204	4.46	0.05	51	4.49	0.09
236	Provider orders	176	4.53	0.05	207	4.52	0.05	37	4.30	0.12
237	Psychological stressors	179	4.02	0.06	204	4.06	0.05	51	3.90	0.11
238	Psychosocial assessment	176	4.14	0.07	207	4.34	0.05	37	3.95	0.12
239	Psychosocial factors	179	3.97	0.06	204	4.08	0.05	51	3.90	0.11
240	Psychosocial health	176	4.09	0.07	207	4.29	0.05	37	3.89	0.13
241	Pulmonary hygiene	179	4.15	0.07	204	4.06	0.06	51	3.96	0.10
242	Quality improvement	176	4.09	0.07	207	4.12	0.05	37	3.97	0.13
243	Range of motion	179	3.85	0.07	204	3.89	0.06	51	3.96	0.11
244	Readiness to learn	176	4.05	0.07	207	4.08	0.05	37	4.11	0.14
245	Receiving orders	179	4.32	0.06	204	4.49	0.04	51	4.39	0.11
246	Record review	176	4.00	0.07	207	3.80	0.06	37	3.76	0.16
247	Referral process	179	3.67	0.08	204	3.56	0.06	51	3.59	0.14
248	Regulatory requirements	176	3.98	0.07	207	3.94	0.07	37	4.05	0.13
249	Reporting requirements	179	4.08	0.07	204	4.12	0.05	51	4.20	0.10
250	Resource management	176	3.96	0.07	207	3.69	0.05	37	3.70	0.12
251	Restraint types	179	4.06	0.07	204	3.99	0.06	51	4.06	0.10
252	Rights and responsibilities	176	4.30	0.06	207	4.43	0.05	37	4.24	0.12

Table 8. Knowledge Statement Importance Ratings

Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
253	Rights of medication administration	179	4.56	0.05	204	4.87	0.03	51	4.67	0.09
254	Risk assessment/management	176	4.30	0.06	207	4.13	0.06	37	3.95	0.14
255	Roles and responsibilities	179	4.36	0.06	204	4.56	0.04	51	4.55	0.09
256	Safe client handling	176	4.38	0.06	207	4.61	0.04	37	4.27	0.13
257	Safety precautions	179	4.51	0.05	204	4.83	0.03	51	4.61	0.09
258	School-age safety	176	3.63	0.09	207	3.52	0.06	37	2.97	0.20
259	Scope of practice	179	4.57	0.05	204	4.80	0.03	51	4.78	0.06
260	Screening assessments	176	4.06	0.07	207	3.83	0.06	37	3.73	0.16
261	Security plan	166	3.80	0.08	202	3.77	0.06	50	3.80	0.13
262	Self-limitations	162	3.96	0.07	201	3.96	0.06	37	3.84	0.14
263	Sensory impairment	166	3.92	0.07	202	3.77	0.05	50	3.72	0.11
264	Signs of abuse or neglect	162	4.45	0.05	201	4.59	0.04	37	4.49	0.11
265	Signs of substance misuse	166	4.12	0.06	202	4.00	0.05	50	3.90	0.13
266	Signs of toxicity	162	4.56	0.05	201	4.54	0.05	37	4.22	0.14
267	Signs of withdrawal	166	4.30	0.06	202	4.11	0.05	50	3.96	0.11
268	Skin assessment	162	4.42	0.06	201	4.51	0.04	37	4.38	0.12
269	Skin integrity	166	4.34	0.06	202	4.50	0.04	50	4.40	0.09
270	Sleep/rest patterns	162	3.86	0.08	201	3.92	0.05	37	3.62	0.15
271	Social determinants	166	3.77	0.08	202	3.98	0.06	50	3.70	0.14
272	Specimen collection	162	4.15	0.06	201	3.81	0.06	37	3.84	0.15
273	Specimen labeling	166	4.12	0.08	202	4.05	0.07	50	4.48	0.13
274	Spiritual considerations	162	3.81	0.08	201	4.02	0.05	37	3.65	0.14
275	Staff advocacy	166	4.15	0.07	202	3.70	0.06	50	4.02	0.12
276	Staff confidentiality	162	4.30	0.06	201	4.47	0.05	37	4.27	0.13
277	Staff education	166	4.20	0.06	202	3.73	0.06	50	4.18	0.11
278	Staff rights	162	4.38	0.06	201	4.19	0.05	37	4.16	0.13
279	Staff safety	166	4.43	0.06	202	4.41	0.05	50	4.46	0.11
280	Stages of grief	162	3.95	0.07	201	3.86	0.05	37	3.95	0.13
281	Sterile technique	166	4.48	0.06	202	4.70	0.04	50	4.62	0.11
282	Stress management	162	4.28	0.06	201	4.25	0.05	37	4.27	0.13
283	Substance misuse	166	4.16	0.07	202	4.03	0.05	50	3.98	0.12
284	Suctioning	162	4.22	0.06	201	4.01	0.06	37	3.89	0.15
285	Suctioning devices	166	4.19	0.07	202	4.07	0.05	50	4.12	0.11
286	Telemetry	162	4.41	0.06	201	3.88	0.06	37	3.92	0.17
287	Telemetry lead management	166	4.12	0.08	202	3.75	0.06	50	4.04	0.11
288	Therapeutic communication	162	4.30	0.06	201	4.58	0.04	37	4.32	0.12

Table 8. Knowledge Statement Importance Ratings

Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
289	Therapeutic environment	166	3.95	0.07	202	4.06	0.05	50	3.82	0.11
290	Therapeutic rapport	162	4.26	0.06	201	4.44	0.05	37	4.03	0.14
291	Thermoregulation techniques	166	3.87	0.08	202	3.75	0.06	50	3.80	0.11
292	Time management	162	4.57	0.05	201	4.57	0.04	37	4.46	0.10
293	Tissue perfusion	166	4.39	0.06	202	4.57	0.04	50	4.32	0.10
294	Titration parameters	162	4.32	0.07	201	3.79	0.07	37	3.78	0.17
295	Toddler safety	166	3.89	0.09	202	4.08	0.07	50	3.66	0.16
296	Transfer process	162	4.05	0.07	201	3.69	0.06	37	3.59	0.16
297	Tube placement verification	166	4.30	0.07	202	4.31	0.05	50	4.36	0.10
298	Types of irrigation	162	3.87	0.08	201	3.45	0.06	37	3.54	0.17
299	Types of nasal/oral gastrointestinal tube	166	4.14	0.07	202	3.98	0.05	50	4.02	0.12
300	Types of venous access	162	4.28	0.07	201	3.93	0.05	37	3.89	0.14
301	Unit conversions	166	4.02	0.09	202	4.34	0.06	50	3.90	0.14
302	Venous access devices	162	4.27	0.07	201	3.97	0.05	37	3.86	0.16
303	Venous access extravasation	166	4.17	0.08	202	4.14	0.06	50	4.22	0.10
304	Venous access infiltration	162	4.34	0.07	201	4.19	0.05	37	3.97	0.14
305	Venous thromboembolism prophylaxis	166	4.25	0.07	202	4.27	0.05	50	4.22	0.10
306	Ventilation	162	4.40	0.07	201	4.33	0.05	37	4.00	0.15
307	Verifying orders	166	4.50	0.06	202	4.69	0.04	50	4.56	0.10
308	Visual, auditory and cognitive alterations	162	4.13	0.07	201	4.10	0.05	37	3.81	0.12
309	Vital signs	166	4.54	0.05	202	4.84	0.03	50	4.66	0.08
310	Waste management	162	3.84	0.09	201	3.52	0.06	37	3.41	0.16
311	Weight management	166	3.72	0.08	202	3.52	0.06	50	3.38	0.14
312	Wound management	162	4.23	0.07	201	4.02	0.05	37	3.89	0.15

Summary

Respondents to the 2024 RN 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 RNs. There were similar importance ratings of the knowledge statements for newly licensed RNs, RN educators, RN supervisors and SMEs.

Conclusions

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

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- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297-334.
- National Council of State Boards of Nursing, Inc. (2022). *Report of Findings from the 2021 RN Nursing Knowledge Survey*. Chicago: NCSBN.
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APPENDIX A: SUBJECT MATTER EXPERT (SME) PANEL FOR THE 2024 RN NURSING KNOWLEDGE SURVEY

Member: Onika Simone Davis, RN

Board: California Board of Registered Nursing

Specialty: Maternal Child

Davis has 14 years of nursing experience and currently works at an acute hospital in California. She supports entry-level nurses through transition to practice, education, explanation of policies, RN support post initial orientation and clinical practice support.

Member: Karen Brown, MA, RN, ACCN

Board: College and Association of Nurses of the Northwest Territories and Nunavut

Specialty: Medical-Surgical and Mental Health

Brown has 15 years of nursing experience and currently works at a hospital and college as a BSN instructor. As an educator in a BSN program, she directly supervises second-year students in clinical practice. Additionally, she facilitates nursing skills practice in a teaching lab environment. Prior to her position, she worked collaboratively with hospital-based educators to monitor/evaluate new graduate nurses transitioning to independent practice.

Member: Eva Clutter, RN

Board: West Virginia Board of Registered Nurses

Specialty: Education

Clutter has more than six years of nursing experience and currently works at a hospital in West Virginia. She assists graduate nurses in the transition from academics to clinical practice and application of knowledge as they become professional nurses. This includes developing strong clinical and critical reasoning skills. She helps them gain confidence through classroom training, preceptor-led direct patient care, multidisciplinary experiences and peer support.

Member: Lisa E. Harris El Mouaquite, MSN, RN

Board: Pennsylvania State Board of Nursing

Specialty: Gerontology/Infection Control

Harris El Mouaquite has 40 years of nursing experience and currently works at a skilled nursing facility in Warminster, Pa. She provides clinical orientation and training to all nurses, including new and experienced nurses.

Member: Christian Hendricks, RN

Board: Florida Board of Nursing

Specialty: Nursing Education

Hendricks has more than four years of nursing experience and is currently a nurse educator in an acute care setting in Florida. She supports entry-level nurses as they begin their residency and preceptorship in the cardiovascular intensive and progressive care units. She also follows the nurses as they progress into their independent practice and continues to support their professional development by encouraging continued training in advanced skills, devices and national certification.

Member: Lauryn Lewis, RN

Board: Tennessee Board of Nursing

Specialty: Medical Surgical IMC

Lewis has less than a year of nursing experience and currently works at a medical center/hospital. She is an entry-level nurse and is also a resource for other entry-level nurses. In her role, she passes medications, does assessments and works on the patient's overall care until they are ready for discharge.

Member: Christine Matthis, MBA, RN

Board: Iowa Board of Nursing

Specialty: Medical-Surgical and Emergency Department

Matthis has 25 years of nursing experience and currently works at a critical access hospital in Iowa. She is responsible for hiring entry-level nurses and developed a new comprehensive orientation to include a one-year nurse residency for all new graduate nurses. She also provides mentorship and leadership to all nurses working in the medical-surgical setting.

Member: Connor Mattingly, RN

Board: Arizona State Board of Nursing

Specialty: Critical Care

Mattingly has more than six years of nursing experience and currently works at an acute care academic hospital. He is responsible for the hiring, development and performance management of both experienced and new graduate nurses in a cardiovascular intensive care unit.

Member: Heather Moya, MSN, RNC-MNN

Board: Arkansas State Board of Nursing

Specialty: High-Risk OB/Maternal Newborn

Moya has 13 years of nursing experience and currently works at a health sciences university/acute care facility. She supports the professional growth of new graduate nurses as a clinical preceptor, BLS instructor, NRP instructor, and RNIV team leader on the high-risk perinatal unit.

Member: Gulbir Kaur Randhawa, RN

Board: British Columbia College of Nurses & Midwives

Specialty: Medicine

Randhawa has more than five years of nursing experience and currently works at an acute medicine, stroke and rehab unit in Surrey, British Columbia. She supervises and assists entry-level nurses to have a smooth transition to bedside nursing. She helps entry-level nurses to collaborate with multidisciplinary team in the unit. She provides them with various resources to have a smooth transition from school setting to bedside care.

Member: Lyn Sheperd, MSN, DNP student

Board: Oregon State Board of Nursing

Specialty: Veteran and Military Health Care

Sheperd has 16 years of nursing experience and 25 years of health care experience. He currently works in the home-based primary care unit of a VA medical center in Oregon that provides care to the veteran population. His facility is starting an RN residency program, where he will be precepting new graduate RNs through their clinic for exposure and for hire into the unit. He will work directly with postbaccalaureate RNs during their one-year residency. He will mentor these nurses as they work with a fragile veteran population.

Member: Danielle Wilson, MSN, RN

Board: Massachusetts Board of Registration in Nursing

Specialty: Pediatrics, Allergy & Asthma

Wilson has nine months of nursing experience and currently works at a children's hospital and at an allergy clinic in Massachusetts. She is an entry-level nurse working on an inpatient general floor in the children's hospital, where she provides nursing care at the bedside for several different pediatric services. She performs typical bedside nursing skills such as medication, patient care and team communication. In her outpatient allergy clinic role, she gives allergy injections, performs skin testing for patients and performs administrative duties.

APPENDIX B: 2024 RN NURSING KNOWLEDGE SURVEY

Newly Licensed RN Form 1



NATIONAL COUNCIL OF STATE BOARDS OF NURSING

REGISTERED NURSING SURVEY- FORM 1

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

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

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.)

- Advanced Practice Registered Nurse (APRN)
- Registered Nurse (RN)
- Licensed Practical Nurse/Vocational Nurse (LPN/VN)

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

- Yes
- No

3. As a newly licensed RN, 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 RN 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. Access device care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Adaptive devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Adolescent safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Advanced directives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Airway management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Allergies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Approved abbreviations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Arterial lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Aspiration precautions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
10. Assistive devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Behavioral management techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Biohazardous materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Blood compatibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Blood specimens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Cardiac arrhythmias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Care goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Caregiver resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Catheter care and positioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
19. Chest physiotherapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Chronic vs. acute pain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Client acuity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Client assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Client consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Client education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Client mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Client plan of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
27. Client privacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Client response to plan of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Client rights and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Clinical resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Communication methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Community health education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Compensatory techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Complications of invasive procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
36. Complications of peritoneal dialysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Continuous renal replacement therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Contraindications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Coping techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Crisis intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Culture of safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Delegation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Developmental stages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
45. Devices used to promote venous return	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Diagnostic results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Discharge planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Dosage calculations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Dressing management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Electrolyte imbalance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Emergency planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Empathetic communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
53. Enteral feeding management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Equipment management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Ergonomic principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Evidence-based practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Family dynamics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Fluid and electrolyte imbalance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Handoff procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Health equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Health maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Hemodialysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Hemostasis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. High-risk behavior assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. High-risk medications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Hospice care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Immunization recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Indications for arterial lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Indications for peripheral intravenous lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
71. Indications for urinary catheters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Infant safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Informed consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Insertion site assessment and maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Intake and output types	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Intake measurements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Internal monitoring devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Irrigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
79. Isolation precautions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. IV removal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Learning preferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Lifestyle changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Material safety data sheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. Medical history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. Medical terminology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Medication administration routes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Medication compatibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. Medication interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. Medication reconciliation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. Medication side effects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. Methods of heat transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. Near misses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. Newborn safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. Nonverbal cues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. Nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. Organ donation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
97. Orthopedic devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. Ostomy management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. Output management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100. Oxygenation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101. Pain assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102. Palliative care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103. Pathophysiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104. Performance evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
105. Personal bias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106. Phlebitis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107. Phototherapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. Physical stressors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. Policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. Postmortem care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. Postoperative education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. PPE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. Prenatal care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114. Preoperative education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115. Pressure injury prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116. Prioritization of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117. Professional accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
118. Provider order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
119. Psychological stressors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
120. Psychosocial factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
121. Pulmonary hygiene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
122. Range of motion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
123. Receiving orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124. Referral process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. Reporting requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. Restraint types	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127. Rights of medication administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128. Roles and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
129. Safety precautions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
130. Scope of practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
131. Security plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
132. Sensory impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
133. Signs of substance misuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
134. Signs of withdrawal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
135. Skin integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
136. Social determinants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
137. Specimen labeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
138. Staff advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
139. Staff education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
140. Staff safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
141. Sterile technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
142. Substance misuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
143. Suctioning devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
144. Telemetry lead management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
145. Therapeutic environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
146. Thermoregulation techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
147. Tissue perfusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
148. Toddler safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
149. Tube placement verification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
150. Types of nasal/oral gastrointestinal tube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
151. Unit conversions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
152. Venous access extravasation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
153. Venous thromboembolism prophylaxis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
154. Verifying orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
155. Vital signs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
156. Weight management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Very well
 Well
 Adequately
 Poorly

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

SECTION 2: WORK ENVIRONMENT

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

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

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

SECTION 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.

[RN KSA Recognition Letter](#)

Newly Licensed RN Form 2



NATIONAL COUNCIL OF STATE BOARDS OF NURSING

REGISTERED NURSING SURVEY- FORM 2

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

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

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.)

- Advanced Practice Registered Nurse (APRN)
- Registered Nurse (RN)
- Licensed Practical Nurse/Vocational Nurse (LPN/VN)

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

- Yes
- No

3. As a newly licensed RN, 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 RN 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Admission process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Adult care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Adverse reactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alarm fatigue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Antepartum care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Approved terminology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Aseptic technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Assessment tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
10. Barriers to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Bereavement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Bladder elimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Blood product administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Bowel elimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Cardiac monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Caregiver education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Caregiver support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Chain of command	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
19. Chest tube management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Circulation promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Client advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Client confidentiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Client dignity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Client identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Client needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Client positioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
27. Client resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Client response to treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Client safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Cognitive status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Collection devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Community assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Community resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Complications of anesthesia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Complications of IV therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
36. Complications with arterial lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Continuity of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Continuum of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Controlled substances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Cost-effective care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Cultural considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. De-escalation techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Determinants of health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Device securement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
45. Diagnostic equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Diagnostic testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Disease process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Drainage devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Early ambulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Emergency equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Emergency response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. End-of-life care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
53. Environmental assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Equipment safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Ethical dilemmas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Event reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Facility resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Fistula management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Focused assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Hazardous materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Health information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Health promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Hemodynamics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Hierarchy of needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. High-risk health behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Holistic care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Hygiene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Incentive spirometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Indications for gastrointestinal tubes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Indications for specific invasive procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
71. Indwelling catheter management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Infection prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Infusion types	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Intake and output management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Intake management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Interdisciplinary team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Intrapartum care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Irrigation equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
79. IV insertion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Lab results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Life transitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Mandatory reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Measurement techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. Medical procedures and treatments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. Medication administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Medication administration techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Medication indications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. Medication management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. Medication rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. Medication side effects and interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. Moderate sedation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. Negative pressure wound therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. Nonpharmacological interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. Nursing code of ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. Older adult care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. Organ transplant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
97. Ostomy care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. Output devices management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. Output measurements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100. Pacing devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101. Pain management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102. Parenteral nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103. Percutaneous feeding devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104. Peritoneal dialysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
105. Pharmacology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106. Phlebotomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107. Physical impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. Point-of-care testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. Polypharmacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. Postoperative care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. Postpartum care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. Practice errors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. Preoperative care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
114. Preschool safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115. Preventive care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116. Procedural sedation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117. Professional boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
118. Provider orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
119. Psychosocial assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
120. Psychosocial health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
121. Quality improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
122. Readiness to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
123. Record review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124. Regulatory requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. Resource management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. Rights and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127. Risk assessment/management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128. Safe client handling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
129. School-age safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
130. Screening assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
131. Self-limitations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
132. Signs of abuse or neglect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
133. Signs of toxicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
134. Skin assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
135. Sleep/rest patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
136. Specimen collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
137. Spiritual considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
138. Staff confidentiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
139. Staff rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
140. Stages of grief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
141. Stress management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
142. Suctioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
143. Telemetry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
144. Therapeutic communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
145. Therapeutic rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
146. Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
147. Titration parameters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
148. Transfer process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
149. Types of irrigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
150. Types of venous access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
151. Venous access devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
152. Venous access infiltration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
153. Ventilation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
154. Visual, auditory, and cognitive alterations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
155. Waste management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
156. Wound management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Very well
 Well
 Adequately
 Poorly

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

SECTION 2: WORK ENVIRONMENT

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

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

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

SECTION 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.

[RN KSA Recognition Letter](#)

RN Educator Form 1



NATIONAL COUNCIL OF STATE BOARDS OF NURSING

REGISTERED NURSING SURVEY- FORM 1

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

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

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.)

- Advanced Practice Registered Nurse (APRN)
- Registered Nurse (RN)
- Licensed Practical Nurse/Vocational Nurse (LPN/VN)

2. Are you currently an RN 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 RN 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. Access device care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Adaptive devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Adolescent safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Advanced directives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Airway management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Allergies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Approved abbreviations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Arterial lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Aspiration precautions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
10. Assistive devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Behavioral management techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Biohazardous materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Blood compatibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Blood specimens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Cardiac arrhythmias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Care goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Caregiver resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Catheter care and positioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
19. Chest physiotherapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Chronic vs. acute pain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Client acuity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Client assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Client consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Client education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Client mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Client plan of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
27. Client privacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Client response to plan of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Client rights and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Clinical resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Communication methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Community health education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Compensatory techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Complications of invasive procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Complications of peritoneal dialysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Continuous renal replacement therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Contraindications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Coping techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Crisis intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Culture of safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Delegation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Developmental stages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
45. Devices used to promote venous return	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Diagnostic results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Discharge planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Dosage calculations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Dressing management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Electrolyte imbalance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Emergency planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Empathetic communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
53. Enteral feeding management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Equipment management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Ergonomic principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Evidence-based practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Family dynamics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Fluid and electrolyte imbalance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Handoff procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Health equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Health maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Hemodialysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Hemostasis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. High-risk behavior assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. High-risk medications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Hospice care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Immunization recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Indications for arterial lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Indications for peripheral intravenous lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
71. Indications for urinary catheters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Infant safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Informed consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Insertion site assessment and maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Intake and output types	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Intake measurements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Internal monitoring devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Irrigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
79. Isolation precautions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. IV removal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Learning preferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Lifestyle changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Material safety data sheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. Medical history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. Medical terminology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Medication administration routes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Medication compatibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
88. Medication interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. Medication reconciliation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. Medication side effects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. Methods of heat transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. Near misses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. Newborn safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. Nonverbal cues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. Nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. Organ donation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
97. Orthopedic devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. Ostomy management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. Output management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100. Oxygenation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101. Pain assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102. Palliative care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103. Pathophysiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104. Performance evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
105. Personal bias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106. Phlebitis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107. Phototherapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. Physical stressors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. Policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. Postmortem care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. Postoperative education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. PPE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. Prenatal care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114. Preoperative education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115. Pressure injury prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116. Prioritization of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117. Professional accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
118. Provider order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
119. Psychological stressors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
120. Psychosocial factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
121. Pulmonary hygiene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
122. Range of motion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
123. Receiving orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124. Referral process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. Reporting requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. Restraint types	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127. Rights of medication administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128. Roles and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
129. Safety precautions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
130. Scope of practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
131. Security plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
132. Sensory impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
133. Signs of substance misuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
134. Signs of withdrawal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
135. Skin integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
136. Social determinants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
137. Specimen labeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
138. Staff advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
139. Staff education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
140. Staff safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
141. Sterile technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
142. Substance misuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
143. Suctioning devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
144. Telemetry lead management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
145. Therapeutic environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
146. Thermoregulation techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
147. Tissue perfusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
148. Toddler safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
149. Tube placement verification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
150. Types of nasal/oral gastrointestinal tube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
151. Unit conversions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
152. Venous access extravasation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
153. Venous thromboembolism prophylaxis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
154. Verifying orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
155. Vital signs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
156. Weight management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Very well
 Well
 Adequately
 Poorly

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

SECTION 2: WORK ENVIRONMENT

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 **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 **one**.)

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

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 RNs to use clinical judgment in the delivery of safe care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

16b. Of those 2023 graduates who passed the NCLEX-RN 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-RN exam on their first attempt? (Counts only. *No percentages, please.*)

16d. Of those 2023 graduates who failed the NCLEX-RN 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.

RN Educator Form 2



NATIONAL COUNCIL OF STATE BOARDS OF NURSING

REGISTERED NURSING SURVEY- FORM 2

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

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

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.)

- Advanced Practice Registered Nurse (APRN)
- Registered Nurse (RN)
- Licensed Practical Nurse/Vocational Nurse (LPN/VN)

2. Are you currently an RN 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 RN 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Admission process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Adult care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Adverse reactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alarm fatigue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Antepartum care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Approved terminology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Aseptic technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Assessment tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
10. Barriers to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Bereavement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Bladder elimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Blood product administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Bowel elimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Cardiac monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Caregiver education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Caregiver support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Chain of command	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
19. Chest tube management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Circulation promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Client advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Client confidentiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Client dignity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Client identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Client needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Client positioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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27. Client resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Client response to treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Client safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Cognitive status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Collection devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Community assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Community resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Complications of anesthesia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Complications of IV therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Complications with arterial lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Continuity of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Continuum of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Controlled substances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Cost-effective care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Cultural considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. De-escalation techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Determinants of health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Device securement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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45. Diagnostic equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Diagnostic testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Disease process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Drainage devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Early ambulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Emergency equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Emergency response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. End-of-life care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
53. Environmental assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Equipment safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Ethical dilemmas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Event reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Facility resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Fistula management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Focused assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Hazardous materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Health information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Health promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Hemodynamics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Hierarchy of needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. High-risk health behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Holistic care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Hygiene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Incentive spirometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Indications for gastrointestinal tubes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Indications for specific invasive procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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71. Indwelling catheter management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Infection prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Infusion types	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Intake and output management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Intake management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Interdisciplinary team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Intrapartum care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Irrigation equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
79. IV insertion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Lab results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Life transitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Mandatory reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Measurement techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. Medical procedures and treatments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. Medication administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Medication administration techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Medication indications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. Medication management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. Medication rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. Medication side effects and interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. Moderate sedation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. Negative pressure wound therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. Nonpharmacological interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. Nursing code of ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. Older adult care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. Organ transplant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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97. Ostomy care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. Output devices management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. Output measurements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100. Pacing devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101. Pain management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102. Parenteral nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103. Percutaneous feeding devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104. Peritoneal dialysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
105. Pharmacology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106. Phlebotomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107. Physical impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. Point-of-care testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. Polypharmacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. Postoperative care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. Postpartum care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. Practice errors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. Preoperative care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
114. Preschool safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115. Preventive care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116. Procedural sedation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117. Professional boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
118. Provider orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
119. Psychosocial assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
120. Psychosocial health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
121. Quality improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
122. Readiness to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
123. Record review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124. Regulatory requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. Resource management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. Rights and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127. Risk assessment/management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128. Safe client handling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
129. School-age safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
130. Screening assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
131. Self-limitations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
132. Signs of abuse or neglect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
133. Signs of toxicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
134. Skin assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
135. Sleep/rest patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
136. Specimen collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
137. Spiritual considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
138. Staff confidentiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
139. Staff rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
140. Stages of grief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
141. Stress management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
142. Suctioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
143. Telemetry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
144. Therapeutic communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
145. Therapeutic rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
146. Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
147. Titration parameters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
148. Transfer process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
149. Types of irrigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
150. Types of venous access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
151. Venous access devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
152. Venous access infiltration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
153. Ventilation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
154. Visual, auditory, and cognitive alterations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
155. Waste management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
156. Wound management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Very well
 Well
 Adequately
 Poorly

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

SECTION 2: WORK ENVIRONMENT

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 **one**.)

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

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 RNs to use clinical judgment in the delivery of safe care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

16b. Of those 2023 graduates who passed the NCLEX-RN 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-RN exam on their first attempt? (Counts only. *No percentages, please.*)

16d. Of those 2023 graduates who failed the NCLEX-RN 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.

RN Supervisor Form 1



NATIONAL COUNCIL OF STATE BOARDS OF NURSING

REGISTERED NURSING SURVEY- FORM 1

This survey is being performed by the National Council of State Boards of Nursing (NCSBN®) on behalf of your nursing regulatory body. The survey is part of a comprehensive study of the practice of newly licensed registered nurses (RNs) and 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.)

- Advanced Practice Registered Nurse (APRN)
- Registered Nurse (RN)
- Licensed Practical Nurse/Vocational Nurse (LPN/VN)

2. Are you a nurse supervisor/director?

- Yes
- No

3. How many years have you been in the position of nurse supervisor/director? (Whole numbers only.)

4. Do you primarily supervise newly licensed RNs or PNs?

- RN
- PN
-

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 RN 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. Access device care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Adaptive devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Adolescent safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Advanced directives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Airway management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Allergies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Approved abbreviations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Arterial lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Aspiration precautions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
10. Assistive devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Behavioral management techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Biohazardous materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Blood compatibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Blood specimens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Cardiac arrhythmias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Care goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Caregiver resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Catheter care and positioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
19. Chest physiotherapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Chronic vs. acute pain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Client acuity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Client assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Client consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Client education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Client mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Client plan of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
27. Client privacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Client response to plan of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Client rights and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Clinical resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Communication methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Community health education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Compensatory techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Complications of invasive procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Complications of peritoneal dialysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Continuous renal replacement therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Contraindications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Coping techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Crisis intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Culture of safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Delegation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Developmental stages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
45. Devices used to promote venous return	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Diagnostic results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Discharge planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Dosage calculations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Dressing management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Electrolyte imbalance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Emergency planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Empathetic communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
53. Enteral feeding management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Equipment management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Ergonomic principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Evidence-based practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Family dynamics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Fluid and electrolyte imbalance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Handoff procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Health equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Health maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Hemodialysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Hemostasis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. High-risk behavior assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. High-risk medications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Hospice care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Immunization recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Indications for arterial lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Indications for peripheral intravenous lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
71. Indications for urinary catheters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Infant safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Informed consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Insertion site assessment and maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Intake and output types	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Intake measurements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Internal monitoring devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Irrigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
79. Isolation precautions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. IV removal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Learning preferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Lifestyle changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Material safety data sheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. Medical history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. Medical terminology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Medication administration routes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Medication compatibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. Medication interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. Medication reconciliation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. Medication side effects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. Methods of heat transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. Near misses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. Newborn safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. Nonverbal cues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. Nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. Organ donation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
97. Orthopedic devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. Ostomy management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. Output management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100. Oxygenation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101. Pain assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102. Palliative care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103. Pathophysiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104. Performance evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
105. Personal bias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106. Phlebitis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107. Phototherapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. Physical stressors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. Policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. Postmortem care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. Postoperative education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. PPE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. Prenatal care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114. Preoperative education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115. Pressure injury prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116. Prioritization of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117. Professional accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
118. Provider order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
119. Psychological stressors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
120. Psychosocial factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
121. Pulmonary hygiene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
122. Range of motion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
123. Receiving orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124. Referral process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. Reporting requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. Restraint types	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127. Rights of medication administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128. Roles and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
129. Safety precautions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
130. Scope of practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
131. Security plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
132. Sensory impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
133. Signs of substance misuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
134. Signs of withdrawal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
135. Skin integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
136. Social determinants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
137. Specimen labeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
138. Staff advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
139. Staff education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
140. Staff safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
141. Sterile technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
142. Substance misuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
143. Suctioning devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
144. Telemetry lead management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
145. Therapeutic environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
146. Thermoregulation techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
147. Tissue perfusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
148. Toddler safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
149. Tube placement verification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
150. Types of nasal/oral gastrointestinal tube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
151. Unit conversions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
152. Venous access extravasation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
153. Venous thromboembolism prophylaxis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
154. Verifying orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
155. Vital signs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
156. Weight management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Very well
- Well
- Adequately
- Poorly

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

SECTION 2: WORK ENVIRONMENT

Choose the following clinical setting that most accurately describes the general population you supervise and/or the unit on which you work.

7. 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:
-

8. 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)
-

9. 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:
-

10. 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.

11. What is your gender?

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

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

13. Which of the following is most descriptive of 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
-

14. What is your primary language?

- English
- English and another language
- Another language
-

15. What is your highest degree completed? (**Select only one.**)

- LPN/VN - Diploma/certificate in the U.S.
- LPN/VN - Associate degree in the 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.

16. 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 RNs to use clinical judgment in the delivery of safe care.

We would like to gather your thoughts on the competency of newly licensed nurses from your organization.

17a. How many entry-level RNs started working in your institution in 2023? (Counts only. *No percentages, please.*)

17b. Of those 2023 entry-level RNs started working in your institution (from Question 17a), how many do you consider **competent to practice**? (Counts only. *No percentages, please.*)

SECTION 5: COMMENTS

20. 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:

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

Note: Survey questions pertaining to licensed practical nurse/vocational nurse (LPN/VN) practice were included in the master version of this survey, but RN supervisors did not complete those questions. Therefore, the survey forms shown in this report do not include questions 18 and 19.

RN Supervisor Form 2



NATIONAL COUNCIL OF STATE BOARDS OF NURSING

REGISTERED NURSING SURVEY- FORM 2

This survey is being performed by the National Council of State Boards of Nursing (NCSBN®) on behalf of your nursing regulatory body. The survey is part of a comprehensive study of the practice of newly licensed registered nurses (RNs) and 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.)

- Advanced Practice Registered Nurse (APRN)
- Registered Nurse (RN)
- Licensed Practical Nurse/Vocational Nurse (LPN/VN)

2. Are you a nurse supervisor/director?

- Yes
- No

3. How many years have you been in the position of nurse supervisor/director? (Whole numbers only.)

4. Do you primarily supervise newly licensed RNs or PNs?

- RN
- PN
-

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 RN 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Admission process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Adult care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Adverse reactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alarm fatigue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Antepartum care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Approved terminology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Aseptic technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Assessment tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
10. Barriers to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Bereavement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Bladder elimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Blood product administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Bowel elimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Cardiac monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Caregiver education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Caregiver support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Chain of command	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
19. Chest tube management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Circulation promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Client advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Client confidentiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Client dignity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Client identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Client needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Client positioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
27. Client resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Client response to treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Client safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Cognitive status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Collection devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Community assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Community resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Complications of anesthesia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Complications of IV therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Complications with arterial lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Continuity of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Continuum of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Controlled substances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Cost-effective care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Cultural considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. De-escalation techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Determinants of health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Device securement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
45. Diagnostic equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Diagnostic testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Disease process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Drainage devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Early ambulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Emergency equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Emergency response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. End-of-life care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
53. Environmental assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Equipment safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Ethical dilemmas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Event reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Facility resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Fistula management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Focused assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Hazardous materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Health information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Health promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Hemodynamics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Hierarchy of needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. High-risk health behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Holistic care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Hygiene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Incentive spirometry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Indications for gastrointestinal tubes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Indications for specific invasive procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
71. Indwelling catheter management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Infection prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Infusion types	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Intake and output management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Intake management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Interdisciplinary team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Intrapartum care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Irrigation equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
79. IV insertion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Lab results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Life transitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Mandatory reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Measurement techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. Medical procedures and treatments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. Medication administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Medication administration techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Medication indications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. Medication management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. Medication rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. Medication side effects and interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. Moderate sedation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. Negative pressure wound therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. Nonpharmacological interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. Nursing code of ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. Older adult care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. Organ transplant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
97. Ostomy care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. Output devices management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. Output measurements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100. Pacing devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101. Pain management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102. Parenteral nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103. Percutaneous feeding devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104. Peritoneal dialysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
105. Pharmacology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106. Phlebotomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107. Physical impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. Point-of-care testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. Polypharmacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. Postoperative care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. Postpartum care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. Practice errors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. Preoperative care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
114. Preschool safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115. Preventive care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116. Procedural sedation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117. Professional boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
118. Provider orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
119. Psychosocial assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
120. Psychosocial health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
121. Quality improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
122. Readiness to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
123. Record review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124. Regulatory requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. Resource management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. Rights and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127. Risk assessment/management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128. Safe client handling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
129. School-age safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
130. Screening assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	IMPORTANCE				
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
131. Self-limitations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
132. Signs of abuse or neglect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
133. Signs of toxicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
134. Skin assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
135. Sleep/rest patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
136. Specimen collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
137. Spiritual considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
138. Staff confidentiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
139. Staff rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
140. Stages of grief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
141. Stress management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
142. Suctioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
143. Telemetry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
144. Therapeutic communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
145. Therapeutic rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
146. Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
147. Titration parameters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
148. Transfer process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important
149. Types of irrigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
150. Types of venous access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
151. Venous access devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
152. Venous access infiltration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
153. Ventilation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
154. Visual, auditory, and cognitive alterations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
155. Waste management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
156. Wound management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Very well
- Well
- Adequately
- Poorly

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

SECTION 2: WORK ENVIRONMENT

Choose the following clinical setting that most accurately describes the general population you supervise and/or the unit on which you work.

7. 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:

8. 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)

9. 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:

10. 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.

11. What is your gender?

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

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

13. Which of the following is most descriptive of 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
-

14. What is your primary language?

- English
- English and another language
- Another language
-

15. What is your highest degree completed? (**Select only one.**)

- LPN/VN - Diploma/certificate in the U.S.
- LPN/VN - Associate degree in the 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.

16. 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 RNs to use clinical judgment in the delivery of safe care.

We would like to gather your thoughts on the competency of newly licensed nurses from your organization.

17a. How many entry-level RNs started working in your institution in 2023? (Counts only. *No percentages, please.*)

17b. Of those 2023 entry-level RNs started working in your institution (from Question 17a), how many do you consider **competent to practice**? (Counts only. *No percentages, please.*)

SECTION 5: COMMENTS

20. 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:

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

Note: Survey questions pertaining to licensed practical nurse/vocational nurse (LPN/VN) practice were included in the master version of this survey, but RN supervisors did not complete those questions. Therefore, the survey forms shown in this report do not include questions 18 and 19.

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 RN 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.
253	Rights of medication administration	14	5.00	0.00
17	Aspiration precautions	14	4.93	0.07
95	Dosage calculations	14	4.93	0.07
131	High-risk medications	14	4.93	0.07
170	Medication administration	14	4.93	0.07
171	Medication administration routes	14	4.93	0.07
231	Prioritization of care	14	4.93	0.07
259	Scope of practice	14	4.93	0.07
9	Airway management	14	4.86	0.10
43	Client assessment	14	4.86	0.10
58	Client safety	14	4.86	0.10
94	Disease process	14	4.86	0.10
144	Infection prevention	14	4.86	0.10
172	Medication administration techniques	14	4.86	0.10
178	Medication rights	14	4.86	0.10
179	Medication side effects	14	4.86	0.10
180	Medication side effects and interactions	14	4.86	0.10
8	Adverse reactions	14	4.79	0.11
11	Allergies	14	4.79	0.11
18	Assessment tools	14	4.79	0.11
48	Client identification	14	4.79	0.11
173	Medication compatibility	14	4.79	0.11
175	Medication interactions	14	4.79	0.11
281	Sterile technique	14	4.79	0.11
309	Vital signs	14	4.79	0.11
45	Client consent	14	4.71	0.13
56	Client response to treatment	14	4.71	0.13
70	Complications of IV therapy	14	4.71	0.13
100	Emergency equipment	14	4.71	0.16
117	Fluid and electrolyte imbalance	14	4.71	0.13
157	Isolation precautions	14	4.71	0.13
176	Medication management	14	4.71	0.13

SME Knowledge Statement Ratings Rank Ordered by Average Importance				
Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
201	Pain assessment	14	4.71	0.13
202	Pain management	14	4.71	0.13
205	Pathophysiology	14	4.71	0.13
210	Pharmacology	14	4.71	0.13
217	Policies and procedures	14	4.71	0.13
248	Regulatory requirements	14	4.71	0.13
307	Verifying orders	14	4.71	0.13
1	Access device care	14	4.64	0.17
6	Adult care	14	4.64	0.13
25	Blood compatibility	14	4.64	0.13
26	Blood product administration	14	4.64	0.13
77	Contraindications	14	4.64	0.13
78	Controlled substances	14	4.64	0.13
99	Electrolyte imbalance	14	4.64	0.13
113	Evidence-based practice	14	4.64	0.17
118	Focused assessments	14	4.64	0.13
126	Hemodynamics	14	4.64	0.13
160	Lab results	14	4.64	0.17
168	Medical procedures and treatments	14	4.64	0.13
177	Medication reconciliation	14	4.64	0.13
188	Nursing code of ethics	14	4.64	0.13
199	Oxygenation	14	4.64	0.13
223	PPE	14	4.64	0.13
229	Pressure injury prevention	14	4.64	0.13
236	Provider orders	14	4.64	0.13
249	Reporting requirements	14	4.64	0.13
267	Signs of withdrawal	14	4.64	0.17
268	Skin assessment	14	4.64	0.13
269	Skin integrity	14	4.64	0.13
293	Tissue perfusion	14	4.64	0.13
14	Approved terminology	14	4.57	0.14
16	Aseptic technique	14	4.57	0.17
35	Catheter care and positioning	14	4.57	0.14
68	Complications of anesthesia	14	4.57	0.14
69	Complications of invasive procedures	14	4.57	0.14
102	Emergency response	14	4.57	0.17

SME Knowledge Statement Ratings Rank Ordered by Average Importance				
Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
145	Informed consent	14	4.57	0.14
167	Medical history	14	4.57	0.14
233	Professional accountability	14	4.57	0.17
235	Provider order	14	4.57	0.14
245	Receiving orders	14	4.57	0.17
257	Safety precautions	14	4.57	0.14
301	Unit conversions	14	4.57	0.14
30	Cardiac monitoring	14	4.50	0.20
44	Client confidentiality	14	4.50	0.14
61	Collaboration	14	4.50	0.14
164	Mandatory reporting	14	4.50	0.14
169	Medical terminology	14	4.50	0.14
264	Signs of abuse or neglect	14	4.50	0.17
297	Tube placement verification	14	4.50	0.17
13	Approved abbreviations	14	4.43	0.17
41	Client acuity	14	4.43	0.29
55	Client response to plan of care	14	4.43	0.14
83	Culture of safety	14	4.43	0.14
119	Handoff procedures	14	4.43	0.14
147	Insertion site assessment and maintenance	14	4.43	0.17
190	Older adult care	14	4.43	0.17
224	Practice errors	14	4.43	0.14
234	Professional boundaries	14	4.43	0.17
265	Signs of substance misuse	14	4.43	0.17
266	Signs of toxicity	14	4.43	0.20
283	Substance misuse	14	4.43	0.20
302	Venous access devices	14	4.43	0.17
303	Venous access extravasation	14	4.43	0.23
304	Venous access infiltration	14	4.43	0.23
306	Ventilation	14	4.43	0.17
2	Activities of daily living	14	4.36	0.13
5	Adolescent safety	14	4.36	0.27
42	Client advocacy	14	4.36	0.17
47	Client education	14	4.36	0.17
73	Conflict resolution	14	4.36	0.17
137	Indications for arterial lines	14	4.36	0.13

SME Knowledge Statement Ratings Rank Ordered by Average Importance				
Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
138	Indications for gastrointestinal tubes	14	4.36	0.13
139	Indications for peripheral intravenous lines	14	4.36	0.13
140	Indications for specific invasive procedures	14	4.36	0.13
141	Indications for urinary catheters	14	4.36	0.13
146	Infusion types	14	4.36	0.17
174	Medication indications	14	4.36	0.13
220	Postoperative care	14	4.36	0.20
238	Psychosocial assessment	14	4.36	0.17
246	Record review	14	4.36	0.13
252	Rights and responsibilities	14	4.36	0.29
254	Risk assessment/management	14	4.36	0.13
255	Roles and responsibilities	14	4.36	0.17
20	Barriers to learning	14	4.29	0.13
29	Cardiac arrhythmias	14	4.29	0.22
38	Chest tube management	14	4.29	0.24
40	Circulation promotion	14	4.29	0.13
50	Client needs	14	4.29	0.13
51	Client plan of care	14	4.29	0.13
72	Complications with arterial lines	14	4.29	0.24
85	Delegation	14	4.29	0.16
91	Diagnostic results	14	4.29	0.19
93	Discharge planning	14	4.29	0.19
112	Event reporting	14	4.29	0.16
120	Hazardous materials	14	4.29	0.22
127	Hemostasis	14	4.29	0.24
142	Indwelling catheter management	14	4.29	0.19
148	Intake and output management	14	4.29	0.16
152	Interdisciplinary team	14	4.29	0.19
209	Personal bias	14	4.29	0.19
230	Preventive care	14	4.29	0.19
256	Safe client handling	14	4.29	0.13
262	Self-limitations	14	4.29	0.24
279	Staff safety	14	4.29	0.16
284	Suctioning	14	4.29	0.22
288	Therapeutic communication	14	4.29	0.19
292	Time management	14	4.29	0.19

SME Knowledge Statement Ratings Rank Ordered by Average Importance				
Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
300	Types of venous access	14	4.29	0.16
305	Venous thromboembolism prophylaxis	14	4.29	0.22
21	Behavioral management techniques	14	4.21	0.21
23	Biohazardous materials	14	4.21	0.21
31	Care goals	14	4.21	0.11
39	Chronic vs. acute pain	14	4.21	0.19
46	Client dignity	14	4.21	0.15
49	Client mobility	14	4.21	0.11
60	Cognitive status	14	4.21	0.15
84	De-escalation techniques	14	4.21	0.19
86	Determinants of health	14	4.21	0.15
92	Diagnostic testing	14	4.21	0.21
105	Enteral feeding management	14	4.21	0.21
150	Intake management	14	4.21	0.15
151	Intake measurements	14	4.21	0.15
218	Polypharmacy	14	4.21	0.19
221	Postoperative education	14	4.21	0.15
277	Staff education	14	4.21	0.28
285	Suctioning devices	14	4.21	0.21
289	Therapeutic environment	14	4.21	0.19
308	Visual, auditory and cognitive alterations	14	4.21	0.15
4	Admission process	14	4.14	0.21
7	Advanced directives	14	4.14	0.18
59	Clinical resources	14	4.14	0.18
63	Communication methods	14	4.14	0.25
74	Continuity of care	14	4.14	0.18
81	Crisis intervention	14	4.14	0.18
87	Developmental stages	14	4.14	0.14
108	Equipment safety	14	4.14	0.21
134	Hygiene	14	4.14	0.18
143	Infant safety	14	4.14	0.29
183	Near misses	14	4.14	0.23
185	Newborn safety	14	4.14	0.33
240	Psychosocial health	14	4.14	0.23
273	Specimen labeling	14	4.14	0.23
275	Staff advocacy	14	4.14	0.21

SME Knowledge Statement Ratings Rank Ordered by Average Importance				
Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
280	Stages of grief	14	4.14	0.21
282	Stress management	14	4.14	0.25
15	Arterial lines	14	4.07	0.30
53	Client privacy	14	4.07	0.16
57	Client rights and responsibilities	14	4.07	0.22
76	Continuum of care	14	4.07	0.20
90	Diagnostic equipment	14	4.07	0.20
106	Environmental assessment	14	4.07	0.16
122	Health information technology	14	4.07	0.22
130	High-risk health behaviors	14	4.07	0.16
149	Intake and output types	14	4.07	0.22
189	Nutrition	14	4.07	0.20
226	Preoperative care	14	4.07	0.22
227	Preoperative education	14	4.07	0.22
241	Pulmonary hygiene	14	4.07	0.13
261	Security plan	14	4.07	0.27
290	Therapeutic rapport	14	4.07	0.25
299	Types of nasal/oral gastrointestinal tube	14	4.07	0.16
27	Blood specimens	14	4.00	0.26
36	Chain of command	14	4.00	0.28
52	Client positioning	14	4.00	0.18
71	Complications of peritoneal dialysis	14	4.00	0.30
79	Coping techniques	14	4.00	0.21
82	Cultural considerations	14	4.00	0.23
97	Dressing management	14	4.00	0.21
107	Equipment management	14	4.00	0.21
110	Ethical dilemmas	14	4.00	0.18
123	Health maintenance	14	4.00	0.18
124	Health promotion	14	4.00	0.18
129	High-risk behavior assessment	14	4.00	0.18
158	IV insertion	14	4.00	0.31
186	Nonpharmacological interventions	14	4.00	0.18
187	Nonverbal cues	14	4.00	0.23
204	Parenteral nutrition	14	4.00	0.21
211	Phlebitis	14	4.00	0.26
237	Psychological stressors	14	4.00	0.23

SME Knowledge Statement Ratings Rank Ordered by Average Importance				
Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
239	Psychosocial factors	14	4.00	0.33
250	Resource management	14	4.00	0.15
276	Staff confidentiality	14	4.00	0.21
278	Staff rights	14	4.00	0.28
19	Assistive devices	14	3.93	0.16
24	Bladder elimination	14	3.93	0.20
54	Client resources	14	3.93	0.16
75	Continuous renal replacement therapy	14	3.93	0.30
88	Device securement	14	3.93	0.25
89	Devices used to promote venous return	14	3.93	0.27
96	Drainage devices	14	3.93	0.22
104	End-of-life care	14	3.93	0.16
111	Ethics	14	3.93	0.22
128	Hierarchy of needs	14	3.93	0.22
159	IV removal	14	3.93	0.20
161	Learning preferences	14	3.93	0.16
162	Life transitions	14	3.93	0.20
194	Ostomy care	14	3.93	0.22
195	Ostomy management	14	3.93	0.22
196	Output devices management	14	3.93	0.16
203	Palliative care	14	3.93	0.22
214	Physical impairment	14	3.93	0.20
263	Sensory impairment	14	3.93	0.22
295	Toddler safety	14	3.93	0.27
312	Wound management	14	3.93	0.22
12	Antepartum care	14	3.86	0.25
28	Bowel elimination	14	3.86	0.23
101	Emergency planning	14	3.86	0.31
103	Empathetic communication	14	3.86	0.21
109	Ergonomic principles	14	3.86	0.27
125	Hemodialysis	14	3.86	0.27
132	Holistic care	14	3.86	0.21
163	Lifestyle changes	14	3.86	0.18
197	Output management	14	3.86	0.21
198	Output measurements	14	3.86	0.21
200	Pacing devices	14	3.86	0.27

SME Knowledge Statement Ratings Rank Ordered by Average Importance				
Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
232	Procedural sedation	14	3.86	0.27
244	Readiness to learn	14	3.86	0.21
271	Social determinants	14	3.86	0.21
294	Titration parameters	14	3.86	0.29
310	Waste management	14	3.86	0.23
311	Weight management	14	3.86	0.18
3	Adaptive devices	14	3.79	0.19
62	Collection devices	14	3.79	0.21
67	Compensatory techniques	14	3.79	0.19
115	Family dynamics	14	3.79	0.19
121	Health equity	14	3.79	0.21
136	Incentive spirometry	14	3.79	0.21
166	Measurement techniques	14	3.79	0.24
182	Moderate sedation	14	3.79	0.24
216	Point-of-care testing	14	3.79	0.26
222	Postpartum care	14	3.79	0.26
242	Quality improvement	14	3.79	0.24
258	School-age safety	14	3.79	0.28
260	Screening assessments	14	3.79	0.24
272	Specimen collection	14	3.79	0.21
274	Spiritual considerations	14	3.79	0.24
286	Telemetry	14	3.79	0.26
287	Telemetry lead management	14	3.79	0.26
22	Bereavement	14	3.71	0.16
32	Caregiver education	14	3.71	0.19
133	Hospice care	14	3.71	0.22
153	Internal monitoring devices	14	3.71	0.27
165	Material safety data sheets	14	3.71	0.22
206	Percutaneous feeding devices	14	3.71	0.19
215	Physical stressors	14	3.71	0.27
219	Postmortem care	14	3.71	0.19
225	Prenatal care	14	3.71	0.24
243	Range of motion	14	3.71	0.16
247	Referral process	14	3.71	0.27
251	Restraint types	14	3.71	0.29
291	Thermoregulation techniques	14	3.71	0.27

SME Knowledge Statement Ratings Rank Ordered by Average Importance				
Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
155	Irrigation	14	3.64	0.23
156	Irrigation equipment	14	3.64	0.23
193	Orthopedic devices	14	3.64	0.17
228	Preschool safety	14	3.64	0.25
270	Sleep/rest patterns	14	3.64	0.20
298	Types of irrigation	14	3.64	0.25
10	Alarm fatigue	14	3.57	0.20
192	Organ transplant	14	3.57	0.33
208	Peritoneal dialysis	14	3.57	0.29
296	Transfer process	14	3.57	0.20
34	Caregiver support	14	3.50	0.20
37	Chest physiotherapy	14	3.50	0.29
98	Early ambulation	14	3.50	0.23
114	Facility resources	14	3.50	0.17
191	Organ donation	14	3.50	0.31
33	Caregiver resources	14	3.43	0.20
64	Community assessment	14	3.43	0.29
65	Community health education	14	3.43	0.27
66	Community resources	14	3.43	0.27
80	Cost-effective care	14	3.43	0.34
154	Intrapartum care	14	3.43	0.27
184	Negative pressure wound therapy	14	3.43	0.27
116	Fistula management	14	3.36	0.32
135	Immunization recommendations	14	3.36	0.32
181	Methods of heat transfer	14	3.36	0.23
207	Performance evaluation	14	3.36	0.29
212	Phlebotomy	14	3.36	0.36
213	Phototherapy	14	3.29	0.29

APPENDIX D: NEWLY LICENSED RN AND SME KNOWLEDGE STATEMENT RATINGS RANK ORDERED BY NEWLY LICENSED RN AVERAGE IMPORTANCE

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

Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance								
Survey Position #	Knowledge Statements	Newly Licensed RNs			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
102	Emergency response	224	4.77	0.03	14	4.57	0.17	0.20
170	Medication administration	187	4.76	0.03	14	4.93	0.07	-0.16
58	Client safety	224	4.74	0.03	14	4.86	0.10	-0.12
9	Airway management	248	4.73	0.04	14	4.86	0.10	-0.13
172	Medication administration techniques	187	4.72	0.04	14	4.86	0.10	-0.14
100	Emergency equipment	224	4.71	0.04	14	4.71	0.16	0.00
180	Medication side effects and interactions	187	4.71	0.04	14	4.86	0.10	-0.15
160	Lab results	187	4.70	0.04	14	4.64	0.17	0.06
174	Medication indications	187	4.69	0.04	14	4.36	0.13	0.33
144	Infection prevention	197	4.69	0.04	14	4.86	0.10	-0.17
199	Oxygenation	189	4.66	0.05	14	4.64	0.13	0.01
43	Client assessment	248	4.65	0.04	14	4.86	0.10	-0.20
210	Pharmacology	176	4.64	0.05	14	4.71	0.13	-0.07
131	High-risk medications	203	4.63	0.05	14	4.93	0.07	-0.30
17	Aspiration precautions	248	4.63	0.04	14	4.93	0.07	-0.30
118	Focused assessments	197	4.61	0.04	14	4.64	0.13	-0.03
48	Client identification	253	4.60	0.04	14	4.79	0.11	-0.18
175	Medication interactions	189	4.60	0.05	14	4.79	0.11	-0.19
8	Adverse reactions	253	4.60	0.04	14	4.79	0.11	-0.19
178	Medication rights	187	4.58	0.05	14	4.86	0.10	-0.27
173	Medication compatibility	189	4.58	0.05	14	4.79	0.11	-0.20
176	Medication management	187	4.58	0.05	14	4.71	0.13	-0.14
292	Time management	162	4.57	0.05	14	4.29	0.19	0.29
30	Cardiac monitoring	253	4.57	0.05	14	4.50	0.20	0.07
26	Blood product administration	253	4.57	0.05	14	4.64	0.13	-0.07
70	Complications of IV therapy	224	4.57	0.05	14	4.71	0.13	-0.14
259	Scope of practice	179	4.57	0.05	14	4.93	0.07	-0.36
253	Rights of medication administration	179	4.56	0.05	14	5.00	0.00	-0.44
266	Signs of toxicity	162	4.56	0.05	14	4.43	0.20	0.13
16	Aseptic technique	253	4.55	0.05	14	4.57	0.17	-0.02
231	Prioritization of care	179	4.55	0.04	14	4.93	0.07	-0.38
171	Medication administration routes	189	4.54	0.05	14	4.93	0.07	-0.39

Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance								
Survey Position #	Knowledge Statements	Newly Licensed RNs			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
309	Vital signs	166	4.54	0.05	14	4.79	0.11	-0.25
236	Provider orders	176	4.53	0.05	14	4.64	0.13	-0.11
44	Client confidentiality	253	4.52	0.04	14	4.50	0.14	0.02
257	Safety precautions	179	4.51	0.05	14	4.57	0.14	-0.06
117	Fluid and electrolyte imbalance	203	4.51	0.05	14	4.71	0.13	-0.21
11	Allergies	248	4.50	0.05	14	4.79	0.11	-0.28
307	Verifying orders	166	4.50	0.06	14	4.71	0.13	-0.21
142	Indwelling catheter management	197	4.50	0.05	14	4.29	0.19	0.21
158	IV insertion	187	4.50	0.05	14	4.00	0.31	0.50
29	Cardiac arrhythmias	248	4.49	0.05	14	4.29	0.22	0.21
168	Medical procedures and treatments	187	4.49	0.06	14	4.64	0.13	-0.16
18	Assessment tools	253	4.49	0.05	14	4.79	0.11	-0.30
99	Electrolyte imbalance	224	4.48	0.05	14	4.64	0.13	-0.16
281	Sterile technique	166	4.48	0.06	14	4.79	0.11	-0.30
126	Hemodynamics	197	4.47	0.05	14	4.64	0.13	-0.17
25	Blood compatibility	248	4.47	0.06	14	4.64	0.13	-0.17
45	Client consent	248	4.47	0.05	14	4.71	0.13	-0.24
179	Medication side effects	189	4.47	0.05	14	4.86	0.10	-0.39
220	Postoperative care	176	4.47	0.05	14	4.36	0.20	0.11
224	Practice errors	176	4.45	0.05	14	4.43	0.14	0.03
264	Signs of abuse or neglect	162	4.45	0.05	14	4.50	0.17	-0.05
46	Client dignity	253	4.45	0.04	14	4.21	0.15	0.23
42	Client advocacy	253	4.45	0.05	14	4.36	0.17	0.09
229	Pressure injury prevention	179	4.44	0.06	14	4.64	0.13	-0.20
145	Informed consent	203	4.44	0.05	14	4.57	0.14	-0.13
56	Client response to treatment	224	4.43	0.05	14	4.71	0.13	-0.28
94	Disease process	224	4.43	0.05	14	4.86	0.10	-0.42
60	Cognitive status	224	4.43	0.05	14	4.21	0.15	0.21
77	Contraindications	224	4.43	0.05	14	4.64	0.13	-0.21
279	Staff safety	166	4.43	0.06	14	4.29	0.16	0.14
40	Circulation promotion	253	4.43	0.05	14	4.29	0.13	0.14
268	Skin assessment	162	4.42	0.06	14	4.64	0.13	-0.22
286	Telemetry	162	4.41	0.06	14	3.79	0.26	0.63
306	Ventilation	162	4.40	0.07	14	4.43	0.17	-0.03
50	Client needs	253	4.40	0.05	14	4.29	0.13	0.11
78	Controlled substances	224	4.40	0.05	14	4.64	0.13	-0.25

Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance								
Survey Position #	Knowledge Statements	Newly Licensed RNs			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
146	Infusion types	197	4.40	0.06	14	4.36	0.17	0.04
164	Mandatory reporting	187	4.39	0.06	14	4.50	0.14	-0.11
293	Tissue perfusion	166	4.39	0.06	14	4.64	0.13	-0.26
278	Staff rights	162	4.38	0.06	14	4.00	0.28	0.38
256	Safe client handling	176	4.38	0.06	14	4.29	0.13	0.09
202	Pain management	187	4.38	0.06	14	4.71	0.13	-0.33
57	Client rights and responsibilities	224	4.37	0.05	14	4.07	0.22	0.30
233	Professional accountability	179	4.37	0.05	14	4.57	0.17	-0.20
52	Client positioning	253	4.36	0.04	14	4.00	0.18	0.36
255	Roles and responsibilities	179	4.36	0.06	14	4.36	0.17	0.00
235	Provider order	179	4.36	0.05	14	4.57	0.14	-0.21
6	Adult care	253	4.36	0.05	14	4.64	0.13	-0.29
201	Pain assessment	189	4.35	0.05	14	4.71	0.13	-0.36
269	Skin integrity	166	4.34	0.06	14	4.64	0.13	-0.30
304	Venous access infiltration	162	4.34	0.07	14	4.43	0.23	-0.09
72	Complications with arterial lines	224	4.33	0.07	14	4.29	0.24	0.05
69	Complications of invasive procedures	224	4.33	0.06	14	4.57	0.14	-0.24
47	Client education	248	4.33	0.05	14	4.36	0.17	-0.03
108	Equipment safety	197	4.32	0.06	14	4.14	0.21	0.18
245	Receiving orders	179	4.32	0.06	14	4.57	0.17	-0.25
53	Client privacy	224	4.32	0.05	14	4.07	0.16	0.25
294	Titration parameters	162	4.32	0.07	14	3.86	0.29	0.46
113	Evidence-based practice	203	4.32	0.06	14	4.64	0.17	-0.32
157	Isolation precautions	189	4.32	0.06	14	4.71	0.13	-0.40
223	PPE	179	4.31	0.06	14	4.64	0.13	-0.33
68	Complications of anesthesia	224	4.31	0.06	14	4.57	0.14	-0.26
61	Collaboration	224	4.31	0.05	14	4.50	0.14	-0.19
167	Medical history	189	4.31	0.05	14	4.57	0.14	-0.26
182	Moderate sedation	187	4.30	0.07	14	3.79	0.24	0.52
276	Staff confidentiality	162	4.30	0.06	14	4.00	0.21	0.30
288	Therapeutic communication	162	4.30	0.06	14	4.29	0.19	0.02
297	Tube placement verification	166	4.30	0.07	14	4.50	0.17	-0.20
267	Signs of withdrawal	166	4.30	0.06	14	4.64	0.17	-0.34
254	Risk assessment/management	176	4.30	0.06	14	4.36	0.13	-0.06
147	Insertion site assessment and maintenance	203	4.30	0.06	14	4.43	0.17	-0.13
252	Rights and responsibilities	176	4.30	0.06	14	4.36	0.29	-0.06

Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance								
Survey Position #	Knowledge Statements	Newly Licensed RNs			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
134	Hygiene	197	4.28	0.06	14	4.14	0.18	0.14
282	Stress management	162	4.28	0.06	14	4.14	0.25	0.14
226	Preoperative care	176	4.28	0.06	14	4.07	0.22	0.21
300	Types of venous access	162	4.28	0.07	14	4.29	0.16	-0.01
177	Medication reconciliation	189	4.28	0.06	14	4.64	0.13	-0.37
302	Venous access devices	162	4.27	0.07	14	4.43	0.17	-0.16
188	Nursing code of ethics	187	4.27	0.06	14	4.64	0.13	-0.38
290	Therapeutic rapport	162	4.26	0.06	14	4.07	0.25	0.19
92	Diagnostic testing	224	4.26	0.06	14	4.21	0.21	0.04
41	Client acuity	248	4.25	0.05	14	4.43	0.29	-0.17
169	Medical terminology	189	4.25	0.06	14	4.50	0.14	-0.25
63	Communication methods	224	4.25	0.05	14	4.14	0.25	0.11
83	Culture of safety	224	4.25	0.06	14	4.43	0.14	-0.18
305	Venous thromboembolism prophylaxis	166	4.25	0.07	14	4.29	0.22	-0.04
111	Ethics	203	4.24	0.06	14	3.93	0.22	0.31
101	Emergency planning	224	4.24	0.06	14	3.86	0.31	0.38
312	Wound management	162	4.23	0.07	14	3.93	0.22	0.31
112	Event reporting	197	4.23	0.06	14	4.29	0.16	-0.05
140	Indications for specific invasive procedures	197	4.23	0.06	14	4.36	0.13	-0.12
84	De-escalation techniques	224	4.23	0.06	14	4.21	0.19	0.02
103	Empathetic communication	224	4.23	0.05	14	3.86	0.21	0.37
85	Delegation	224	4.23	0.06	14	4.29	0.16	-0.06
81	Crisis intervention	224	4.22	0.06	14	4.14	0.18	0.08
284	Suctioning	162	4.22	0.06	14	4.29	0.22	-0.06
127	Hemostasis	203	4.22	0.06	14	4.29	0.24	-0.06
119	Handoff procedures	203	4.22	0.06	14	4.43	0.14	-0.21
35	Catheter care and positioning	248	4.22	0.06	14	4.57	0.14	-0.35
91	Diagnostic results	224	4.21	0.06	14	4.29	0.19	-0.07
148	Intake and output management	197	4.21	0.06	14	4.29	0.16	-0.07
277	Staff education	166	4.20	0.06	14	4.21	0.28	-0.02
27	Blood specimens	248	4.19	0.06	14	4.00	0.26	0.19
285	Suctioning devices	166	4.19	0.07	14	4.21	0.21	-0.03
24	Bladder elimination	253	4.18	0.05	14	3.93	0.20	0.25
98	Early ambulation	224	4.17	0.06	14	3.50	0.23	0.67
230	Preventive care	176	4.17	0.07	14	4.29	0.19	-0.12
303	Venous access extravasation	166	4.17	0.08	14	4.43	0.23	-0.26

Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance								
Survey Position #	Knowledge Statements	Newly Licensed RNs			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
95	Dosage calculations	224	4.17	0.07	14	4.93	0.07	-0.76
283	Substance misuse	166	4.16	0.07	14	4.43	0.20	-0.27
124	Health promotion	197	4.16	0.06	14	4.00	0.18	0.16
217	Policies and procedures	179	4.16	0.06	14	4.71	0.13	-0.56
200	Pacing devices	187	4.16	0.07	14	3.86	0.27	0.30
272	Specimen collection	162	4.15	0.06	14	3.79	0.21	0.37
218	Polypharmacy	176	4.15	0.07	14	4.21	0.19	-0.06
129	High-risk behavior assessment	203	4.15	0.06	14	4.00	0.18	0.15
59	Clinical resources	224	4.15	0.06	14	4.14	0.18	0.01
275	Staff advocacy	166	4.15	0.07	14	4.14	0.21	0.01
205	Pathophysiology	189	4.15	0.07	14	4.71	0.13	-0.57
241	Pulmonary hygiene	179	4.15	0.07	14	4.07	0.13	0.07
38	Chest tube management	253	4.14	0.07	14	4.29	0.24	-0.14
234	Professional boundaries	176	4.14	0.06	14	4.43	0.17	-0.29
299	Types of nasal/oral gastrointestinal tube	166	4.14	0.07	14	4.07	0.16	0.07
238	Psychosocial assessment	176	4.14	0.07	14	4.36	0.17	-0.22
130	High-risk health behaviors	197	4.13	0.06	14	4.07	0.16	0.06
212	Phlebotomy	176	4.13	0.07	14	3.36	0.36	0.77
308	Visual, auditory and cognitive alterations	162	4.13	0.07	14	4.21	0.15	-0.08
139	Indications for peripheral intravenous lines	203	4.13	0.07	14	4.36	0.13	-0.23
152	Interdisciplinary team	197	4.13	0.06	14	4.29	0.19	-0.16
55	Client response to plan of care	224	4.13	0.06	14	4.43	0.14	-0.30
141	Indications for urinary catheters	203	4.12	0.06	14	4.36	0.13	-0.23
287	Telemetry lead management	166	4.12	0.08	14	3.79	0.26	0.33
273	Specimen labeling	166	4.12	0.08	14	4.14	0.23	-0.02
265	Signs of substance misuse	166	4.12	0.06	14	4.43	0.17	-0.31
49	Client mobility	248	4.12	0.05	14	4.21	0.11	-0.10
187	Nonverbal cues	189	4.12	0.06	14	4.00	0.23	0.12
186	Nonpharmacological interventions	187	4.11	0.07	14	4.00	0.18	0.11
190	Older adult care	187	4.11	0.07	14	4.43	0.17	-0.32
143	Infant safety	203	4.10	0.08	14	4.14	0.29	-0.04
76	Continuum of care	224	4.10	0.06	14	4.07	0.20	0.03
90	Diagnostic equipment	224	4.10	0.06	14	4.07	0.20	0.03
74	Continuity of care	224	4.10	0.06	14	4.14	0.18	-0.04
128	Hierarchy of needs	197	4.10	0.07	14	3.93	0.22	0.17
183	Near misses	189	4.10	0.07	14	4.14	0.23	-0.04

Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance								
Survey Position #	Knowledge Statements	Newly Licensed RNs			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
204	Parenteral nutrition	187	4.10	0.08	14	4.00	0.21	0.10
82	Cultural considerations	224	4.09	0.06	14	4.00	0.23	0.09
242	Quality improvement	176	4.09	0.07	14	3.79	0.24	0.30
232	Procedural sedation	176	4.09	0.08	14	3.86	0.27	0.23
240	Psychosocial health	176	4.09	0.07	14	4.14	0.23	-0.06
123	Health maintenance	203	4.08	0.06	14	4.00	0.18	0.08
249	Reporting requirements	179	4.08	0.07	14	4.64	0.13	-0.56
73	Conflict resolution	224	4.07	0.06	14	4.36	0.17	-0.29
185	Newborn safety	189	4.07	0.08	14	4.14	0.33	-0.07
150	Intake management	197	4.07	0.07	14	4.21	0.15	-0.15
166	Measurement techniques	187	4.06	0.07	14	3.79	0.24	0.28
198	Output measurements	187	4.06	0.06	14	3.86	0.21	0.21
251	Restraint types	179	4.06	0.07	14	3.71	0.29	0.35
32	Caregiver education	253	4.06	0.05	14	3.71	0.19	0.35
96	Drainage devices	224	4.06	0.06	14	3.93	0.22	0.13
260	Screening assessments	176	4.06	0.07	14	3.79	0.24	0.27
136	Incentive spirometry	197	4.06	0.07	14	3.79	0.21	0.27
221	Postoperative education	179	4.05	0.07	14	4.21	0.15	-0.16
296	Transfer process	162	4.05	0.07	14	3.57	0.20	0.48
120	Hazardous materials	197	4.05	0.07	14	4.29	0.22	-0.24
244	Readiness to learn	176	4.05	0.07	14	3.86	0.21	0.19
149	Intake and output types	203	4.04	0.06	14	4.07	0.22	-0.03
110	Ethical dilemmas	197	4.04	0.06	14	4.00	0.18	0.04
211	Phlebitis	179	4.04	0.07	14	4.00	0.26	0.04
86	Determinants of health	224	4.04	0.06	14	4.21	0.15	-0.18
21	Behavioral management techniques	248	4.03	0.06	14	4.21	0.21	-0.18
39	Chronic vs. acute pain	248	4.03	0.06	14	4.21	0.19	-0.18
14	Approved terminology	253	4.03	0.06	14	4.57	0.14	-0.54
23	Biohazardous materials	248	4.03	0.06	14	4.21	0.21	-0.19
114	Facility resources	197	4.03	0.06	14	3.50	0.17	0.53
301	Unit conversions	166	4.02	0.09	14	4.57	0.14	-0.55
237	Psychological stressors	179	4.02	0.06	14	4.00	0.23	0.02
222	Postpartum care	176	4.02	0.08	14	3.79	0.26	0.23
28	Bowel elimination	253	4.01	0.06	14	3.86	0.23	0.15
214	Physical impairment	176	4.01	0.06	14	3.93	0.20	0.08
196	Output devices management	187	4.01	0.07	14	3.93	0.16	0.08

Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance								
Survey Position #	Knowledge Statements	Newly Licensed RNs			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
151	Intake measurements	203	4.00	0.06	14	4.21	0.15	-0.21
36	Chain of command	253	4.00	0.06	14	4.00	0.28	0.00
125	Hemodialysis	203	4.00	0.07	14	3.86	0.27	0.14
105	Enteral feeding management	203	4.00	0.07	14	4.21	0.21	-0.21
138	Indications for gastrointestinal tubes	197	4.00	0.08	14	4.36	0.13	-0.36
246	Record review	176	4.00	0.07	14	4.36	0.13	-0.36
34	Caregiver support	253	4.00	0.05	14	3.50	0.20	0.50
51	Client plan of care	248	4.00	0.06	14	4.29	0.13	-0.29
1	Access device care	248	3.99	0.06	14	4.64	0.17	-0.65
97	Dressing management	224	3.99	0.06	14	4.00	0.21	-0.01
189	Nutrition	189	3.99	0.06	14	4.07	0.20	-0.08
107	Equipment management	203	3.99	0.06	14	4.00	0.21	-0.01
104	End-of-life care	224	3.98	0.06	14	3.93	0.16	0.05
121	Health equity	203	3.98	0.07	14	3.79	0.21	0.19
106	Environmental assessment	197	3.98	0.07	14	4.07	0.16	-0.09
79	Coping techniques	224	3.98	0.06	14	4.00	0.21	-0.02
227	Preoperative education	179	3.98	0.07	14	4.07	0.22	-0.09
248	Regulatory requirements	176	3.98	0.07	14	4.71	0.13	-0.74
88	Device securement	224	3.97	0.07	14	3.93	0.25	0.04
5	Adolescent safety	248	3.97	0.07	14	4.36	0.27	-0.39
216	Point-of-care testing	176	3.97	0.08	14	3.79	0.26	0.19
239	Psychosocial factors	179	3.97	0.06	14	4.00	0.33	-0.03
15	Arterial lines	248	3.96	0.07	14	4.07	0.30	-0.11
7	Advanced directives	248	3.96	0.06	14	4.14	0.18	-0.18
250	Resource management	176	3.96	0.07	14	4.00	0.15	-0.04
262	Self-limitations	162	3.96	0.07	14	4.29	0.24	-0.33
2	Activities of daily living	253	3.96	0.06	14	4.36	0.13	-0.40
20	Barriers to learning	253	3.95	0.06	14	4.29	0.13	-0.33
206	Percutaneous feeding devices	187	3.95	0.08	14	3.71	0.19	0.24
289	Therapeutic environment	166	3.95	0.07	14	4.21	0.19	-0.26
280	Stages of grief	162	3.95	0.07	14	4.14	0.21	-0.19
194	Ostomy care	187	3.95	0.08	14	3.93	0.22	0.02
89	Devices used to promote venous return	224	3.95	0.07	14	3.93	0.27	0.02
137	Indications for arterial lines	203	3.95	0.07	14	4.36	0.13	-0.41
208	Peritoneal dialysis	187	3.94	0.08	14	3.57	0.29	0.37
10	Alarm fatigue	253	3.94	0.07	14	3.57	0.20	0.37

Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance								
Survey Position #	Knowledge Statements	Newly Licensed RNs			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
197	Output management	189	3.94	0.07	14	3.86	0.21	0.08
184	Negative pressure wound therapy	187	3.93	0.08	14	3.43	0.27	0.50
153	Internal monitoring devices	203	3.93	0.07	14	3.71	0.27	0.21
156	Irrigation equipment	197	3.92	0.07	14	3.64	0.23	0.28
263	Sensory impairment	166	3.92	0.07	14	3.93	0.22	-0.01
132	Holistic care	197	3.91	0.07	14	3.86	0.21	0.06
122	Health information technology	197	3.91	0.07	14	4.07	0.22	-0.16
13	Approved abbreviations	248	3.91	0.07	14	4.43	0.17	-0.52
93	Discharge planning	224	3.90	0.06	14	4.29	0.19	-0.38
4	Admission process	253	3.90	0.07	14	4.14	0.21	-0.24
215	Physical stressors	179	3.90	0.07	14	3.71	0.27	0.19
162	Life transitions	187	3.90	0.08	14	3.93	0.20	-0.03
62	Collection devices	224	3.90	0.06	14	3.79	0.21	0.11
67	Compensatory techniques	224	3.89	0.06	14	3.79	0.19	0.11
295	Toddler safety	166	3.89	0.09	14	3.93	0.27	-0.04
54	Client resources	224	3.89	0.06	14	3.93	0.16	-0.04
116	Fistula management	197	3.88	0.08	14	3.36	0.32	0.53
291	Thermoregulation techniques	166	3.87	0.08	14	3.71	0.27	0.16
225	Prenatal care	179	3.87	0.08	14	3.71	0.24	0.16
209	Personal bias	179	3.87	0.08	14	4.29	0.19	-0.41
71	Complications of peritoneal dialysis	224	3.87	0.08	14	4.00	0.30	-0.13
298	Types of irrigation	162	3.87	0.08	14	3.64	0.25	0.23
192	Organ transplant	187	3.87	0.09	14	3.57	0.33	0.29
195	Ostomy management	189	3.86	0.07	14	3.93	0.22	-0.07
270	Sleep/rest patterns	162	3.86	0.08	14	3.64	0.20	0.22
31	Care goals	248	3.85	0.07	14	4.21	0.11	-0.36
243	Range of motion	179	3.85	0.07	14	3.71	0.16	0.14
203	Palliative care	189	3.85	0.07	14	3.93	0.22	-0.08
310	Waste management	162	3.84	0.09	14	3.86	0.23	-0.02
163	Lifestyle changes	189	3.83	0.07	14	3.86	0.18	-0.03
159	IV removal	189	3.83	0.07	14	3.93	0.20	-0.10
19	Assistive devices	248	3.82	0.06	14	3.93	0.16	-0.11
274	Spiritual considerations	162	3.81	0.08	14	3.79	0.24	0.02
115	Family dynamics	203	3.80	0.07	14	3.79	0.19	0.02
80	Cost-effective care	224	3.80	0.07	14	3.43	0.34	0.37
261	Security plan	166	3.80	0.08	14	4.07	0.27	-0.28

Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance								
Survey Position #	Knowledge Statements	Newly Licensed RNs			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
22	Bereavement	253	3.78	0.06	14	3.71	0.16	0.07
154	Intrapartum care	197	3.78	0.09	14	3.43	0.27	0.35
271	Social determinants	166	3.77	0.08	14	3.86	0.21	-0.09
3	Adaptive devices	248	3.75	0.06	14	3.79	0.19	-0.04
65	Community health education	224	3.75	0.07	14	3.43	0.27	0.32
219	Postmortem care	179	3.74	0.08	14	3.71	0.19	0.03
161	Learning preferences	189	3.74	0.07	14	3.93	0.16	-0.19
311	Weight management	166	3.72	0.08	14	3.86	0.18	-0.14
155	Irrigation	203	3.71	0.08	14	3.64	0.23	0.07
109	Ergonomic principles	203	3.70	0.07	14	3.86	0.27	-0.15
133	Hospice care	203	3.70	0.08	14	3.71	0.22	-0.01
75	Continuous renal replacement therapy	224	3.69	0.08	14	3.93	0.30	-0.24
33	Caregiver resources	248	3.69	0.07	14	3.43	0.20	0.26
12	Antepartum care	253	3.69	0.08	14	3.86	0.25	-0.17
66	Community resources	224	3.69	0.07	14	3.43	0.27	0.26
207	Performance evaluation	189	3.68	0.08	14	3.36	0.29	0.33
247	Referral process	179	3.67	0.08	14	3.71	0.27	-0.04
193	Orthopedic devices	189	3.64	0.07	14	3.64	0.17	0.00
258	School-age safety	176	3.63	0.09	14	3.79	0.28	-0.16
191	Organ donation	189	3.60	0.08	14	3.50	0.31	0.10
64	Community assessment	224	3.58	0.07	14	3.43	0.29	0.15
165	Material safety data sheets	189	3.56	0.08	14	3.71	0.22	-0.15
181	Methods of heat transfer	189	3.54	0.08	14	3.36	0.23	0.19
135	Immunization recommendations	203	3.54	0.08	14	3.36	0.32	0.18
87	Developmental stages	224	3.50	0.08	14	4.14	0.14	-0.64
213	Phototherapy	179	3.50	0.09	14	3.29	0.29	0.21
37	Chest physiotherapy	248	3.50	0.07	14	3.50	0.29	0.00
228	Preschool safety	176	3.44	0.10	14	3.64	0.25	-0.21

APPENDIX E: RN EDUCATOR AND SME KNOWLEDGE STATEMENT RATINGS RANK ORDERED BY RN EDUCATOR AVERAGE IMPORTANCE

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

RN Educator and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance								
Survey Position #	Knowledge Statements	RN Educators			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
9	Airway management	223	4.92	0.02	14	4.86	0.10	0.07
43	Client assessment	223	4.91	0.02	14	4.86	0.10	0.06
170	Medication administration	208	4.91	0.02	14	4.93	0.07	-0.02
58	Client safety	212	4.91	0.02	14	4.86	0.10	0.05
178	Medication rights	208	4.88	0.02	14	4.86	0.10	0.02
48	Client identification	216	4.88	0.03	14	4.79	0.11	0.09
253	Rights of medication administration	204	4.87	0.03	14	5.00	0.00	-0.13
172	Medication administration techniques	208	4.86	0.02	14	4.86	0.10	0.00
16	Aseptic technique	216	4.86	0.03	14	4.57	0.17	0.29
199	Oxygenation	207	4.86	0.03	14	4.64	0.13	0.21
8	Adverse reactions	216	4.85	0.03	14	4.79	0.11	0.07
144	Infection prevention	209	4.85	0.03	14	4.86	0.10	-0.01
309	Vital signs	202	4.84	0.03	14	4.79	0.11	0.06
257	Safety precautions	204	4.83	0.03	14	4.57	0.14	0.26
180	Medication side effects and interactions	208	4.83	0.03	14	4.86	0.10	-0.03
259	Scope of practice	204	4.80	0.03	14	4.93	0.07	-0.12
210	Pharmacology	207	4.80	0.03	14	4.71	0.13	0.08
44	Client confidentiality	216	4.79	0.03	14	4.50	0.14	0.29
231	Prioritization of care	204	4.78	0.03	14	4.93	0.07	-0.15
83	Culture of safety	219	4.76	0.03	14	4.43	0.14	0.33
174	Medication indications	208	4.75	0.03	14	4.36	0.13	0.40
176	Medication management	208	4.75	0.03	14	4.71	0.13	0.04
171	Medication administration routes	207	4.74	0.03	14	4.93	0.07	-0.18
17	Aspiration precautions	223	4.74	0.03	14	4.93	0.07	-0.19
11	Allergies	223	4.73	0.03	14	4.79	0.11	-0.05
95	Dosage calculations	219	4.72	0.04	14	4.93	0.07	-0.21
46	Client dignity	216	4.72	0.04	14	4.21	0.15	0.50
173	Medication compatibility	207	4.70	0.04	14	4.79	0.11	-0.09
281	Sterile technique	202	4.70	0.04	14	4.79	0.11	-0.09
102	Emergency response	212	4.69	0.04	14	4.57	0.17	0.12
307	Verifying orders	202	4.69	0.04	14	4.71	0.13	-0.03
179	Medication side effects	207	4.69	0.04	14	4.86	0.10	-0.17

RN Educator and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance								
Survey Position #	Knowledge Statements	RN Educators			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
111	Ethics	212	4.68	0.04	14	3.93	0.22	0.76
25	Blood compatibility	223	4.68	0.04	14	4.64	0.13	0.04
201	Pain assessment	207	4.68	0.04	14	4.71	0.13	-0.03
223	PPE	204	4.68	0.04	14	4.64	0.13	0.03
47	Client education	223	4.66	0.04	14	4.36	0.17	0.31
131	High-risk medications	212	4.66	0.04	14	4.93	0.07	-0.27
145	Informed consent	212	4.64	0.04	14	4.57	0.14	0.07
175	Medication interactions	207	4.64	0.04	14	4.79	0.11	-0.15
157	Isolation precautions	207	4.64	0.03	14	4.71	0.13	-0.08
233	Professional accountability	204	4.64	0.04	14	4.57	0.17	0.07
117	Fluid and electrolyte imbalance	212	4.64	0.04	14	4.71	0.13	-0.08
45	Client consent	223	4.63	0.04	14	4.71	0.13	-0.08
18	Assessment tools	216	4.63	0.04	14	4.79	0.11	-0.16
56	Client response to treatment	212	4.62	0.04	14	4.71	0.13	-0.09
50	Client needs	216	4.62	0.04	14	4.29	0.13	0.33
177	Medication reconciliation	207	4.62	0.04	14	4.64	0.13	-0.02
256	Safe client handling	207	4.61	0.04	14	4.29	0.13	0.33
113	Evidence-based practice	212	4.60	0.04	14	4.64	0.17	-0.04
202	Pain management	208	4.60	0.04	14	4.71	0.13	-0.12
188	Nursing code of ethics	208	4.60	0.05	14	4.64	0.13	-0.05
99	Electrolyte imbalance	219	4.59	0.04	14	4.64	0.13	-0.05
63	Communication methods	219	4.59	0.04	14	4.14	0.25	0.45
118	Focused assessments	209	4.59	0.04	14	4.64	0.13	-0.05
264	Signs of abuse or neglect	201	4.59	0.04	14	4.50	0.17	0.09
70	Complications of IV therapy	212	4.58	0.04	14	4.71	0.13	-0.13
288	Therapeutic communication	201	4.58	0.04	14	4.29	0.19	0.29
224	Practice errors	207	4.57	0.05	14	4.43	0.14	0.15
293	Tissue perfusion	202	4.57	0.04	14	4.64	0.13	-0.07
292	Time management	201	4.57	0.04	14	4.29	0.19	0.29
100	Emergency equipment	212	4.57	0.04	14	4.71	0.16	-0.15
42	Client advocacy	216	4.56	0.04	14	4.36	0.17	0.21
40	Circulation promotion	216	4.56	0.04	14	4.29	0.13	0.28
229	Pressure injury prevention	204	4.56	0.04	14	4.64	0.13	-0.08
255	Roles and responsibilities	204	4.56	0.04	14	4.36	0.17	0.20
119	Handoff procedures	212	4.56	0.04	14	4.43	0.14	0.13
94	Disease process	212	4.55	0.04	14	4.86	0.10	-0.31

RN Educator and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance								
Survey Position #	Knowledge Statements	RN Educators			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
160	Lab results	208	4.54	0.04	14	4.64	0.17	-0.10
266	Signs of toxicity	201	4.54	0.05	14	4.43	0.20	0.11
6	Adult care	216	4.54	0.04	14	4.64	0.13	-0.11
164	Mandatory reporting	208	4.53	0.05	14	4.50	0.14	0.03
26	Blood product administration	216	4.53	0.05	14	4.64	0.13	-0.12
60	Cognitive status	212	4.52	0.04	14	4.21	0.15	0.31
236	Provider orders	207	4.52	0.05	14	4.64	0.13	-0.12
268	Skin assessment	201	4.51	0.04	14	4.64	0.13	-0.14
57	Client rights and responsibilities	219	4.51	0.04	14	4.07	0.22	0.44
269	Skin integrity	202	4.50	0.04	14	4.64	0.13	-0.14
245	Receiving orders	204	4.49	0.04	14	4.57	0.17	-0.08
35	Catheter care and positioning	223	4.49	0.04	14	4.57	0.14	-0.08
77	Contraindications	219	4.47	0.05	14	4.64	0.13	-0.17
276	Staff confidentiality	201	4.47	0.05	14	4.00	0.21	0.47
103	Empathetic communication	219	4.47	0.04	14	3.86	0.21	0.61
85	Delegation	219	4.47	0.04	14	4.29	0.16	0.18
235	Provider order	204	4.46	0.05	14	4.57	0.14	-0.11
53	Client privacy	219	4.45	0.05	14	4.07	0.16	0.38
61	Collaboration	219	4.45	0.04	14	4.50	0.14	-0.05
290	Therapeutic rapport	201	4.44	0.05	14	4.07	0.25	0.37
29	Cardiac arrhythmias	223	4.43	0.05	14	4.29	0.22	0.15
51	Client plan of care	223	4.43	0.04	14	4.29	0.13	0.15
252	Rights and responsibilities	207	4.43	0.05	14	4.36	0.29	0.08
142	Indwelling catheter management	209	4.43	0.05	14	4.29	0.19	0.14
205	Pathophysiology	207	4.43	0.05	14	4.71	0.13	-0.28
234	Professional boundaries	207	4.43	0.05	14	4.43	0.17	0.00
73	Conflict resolution	219	4.41	0.05	14	4.36	0.17	0.05
52	Client positioning	216	4.41	0.04	14	4.00	0.18	0.41
279	Staff safety	202	4.41	0.05	14	4.29	0.16	0.12
126	Hemodynamics	209	4.40	0.05	14	4.64	0.13	-0.25
147	Insertion site assessment and maintenance	212	4.40	0.05	14	4.43	0.17	-0.03
112	Event reporting	209	4.39	0.05	14	4.29	0.16	0.10
183	Near misses	207	4.39	0.05	14	4.14	0.23	0.24
30	Cardiac monitoring	216	4.38	0.05	14	4.50	0.20	-0.12
78	Controlled substances	212	4.38	0.05	14	4.64	0.13	-0.26
143	Infant safety	212	4.38	0.05	14	4.14	0.29	0.24

RN Educator and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance								
Survey Position #	Knowledge Statements	RN Educators			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
82	Cultural considerations	212	4.37	0.05	14	4.00	0.23	0.37
49	Client mobility	223	4.37	0.04	14	4.21	0.11	0.16
84	De-escalation techniques	212	4.36	0.05	14	4.21	0.19	0.15
108	Equipment safety	209	4.35	0.05	14	4.14	0.21	0.21
13	Approved abbreviations	223	4.35	0.05	14	4.43	0.17	-0.08
169	Medical terminology	207	4.35	0.05	14	4.50	0.14	-0.15
238	Psychosocial assessment	207	4.34	0.05	14	4.36	0.17	-0.01
91	Diagnostic results	219	4.34	0.04	14	4.29	0.19	0.05
55	Client response to plan of care	219	4.34	0.05	14	4.43	0.14	-0.09
301	Unit conversions	202	4.34	0.06	14	4.57	0.14	-0.23
306	Ventilation	201	4.33	0.05	14	4.43	0.17	-0.10
24	Bladder elimination	216	4.31	0.04	14	3.93	0.20	0.39
185	Newborn safety	207	4.31	0.06	14	4.14	0.33	0.17
297	Tube placement verification	202	4.31	0.05	14	4.50	0.17	-0.19
110	Ethical dilemmas	209	4.31	0.05	14	4.00	0.18	0.31
28	Bowel elimination	216	4.30	0.04	14	3.86	0.23	0.44
240	Psychosocial health	207	4.29	0.05	14	4.14	0.23	0.15
190	Older adult care	208	4.29	0.04	14	4.43	0.17	-0.14
81	Crisis intervention	219	4.29	0.05	14	4.14	0.18	0.15
148	Intake and output management	209	4.29	0.05	14	4.29	0.16	0.01
93	Discharge planning	219	4.27	0.05	14	4.29	0.19	-0.01
134	Hygiene	209	4.27	0.05	14	4.14	0.18	0.13
79	Coping techniques	219	4.27	0.05	14	4.00	0.21	0.27
74	Continuity of care	212	4.27	0.05	14	4.14	0.18	0.13
149	Intake and output types	212	4.27	0.05	14	4.07	0.22	0.20
305	Venous thromboembolism prophylaxis	202	4.27	0.05	14	4.29	0.22	-0.02
282	Stress management	201	4.25	0.05	14	4.14	0.25	0.11
167	Medical history	207	4.25	0.05	14	4.57	0.14	-0.32
218	Polypharmacy	207	4.25	0.06	14	4.21	0.19	0.04
31	Care goals	223	4.25	0.05	14	4.21	0.11	0.04
2	Activities of daily living	216	4.25	0.05	14	4.36	0.13	-0.11
124	Health promotion	209	4.25	0.05	14	4.00	0.18	0.25
39	Chronic vs. acute pain	223	4.25	0.04	14	4.21	0.19	0.03
76	Continuum of care	212	4.24	0.05	14	4.07	0.20	0.17
98	Early ambulation	212	4.24	0.05	14	3.50	0.23	0.74
41	Client acuity	223	4.23	0.05	14	4.43	0.29	-0.20

RN Educator and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance								
Survey Position #	Knowledge Statements	RN Educators			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
69	Complications of invasive procedures	219	4.23	0.05	14	4.57	0.14	-0.34
68	Complications of anesthesia	212	4.22	0.06	14	4.57	0.14	-0.35
220	Postoperative care	207	4.21	0.05	14	4.36	0.20	-0.14
104	End-of-life care	212	4.20	0.05	14	3.93	0.16	0.27
36	Chain of command	216	4.20	0.05	14	4.00	0.28	0.20
127	Hemostasis	212	4.20	0.05	14	4.29	0.24	-0.09
151	Intake measurements	212	4.20	0.05	14	4.21	0.15	-0.02
21	Behavioral management techniques	223	4.20	0.05	14	4.21	0.21	-0.02
128	Hierarchy of needs	209	4.20	0.06	14	3.93	0.22	0.27
278	Staff rights	201	4.19	0.05	14	4.00	0.28	0.19
304	Venous access infiltration	201	4.19	0.05	14	4.43	0.23	-0.24
7	Advanced directives	223	4.18	0.05	14	4.14	0.18	0.04
152	Interdisciplinary team	209	4.16	0.05	14	4.29	0.19	-0.12
146	Infusion types	209	4.16	0.05	14	4.36	0.17	-0.20
14	Approved terminology	216	4.15	0.05	14	4.57	0.14	-0.42
32	Caregiver education	216	4.15	0.05	14	3.71	0.19	0.43
217	Policies and procedures	204	4.15	0.06	14	4.71	0.13	-0.57
303	Venous access extravasation	202	4.14	0.06	14	4.43	0.23	-0.29
150	Intake management	209	4.14	0.05	14	4.21	0.15	-0.08
86	Determinants of health	212	4.14	0.05	14	4.21	0.15	-0.08
59	Clinical resources	219	4.13	0.05	14	4.14	0.18	-0.01
129	High-risk behavior assessment	212	4.13	0.06	14	4.00	0.18	0.13
254	Risk assessment/management	207	4.13	0.06	14	4.36	0.13	-0.23
141	Indications for urinary catheters	212	4.13	0.05	14	4.36	0.13	-0.23
132	Holistic care	209	4.12	0.05	14	3.86	0.21	0.27
249	Reporting requirements	204	4.12	0.05	14	4.64	0.13	-0.53
242	Quality improvement	207	4.12	0.05	14	3.79	0.24	0.33
267	Signs of withdrawal	202	4.11	0.05	14	4.64	0.17	-0.53
187	Nonverbal cues	207	4.11	0.05	14	4.00	0.23	0.11
23	Biohazardous materials	223	4.11	0.06	14	4.21	0.21	-0.11
97	Dressing management	219	4.11	0.05	14	4.00	0.21	0.11
308	Visual, auditory and cognitive alterations	201	4.10	0.05	14	4.21	0.15	-0.11
230	Preventive care	207	4.10	0.06	14	4.29	0.19	-0.19
244	Readiness to learn	207	4.08	0.05	14	3.86	0.21	0.22
186	Nonpharmacological interventions	208	4.08	0.05	14	4.00	0.18	0.08
130	High-risk health behaviors	209	4.08	0.05	14	4.07	0.16	0.01

RN Educator and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance								
Survey Position #	Knowledge Statements	RN Educators			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
295	Toddler safety	202	4.08	0.07	14	3.93	0.27	0.15
239	Psychosocial factors	204	4.08	0.05	14	4.00	0.33	0.08
101	Emergency planning	219	4.08	0.05	14	3.86	0.31	0.22
285	Suctioning devices	202	4.07	0.05	14	4.21	0.21	-0.14
211	Phlebitis	204	4.07	0.05	14	4.00	0.26	0.07
5	Adolescent safety	223	4.07	0.06	14	4.36	0.27	-0.29
139	Indications for peripheral intravenous lines	212	4.07	0.05	14	4.36	0.13	-0.29
289	Therapeutic environment	202	4.06	0.05	14	4.21	0.19	-0.15
237	Psychological stressors	204	4.06	0.05	14	4.00	0.23	0.06
121	Health equity	212	4.06	0.06	14	3.79	0.21	0.28
241	Pulmonary hygiene	204	4.06	0.06	14	4.07	0.13	-0.01
209	Personal bias	204	4.06	0.06	14	4.29	0.19	-0.23
273	Specimen labeling	202	4.05	0.07	14	4.14	0.23	-0.09
1	Access device care	223	4.05	0.06	14	4.64	0.17	-0.59
109	Ergonomic principles	212	4.05	0.05	14	3.86	0.27	0.19
197	Output management	207	4.04	0.05	14	3.86	0.21	0.18
283	Substance misuse	202	4.03	0.05	14	4.43	0.20	-0.39
123	Health maintenance	212	4.03	0.05	14	4.00	0.18	0.03
34	Caregiver support	216	4.03	0.05	14	3.50	0.20	0.53
274	Spiritual considerations	201	4.02	0.05	14	3.79	0.24	0.24
136	Incentive spirometry	209	4.02	0.05	14	3.79	0.21	0.24
120	Hazardous materials	209	4.02	0.05	14	4.29	0.22	-0.26
312	Wound management	201	4.02	0.05	14	3.93	0.22	0.09
10	Alarm fatigue	216	4.02	0.06	14	3.57	0.20	0.45
284	Suctioning	201	4.01	0.06	14	4.29	0.22	-0.27
221	Postoperative education	204	4.01	0.05	14	4.21	0.15	-0.20
92	Diagnostic testing	212	4.01	0.05	14	4.21	0.21	-0.20
27	Blood specimens	223	4.01	0.05	14	4.00	0.26	0.01
204	Parenteral nutrition	208	4.00	0.05	14	4.00	0.21	0.00
265	Signs of substance misuse	202	4.00	0.05	14	4.43	0.17	-0.43
226	Preoperative care	207	3.99	0.05	14	4.07	0.22	-0.09
251	Restraint types	204	3.99	0.06	14	3.71	0.29	0.27
299	Types of nasal/oral gastrointestinal tube	202	3.98	0.05	14	4.07	0.16	-0.09
271	Social determinants	202	3.98	0.06	14	3.86	0.21	0.12
20	Barriers to learning	216	3.97	0.05	14	4.29	0.13	-0.31
106	Environmental assessment	209	3.97	0.05	14	4.07	0.16	-0.10

RN Educator and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance								
Survey Position #	Knowledge Statements	RN Educators			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
189	Nutrition	207	3.97	0.05	14	4.07	0.20	-0.11
302	Venous access devices	201	3.97	0.05	14	4.43	0.17	-0.46
198	Output measurements	208	3.96	0.05	14	3.86	0.21	0.10
159	IV removal	207	3.96	0.06	14	3.93	0.20	0.03
262	Self-limitations	201	3.96	0.06	14	4.29	0.24	-0.33
38	Chest tube management	216	3.95	0.06	14	4.29	0.24	-0.33
122	Health information technology	209	3.95	0.06	14	4.07	0.22	-0.12
158	IV insertion	208	3.95	0.06	14	4.00	0.31	-0.05
248	Regulatory requirements	207	3.94	0.07	14	4.71	0.13	-0.77
227	Preoperative education	204	3.94	0.05	14	4.07	0.22	-0.14
168	Medical procedures and treatments	208	3.93	0.05	14	4.64	0.13	-0.71
300	Types of venous access	201	3.93	0.05	14	4.29	0.16	-0.36
270	Sleep/rest patterns	201	3.92	0.05	14	3.64	0.20	0.27
72	Complications with arterial lines	212	3.92	0.07	14	4.29	0.24	-0.37
22	Bereavement	216	3.91	0.05	14	3.71	0.16	0.19
203	Palliative care	207	3.89	0.05	14	3.93	0.22	-0.04
243	Range of motion	204	3.89	0.06	14	3.71	0.16	0.17
286	Telemetry	201	3.88	0.06	14	3.79	0.26	0.09
115	Family dynamics	212	3.88	0.05	14	3.79	0.19	0.09
105	Enteral feeding management	212	3.87	0.05	14	4.21	0.21	-0.34
166	Measurement techniques	208	3.87	0.06	14	3.79	0.24	0.08
19	Assistive devices	223	3.87	0.05	14	3.93	0.16	-0.06
280	Stages of grief	201	3.86	0.05	14	4.14	0.21	-0.28
80	Cost-effective care	212	3.85	0.06	14	3.43	0.34	0.43
182	Moderate sedation	208	3.85	0.06	14	3.79	0.24	0.07
54	Client resources	212	3.85	0.04	14	3.93	0.16	-0.08
214	Physical impairment	207	3.84	0.05	14	3.93	0.20	-0.09
96	Drainage devices	212	3.83	0.05	14	3.93	0.22	-0.09
140	Indications for specific invasive procedures	209	3.83	0.05	14	4.36	0.13	-0.52
260	Screening assessments	207	3.83	0.06	14	3.79	0.24	0.05
272	Specimen collection	201	3.81	0.06	14	3.79	0.21	0.03
246	Record review	207	3.80	0.06	14	4.36	0.13	-0.56
88	Device securement	212	3.79	0.06	14	3.93	0.25	-0.14
294	Titration parameters	201	3.79	0.07	14	3.86	0.29	-0.07
87	Developmental stages	219	3.79	0.06	14	4.14	0.14	-0.36
33	Caregiver resources	223	3.78	0.05	14	3.43	0.20	0.35

RN Educator and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance								
Survey Position #	Knowledge Statements	RN Educators			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
138	Indications for gastrointestinal tubes	209	3.78	0.05	14	4.36	0.13	-0.58
12	Antepartum care	216	3.78	0.06	14	3.86	0.25	-0.08
263	Sensory impairment	202	3.77	0.05	14	3.93	0.22	-0.16
261	Security plan	202	3.77	0.06	14	4.07	0.27	-0.30
133	Hospice care	212	3.76	0.05	14	3.71	0.22	0.05
196	Output devices management	208	3.75	0.05	14	3.93	0.16	-0.17
287	Telemetry lead management	202	3.75	0.06	14	3.79	0.26	-0.03
291	Thermoregulation techniques	202	3.75	0.06	14	3.71	0.27	0.04
215	Physical stressors	204	3.75	0.06	14	3.71	0.27	0.04
107	Equipment management	212	3.75	0.06	14	4.00	0.21	-0.25
3	Adaptive devices	223	3.74	0.05	14	3.79	0.19	-0.04
277	Staff education	202	3.73	0.06	14	4.21	0.28	-0.48
206	Percutaneous feeding devices	208	3.72	0.06	14	3.71	0.19	0.01
114	Facility resources	209	3.72	0.05	14	3.50	0.17	0.22
89	Devices used to promote venous return	219	3.72	0.06	14	3.93	0.27	-0.21
222	Postpartum care	207	3.71	0.06	14	3.79	0.26	-0.07
65	Community health education	219	3.71	0.05	14	3.43	0.27	0.28
275	Staff advocacy	202	3.70	0.06	14	4.14	0.21	-0.44
90	Diagnostic equipment	212	3.70	0.05	14	4.07	0.20	-0.37
225	Prenatal care	204	3.70	0.06	14	3.71	0.24	-0.01
216	Point-of-care testing	207	3.70	0.06	14	3.79	0.26	-0.09
67	Compensatory techniques	219	3.69	0.05	14	3.79	0.19	-0.09
162	Life transitions	208	3.69	0.05	14	3.93	0.20	-0.24
296	Transfer process	201	3.69	0.06	14	3.57	0.20	0.12
66	Community resources	212	3.69	0.05	14	3.43	0.27	0.26
250	Resource management	207	3.69	0.05	14	4.00	0.15	-0.31
4	Admission process	216	3.69	0.06	14	4.14	0.21	-0.46
163	Lifestyle changes	207	3.66	0.05	14	3.86	0.18	-0.20
62	Collection devices	212	3.64	0.05	14	3.79	0.21	-0.15
195	Ostomy management	207	3.62	0.05	14	3.93	0.22	-0.31
154	Intrapartum care	209	3.62	0.06	14	3.43	0.27	0.19
153	Internal monitoring devices	212	3.61	0.06	14	3.71	0.27	-0.10
194	Ostomy care	208	3.61	0.05	14	3.93	0.22	-0.32
64	Community assessment	212	3.58	0.05	14	3.43	0.29	0.15
156	Irrigation equipment	209	3.57	0.06	14	3.64	0.23	-0.07
200	Pacing devices	208	3.57	0.06	14	3.86	0.27	-0.29

RN Educator and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance								
Survey Position #	Knowledge Statements	RN Educators			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
247	Referral process	204	3.56	0.06	14	3.71	0.27	-0.15
135	Immunization recommendations	212	3.55	0.06	14	3.36	0.32	0.19
155	Irrigation	212	3.54	0.06	14	3.64	0.23	-0.10
116	Fistula management	209	3.54	0.06	14	3.36	0.32	0.18
71	Complications of peritoneal dialysis	219	3.53	0.07	14	4.00	0.30	-0.47
310	Waste management	201	3.52	0.06	14	3.86	0.23	-0.33
232	Procedural sedation	207	3.52	0.06	14	3.86	0.27	-0.34
311	Weight management	202	3.52	0.06	14	3.86	0.18	-0.34
258	School-age safety	207	3.52	0.06	14	3.79	0.28	-0.27
207	Performance evaluation	207	3.50	0.06	14	3.36	0.29	0.15
15	Arterial lines	223	3.49	0.07	14	4.07	0.30	-0.58
161	Learning preferences	207	3.49	0.06	14	3.93	0.16	-0.44
125	Hemodialysis	212	3.47	0.06	14	3.86	0.27	-0.39
298	Types of irrigation	201	3.45	0.06	14	3.64	0.25	-0.20
193	Orthopedic devices	207	3.43	0.06	14	3.64	0.17	-0.21
208	Peritoneal dialysis	208	3.42	0.06	14	3.57	0.29	-0.15
184	Negative pressure wound therapy	208	3.41	0.06	14	3.43	0.27	-0.02
37	Chest physiotherapy	223	3.36	0.06	14	3.50	0.29	-0.14
191	Organ donation	207	3.35	0.06	14	3.50	0.31	-0.15
212	Phlebotomy	207	3.33	0.06	14	3.36	0.36	-0.02
181	Methods of heat transfer	207	3.30	0.06	14	3.36	0.23	-0.05
219	Postmortem care	204	3.30	0.06	14	3.71	0.19	-0.42
228	Preschool safety	207	3.29	0.06	14	3.64	0.25	-0.35
137	Indications for arterial lines	212	3.29	0.07	14	4.36	0.13	-1.07
165	Material safety data sheets	207	3.27	0.07	14	3.71	0.22	-0.45
192	Organ transplant	208	3.23	0.06	14	3.57	0.33	-0.34
75	Continuous renal replacement therapy	219	3.22	0.07	14	3.93	0.30	-0.70
213	Phototherapy	204	3.17	0.06	14	3.29	0.29	-0.11

APPENDIX F: RN SUPERVISOR AND SME KNOWLEDGE STATEMENT RATINGS RANK ORDERED BY RN SUPERVISOR AVERAGE IMPORTANCE

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

RN Supervisor and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance								
Survey Position #	Knowledge Statements	RN Supervisors			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
9	Airway management	67	4.85	0.05	14	4.86	0.10	-0.01
16	Aseptic technique	50	4.84	0.06	14	4.57	0.17	0.27
170	Medication administration	40	4.83	0.06	14	4.93	0.07	-0.10
259	Scope of practice	51	4.78	0.06	14	4.93	0.07	-0.14
48	Client identification	50	4.76	0.06	14	4.79	0.11	-0.03
58	Client safety	44	4.75	0.07	14	4.86	0.10	-0.11
43	Client assessment	67	4.75	0.07	14	4.86	0.10	-0.11
83	Culture of safety	63	4.75	0.06	14	4.43	0.14	0.32
178	Medication rights	40	4.73	0.09	14	4.86	0.10	-0.13
176	Medication management	40	4.73	0.07	14	4.71	0.13	0.01
144	Infection prevention	41	4.71	0.08	14	4.86	0.10	-0.15
18	Assessment tools	50	4.70	0.08	14	4.79	0.11	-0.09
102	Emergency response	44	4.68	0.09	14	4.57	0.17	0.11
8	Adverse reactions	50	4.68	0.08	14	4.79	0.11	-0.11
172	Medication administration techniques	40	4.68	0.09	14	4.86	0.10	-0.18
180	Medication side effects and interactions	40	4.68	0.08	14	4.86	0.10	-0.18
253	Rights of medication administration	51	4.67	0.09	14	5.00	0.00	-0.33
199	Oxygenation	53	4.66	0.09	14	4.64	0.13	0.02
309	Vital signs	50	4.66	0.08	14	4.79	0.11	-0.13
210	Pharmacology	37	4.65	0.08	14	4.71	0.13	-0.07
233	Professional accountability	51	4.65	0.08	14	4.57	0.17	0.08
281	Sterile technique	50	4.62	0.11	14	4.79	0.11	-0.17
257	Safety precautions	51	4.61	0.09	14	4.57	0.14	0.04
174	Medication indications	40	4.60	0.09	14	4.36	0.13	0.24
131	High-risk medications	58	4.59	0.09	14	4.93	0.07	-0.34
45	Client consent	67	4.58	0.09	14	4.71	0.13	-0.13
44	Client confidentiality	50	4.58	0.09	14	4.50	0.14	0.08
26	Blood product administration	50	4.58	0.09	14	4.64	0.13	-0.06
25	Blood compatibility	67	4.57	0.09	14	4.64	0.13	-0.08
307	Verifying orders	50	4.56	0.10	14	4.71	0.13	-0.15
17	Aspiration precautions	67	4.55	0.09	14	4.93	0.07	-0.38
231	Prioritization of care	51	4.55	0.10	14	4.93	0.07	-0.38

RN Supervisor and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance								
Survey Position #	Knowledge Statements	RN Supervisors			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
223	PPE	51	4.55	0.10	14	4.64	0.13	-0.09
229	Pressure injury prevention	51	4.55	0.09	14	4.64	0.13	-0.09
255	Roles and responsibilities	51	4.55	0.09	14	4.36	0.17	0.19
171	Medication administration routes	53	4.55	0.10	14	4.93	0.07	-0.38
70	Complications of IV therapy	44	4.55	0.09	14	4.71	0.13	-0.17
160	Lab results	40	4.53	0.11	14	4.64	0.17	-0.12
63	Communication methods	63	4.52	0.09	14	4.14	0.25	0.38
94	Disease process	44	4.52	0.08	14	4.86	0.10	-0.33
11	Allergies	67	4.52	0.08	14	4.79	0.11	-0.26
35	Catheter care and positioning	67	4.52	0.07	14	4.57	0.14	-0.05
46	Client dignity	50	4.52	0.09	14	4.21	0.15	0.31
119	Handoff procedures	58	4.50	0.09	14	4.43	0.14	0.07
84	De-escalation techniques	44	4.50	0.11	14	4.21	0.19	0.29
173	Medication compatibility	53	4.49	0.10	14	4.79	0.11	-0.30
201	Pain assessment	53	4.49	0.09	14	4.71	0.13	-0.22
235	Provider order	51	4.49	0.09	14	4.57	0.14	-0.08
264	Signs of abuse or neglect	37	4.49	0.11	14	4.50	0.17	-0.01
52	Client positioning	50	4.48	0.09	14	4.00	0.18	0.48
273	Specimen labeling	50	4.48	0.13	14	4.14	0.23	0.34
202	Pain management	40	4.48	0.11	14	4.71	0.13	-0.24
113	Evidence-based practice	58	4.47	0.09	14	4.64	0.17	-0.18
29	Cardiac arrhythmias	67	4.46	0.10	14	4.29	0.22	0.18
279	Staff safety	50	4.46	0.11	14	4.29	0.16	0.17
292	Time management	37	4.46	0.10	14	4.29	0.19	0.17
78	Controlled substances	44	4.45	0.11	14	4.64	0.13	-0.19
188	Nursing code of ethics	40	4.45	0.11	14	4.64	0.13	-0.19
61	Collaboration	63	4.44	0.09	14	4.50	0.14	-0.06
179	Medication side effects	53	4.43	0.10	14	4.86	0.10	-0.42
145	Informed consent	58	4.43	0.10	14	4.57	0.14	-0.14
103	Empathetic communication	63	4.43	0.09	14	3.86	0.21	0.57
50	Client needs	50	4.42	0.09	14	4.29	0.13	0.13
47	Client education	67	4.42	0.09	14	4.36	0.17	0.06
117	Fluid and electrolyte imbalance	58	4.41	0.09	14	4.71	0.13	-0.30
147	Insertion site assessment and maintenance	58	4.41	0.09	14	4.43	0.17	-0.01
100	Emergency equipment	44	4.41	0.11	14	4.71	0.16	-0.31
269	Skin integrity	50	4.40	0.09	14	4.64	0.13	-0.24

RN Supervisor and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance								
Survey Position #	Knowledge Statements	RN Supervisors			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
30	Cardiac monitoring	50	4.40	0.10	14	4.50	0.20	-0.10
99	Electrolyte imbalance	63	4.40	0.08	14	4.64	0.13	-0.25
245	Receiving orders	51	4.39	0.11	14	4.57	0.17	-0.18
118	Focused assessments	41	4.39	0.10	14	4.64	0.13	-0.25
60	Cognitive status	44	4.39	0.10	14	4.21	0.15	0.17
53	Client privacy	63	4.38	0.09	14	4.07	0.16	0.31
73	Conflict resolution	63	4.38	0.10	14	4.36	0.17	0.02
6	Adult care	50	4.38	0.11	14	4.64	0.13	-0.26
268	Skin assessment	37	4.38	0.12	14	4.64	0.13	-0.26
175	Medication interactions	53	4.38	0.10	14	4.79	0.11	-0.41
157	Isolation precautions	53	4.38	0.11	14	4.71	0.13	-0.34
95	Dosage calculations	63	4.37	0.12	14	4.93	0.07	-0.56
85	Delegation	63	4.37	0.09	14	4.29	0.16	0.08
56	Client response to treatment	44	4.36	0.11	14	4.71	0.13	-0.35
40	Circulation promotion	50	4.36	0.12	14	4.29	0.13	0.07
297	Tube placement verification	50	4.36	0.10	14	4.50	0.17	-0.14
81	Crisis intervention	63	4.35	0.09	14	4.14	0.18	0.21
21	Behavioral management techniques	67	4.34	0.09	14	4.21	0.21	0.13
1	Access device care	67	4.34	0.08	14	4.64	0.17	-0.30
68	Complications of anesthesia	44	4.34	0.13	14	4.57	0.14	-0.23
177	Medication reconciliation	53	4.34	0.12	14	4.64	0.13	-0.30
149	Intake and output types	58	4.33	0.10	14	4.07	0.22	0.26
151	Intake measurements	58	4.33	0.09	14	4.21	0.15	0.11
288	Therapeutic communication	37	4.32	0.12	14	4.29	0.19	0.04
293	Tissue perfusion	50	4.32	0.10	14	4.64	0.13	-0.32
57	Client rights and responsibilities	63	4.32	0.10	14	4.07	0.22	0.25
205	Pathophysiology	53	4.30	0.10	14	4.71	0.13	-0.41
36	Chain of command	50	4.30	0.10	14	4.00	0.28	0.30
236	Provider orders	37	4.30	0.12	14	4.64	0.13	-0.35
234	Professional boundaries	37	4.30	0.12	14	4.43	0.17	-0.13
169	Medical terminology	53	4.28	0.12	14	4.50	0.14	-0.22
82	Cultural considerations	44	4.27	0.10	14	4.00	0.23	0.27
256	Safe client handling	37	4.27	0.13	14	4.29	0.13	-0.02
276	Staff confidentiality	37	4.27	0.13	14	4.00	0.21	0.27
282	Stress management	37	4.27	0.13	14	4.14	0.25	0.13
49	Client mobility	67	4.27	0.08	14	4.21	0.11	0.05

RN Supervisor and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance								
Survey Position #	Knowledge Statements	RN Supervisors			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
126	Hemodynamics	41	4.27	0.12	14	4.64	0.13	-0.37
111	Ethics	58	4.26	0.12	14	3.93	0.22	0.33
217	Policies and procedures	51	4.25	0.11	14	4.71	0.13	-0.46
69	Complications of invasive procedures	63	4.25	0.11	14	4.57	0.14	-0.32
59	Clinical resources	63	4.25	0.09	14	4.14	0.18	0.11
142	Indwelling catheter management	41	4.24	0.13	14	4.29	0.19	-0.04
252	Rights and responsibilities	37	4.24	0.12	14	4.36	0.29	-0.11
164	Mandatory reporting	40	4.23	0.10	14	4.50	0.14	-0.28
305	Venous thromboembolism prophylaxis	50	4.22	0.10	14	4.29	0.22	-0.07
2	Activities of daily living	50	4.22	0.11	14	4.36	0.13	-0.14
303	Venous access extravasation	50	4.22	0.10	14	4.43	0.23	-0.21
108	Equipment safety	41	4.22	0.10	14	4.14	0.21	0.08
266	Signs of toxicity	37	4.22	0.14	14	4.43	0.20	-0.21
51	Client plan of care	67	4.21	0.10	14	4.29	0.13	-0.08
41	Client acuity	67	4.21	0.09	14	4.43	0.29	-0.22
91	Diagnostic results	63	4.21	0.08	14	4.29	0.19	-0.08
79	Coping techniques	63	4.21	0.10	14	4.00	0.21	0.21
249	Reporting requirements	51	4.20	0.10	14	4.64	0.13	-0.45
148	Intake and output management	41	4.20	0.12	14	4.29	0.16	-0.09
97	Dressing management	63	4.19	0.09	14	4.00	0.21	0.19
197	Output management	53	4.19	0.11	14	3.86	0.21	0.33
42	Client advocacy	50	4.18	0.10	14	4.36	0.17	-0.18
277	Staff education	50	4.18	0.11	14	4.21	0.28	-0.03
27	Blood specimens	67	4.18	0.10	14	4.00	0.26	0.18
183	Near misses	53	4.17	0.13	14	4.14	0.23	0.03
224	Practice errors	37	4.16	0.12	14	4.43	0.14	-0.27
278	Staff rights	37	4.16	0.13	14	4.00	0.28	0.16
24	Bladder elimination	50	4.14	0.10	14	3.93	0.20	0.21
55	Client response to plan of care	63	4.13	0.10	14	4.43	0.14	-0.30
134	Hygiene	41	4.12	0.12	14	4.14	0.18	-0.02
285	Suctioning devices	50	4.12	0.11	14	4.21	0.21	-0.09
10	Alarm fatigue	50	4.12	0.12	14	3.57	0.20	0.55
13	Approved abbreviations	67	4.12	0.10	14	4.43	0.17	-0.31
244	Readiness to learn	37	4.11	0.14	14	3.86	0.21	0.25
101	Emergency planning	63	4.10	0.11	14	3.86	0.31	0.24
98	Early ambulation	44	4.09	0.13	14	3.50	0.23	0.59

RN Supervisor and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance								
Survey Position #	Knowledge Statements	RN Supervisors			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
220	Postoperative care	37	4.08	0.12	14	4.36	0.20	-0.28
93	Discharge planning	63	4.08	0.10	14	4.29	0.19	-0.21
167	Medical history	53	4.08	0.12	14	4.57	0.14	-0.50
112	Event reporting	41	4.07	0.12	14	4.29	0.16	-0.21
146	Infusion types	41	4.07	0.12	14	4.36	0.17	-0.28
77	Contraindications	63	4.06	0.12	14	4.64	0.13	-0.58
14	Approved terminology	50	4.06	0.12	14	4.57	0.14	-0.51
251	Restraint types	51	4.06	0.10	14	3.71	0.29	0.34
248	Regulatory requirements	37	4.05	0.13	14	4.71	0.13	-0.66
127	Hemostasis	58	4.05	0.11	14	4.29	0.24	-0.23
72	Complications with arterial lines	44	4.05	0.16	14	4.29	0.24	-0.24
38	Chest tube management	50	4.04	0.13	14	4.29	0.24	-0.25
287	Telemetry lead management	50	4.04	0.11	14	3.79	0.26	0.25
187	Nonverbal cues	53	4.04	0.10	14	4.00	0.23	0.04
141	Indications for urinary catheters	58	4.03	0.11	14	4.36	0.13	-0.32
290	Therapeutic rapport	37	4.03	0.14	14	4.07	0.25	-0.04
218	Polypharmacy	37	4.03	0.13	14	4.21	0.19	-0.19
74	Continuity of care	44	4.02	0.12	14	4.14	0.18	-0.12
299	Types of nasal/oral gastrointestinal tube	50	4.02	0.12	14	4.07	0.16	-0.05
275	Staff advocacy	50	4.02	0.12	14	4.14	0.21	-0.12
4	Admission process	50	4.02	0.11	14	4.14	0.21	-0.12
129	High-risk behavior assessment	58	4.02	0.11	14	4.00	0.18	0.02
306	Ventilation	37	4.00	0.15	14	4.43	0.17	-0.43
185	Newborn safety	53	4.00	0.15	14	4.14	0.33	-0.14
31	Care goals	67	4.00	0.11	14	4.21	0.11	-0.21
104	End-of-life care	44	4.00	0.13	14	3.93	0.16	0.07
139	Indications for peripheral intravenous lines	58	4.00	0.10	14	4.36	0.13	-0.36
221	Postoperative education	51	4.00	0.11	14	4.21	0.15	-0.21
23	Biohazardous materials	67	3.99	0.12	14	4.21	0.21	-0.23
28	Bowel elimination	50	3.98	0.11	14	3.86	0.23	0.12
283	Substance misuse	50	3.98	0.12	14	4.43	0.20	-0.45
150	Intake management	41	3.98	0.13	14	4.21	0.15	-0.24
136	Incentive spirometry	41	3.98	0.13	14	3.79	0.21	0.19
190	Older adult care	40	3.98	0.13	14	4.43	0.17	-0.45
304	Venous access infiltration	37	3.97	0.14	14	4.43	0.23	-0.46
242	Quality improvement	37	3.97	0.13	14	3.79	0.24	0.19

RN Supervisor and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance								
Survey Position #	Knowledge Statements	RN Supervisors			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
241	Pulmonary hygiene	51	3.96	0.10	14	4.07	0.13	-0.11
209	Personal bias	51	3.96	0.15	14	4.29	0.19	-0.32
243	Range of motion	51	3.96	0.11	14	3.71	0.16	0.25
267	Signs of withdrawal	50	3.96	0.11	14	4.64	0.17	-0.68
39	Chronic vs. acute pain	67	3.96	0.09	14	4.21	0.19	-0.26
110	Ethical dilemmas	41	3.95	0.13	14	4.00	0.18	-0.05
128	Hierarchy of needs	41	3.95	0.13	14	3.93	0.22	0.02
152	Interdisciplinary team	41	3.95	0.13	14	4.29	0.19	-0.33
238	Psychosocial assessment	37	3.95	0.12	14	4.36	0.17	-0.41
254	Risk assessment/management	37	3.95	0.14	14	4.36	0.13	-0.41
280	Stages of grief	37	3.95	0.13	14	4.14	0.21	-0.20
20	Barriers to learning	50	3.94	0.11	14	4.29	0.13	-0.35
76	Continuum of care	44	3.93	0.12	14	4.07	0.20	-0.14
86	Determinants of health	44	3.93	0.12	14	4.21	0.15	-0.28
211	Phlebitis	51	3.92	0.13	14	4.00	0.26	-0.08
32	Caregiver education	50	3.92	0.10	14	3.71	0.19	0.21
286	Telemetry	37	3.92	0.17	14	3.79	0.26	0.13
107	Equipment management	58	3.91	0.10	14	4.00	0.21	-0.09
7	Advanced directives	67	3.91	0.11	14	4.14	0.18	-0.23
239	Psychosocial factors	51	3.90	0.11	14	4.00	0.33	-0.10
237	Psychological stressors	51	3.90	0.11	14	4.00	0.23	-0.10
301	Unit conversions	50	3.90	0.14	14	4.57	0.14	-0.67
265	Signs of substance misuse	50	3.90	0.13	14	4.43	0.17	-0.53
182	Moderate sedation	40	3.90	0.16	14	3.79	0.24	0.11
143	Infant safety	58	3.90	0.14	14	4.14	0.29	-0.25
240	Psychosocial health	37	3.89	0.13	14	4.14	0.23	-0.25
312	Wound management	37	3.89	0.15	14	3.93	0.22	-0.04
284	Suctioning	37	3.89	0.15	14	4.29	0.22	-0.39
300	Types of venous access	37	3.89	0.14	14	4.29	0.16	-0.39
130	High-risk health behaviors	41	3.88	0.14	14	4.07	0.16	-0.19
120	Hazardous materials	41	3.88	0.14	14	4.29	0.22	-0.41
186	Nonpharmacological interventions	40	3.88	0.13	14	4.00	0.18	-0.13
158	IV insertion	40	3.88	0.16	14	4.00	0.31	-0.13
189	Nutrition	53	3.87	0.11	14	4.07	0.20	-0.20
159	IV removal	53	3.87	0.13	14	3.93	0.20	-0.06
230	Preventive care	37	3.86	0.13	14	4.29	0.19	-0.42

RN Supervisor and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance								
Survey Position #	Knowledge Statements	RN Supervisors			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
302	Venous access devices	37	3.86	0.16	14	4.43	0.17	-0.56
122	Health information technology	41	3.85	0.14	14	4.07	0.22	-0.22
140	Indications for specific invasive procedures	41	3.85	0.15	14	4.36	0.13	-0.50
168	Medical procedures and treatments	40	3.85	0.13	14	4.64	0.13	-0.79
227	Preoperative education	51	3.84	0.11	14	4.07	0.22	-0.23
262	Self-limitations	37	3.84	0.14	14	4.29	0.24	-0.45
272	Specimen collection	37	3.84	0.15	14	3.79	0.21	0.05
138	Indications for gastrointestinal tubes	41	3.83	0.15	14	4.36	0.13	-0.53
121	Health equity	58	3.83	0.13	14	3.79	0.21	0.04
105	Enteral feeding management	58	3.83	0.10	14	4.21	0.21	-0.39
204	Parenteral nutrition	40	3.83	0.14	14	4.00	0.21	-0.18
289	Therapeutic environment	50	3.82	0.11	14	4.21	0.19	-0.39
34	Caregiver support	50	3.82	0.11	14	3.50	0.20	0.32
88	Device securement	44	3.82	0.15	14	3.93	0.25	-0.11
308	Visual, auditory and cognitive alterations	37	3.81	0.12	14	4.21	0.15	-0.40
226	Preoperative care	37	3.81	0.15	14	4.07	0.22	-0.26
198	Output measurements	40	3.80	0.15	14	3.86	0.21	-0.06
166	Measurement techniques	40	3.80	0.13	14	3.79	0.24	0.01
261	Security plan	50	3.80	0.13	14	4.07	0.27	-0.27
291	Thermoregulation techniques	50	3.80	0.11	14	3.71	0.27	0.09
109	Ergonomic principles	58	3.79	0.12	14	3.86	0.27	-0.06
153	Internal monitoring devices	58	3.79	0.13	14	3.71	0.27	0.08
294	Titration parameters	37	3.78	0.17	14	3.86	0.29	-0.07
92	Diagnostic testing	44	3.77	0.12	14	4.21	0.21	-0.44
62	Collection devices	44	3.77	0.13	14	3.79	0.21	-0.01
246	Record review	37	3.76	0.16	14	4.36	0.13	-0.60
19	Assistive devices	67	3.75	0.12	14	3.93	0.16	-0.18
115	Family dynamics	58	3.74	0.11	14	3.79	0.19	-0.04
195	Ostomy management	53	3.74	0.11	14	3.93	0.22	-0.19
132	Holistic care	41	3.73	0.14	14	3.86	0.21	-0.13
106	Environmental assessment	41	3.73	0.14	14	4.07	0.16	-0.34
260	Screening assessments	37	3.73	0.16	14	3.79	0.24	-0.06
96	Drainage devices	44	3.73	0.13	14	3.93	0.22	-0.20
196	Output devices management	40	3.73	0.14	14	3.93	0.16	-0.20
263	Sensory impairment	50	3.72	0.11	14	3.93	0.22	-0.21
214	Physical impairment	37	3.70	0.13	14	3.93	0.20	-0.23

RN Supervisor and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance								
Survey Position #	Knowledge Statements	RN Supervisors			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
250	Resource management	37	3.70	0.12	14	4.00	0.15	-0.30
212	Phlebotomy	37	3.70	0.14	14	3.36	0.36	0.35
271	Social determinants	50	3.70	0.14	14	3.86	0.21	-0.16
22	Bereavement	50	3.70	0.11	14	3.71	0.16	-0.01
123	Health maintenance	58	3.69	0.10	14	4.00	0.18	-0.31
114	Facility resources	41	3.68	0.14	14	3.50	0.17	0.18
89	Devices used to promote venous return	63	3.68	0.12	14	3.93	0.27	-0.25
5	Adolescent safety	67	3.67	0.12	14	4.36	0.27	-0.69
3	Adaptive devices	67	3.67	0.11	14	3.79	0.19	-0.11
161	Learning preferences	53	3.66	0.12	14	3.93	0.16	-0.27
295	Toddler safety	50	3.66	0.16	14	3.93	0.27	-0.27
90	Diagnostic equipment	44	3.66	0.11	14	4.07	0.20	-0.41
206	Percutaneous feeding devices	40	3.65	0.16	14	3.71	0.19	-0.06
274	Spiritual considerations	37	3.65	0.14	14	3.79	0.24	-0.14
124	Health promotion	41	3.63	0.16	14	4.00	0.18	-0.37
33	Caregiver resources	67	3.63	0.10	14	3.43	0.20	0.20
270	Sleep/rest patterns	37	3.62	0.15	14	3.64	0.20	-0.02
216	Point-of-care testing	37	3.62	0.17	14	3.79	0.26	-0.16
156	Irrigation equipment	41	3.61	0.16	14	3.64	0.23	-0.03
296	Transfer process	37	3.59	0.16	14	3.57	0.20	0.02
54	Client resources	44	3.59	0.13	14	3.93	0.16	-0.34
247	Referral process	51	3.59	0.14	14	3.71	0.27	-0.13
125	Hemodialysis	58	3.59	0.13	14	3.86	0.27	-0.27
203	Palliative care	53	3.58	0.12	14	3.93	0.22	-0.34
194	Ostomy care	40	3.58	0.16	14	3.93	0.22	-0.35
67	Compensatory techniques	63	3.57	0.11	14	3.79	0.19	-0.21
155	Irrigation	58	3.57	0.12	14	3.64	0.23	-0.07
80	Cost-effective care	44	3.57	0.16	14	3.43	0.34	0.14
298	Types of irrigation	37	3.54	0.17	14	3.64	0.25	-0.10
116	Fistula management	41	3.54	0.19	14	3.36	0.32	0.18
215	Physical stressors	51	3.53	0.12	14	3.71	0.27	-0.18
162	Life transitions	40	3.53	0.13	14	3.93	0.20	-0.40
15	Arterial lines	67	3.52	0.14	14	4.07	0.30	-0.55
225	Prenatal care	51	3.51	0.15	14	3.71	0.24	-0.20
184	Negative pressure wound therapy	40	3.50	0.17	14	3.43	0.27	0.07
87	Developmental stages	63	3.49	0.13	14	4.14	0.14	-0.65

RN Supervisor and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance								
Survey Position #	Knowledge Statements	RN Supervisors			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
222	Postpartum care	37	3.49	0.17	14	3.79	0.26	-0.30
65	Community health education	63	3.48	0.12	14	3.43	0.27	0.05
71	Complications of peritoneal dialysis	63	3.48	0.14	14	4.00	0.30	-0.52
200	Pacing devices	40	3.48	0.17	14	3.86	0.27	-0.38
163	Lifestyle changes	53	3.47	0.13	14	3.86	0.18	-0.39
193	Orthopedic devices	53	3.45	0.11	14	3.64	0.17	-0.19
232	Procedural sedation	37	3.43	0.15	14	3.86	0.27	-0.42
66	Community resources	44	3.43	0.14	14	3.43	0.27	0.00
310	Waste management	37	3.41	0.16	14	3.86	0.23	-0.45
12	Antepartum care	50	3.40	0.17	14	3.86	0.25	-0.46
133	Hospice care	58	3.40	0.13	14	3.71	0.22	-0.32
191	Organ donation	53	3.40	0.14	14	3.50	0.31	-0.10
219	Postmortem care	51	3.39	0.13	14	3.71	0.19	-0.32
154	Intrapartum care	41	3.39	0.17	14	3.43	0.27	-0.04
64	Community assessment	44	3.39	0.15	14	3.43	0.29	-0.04
311	Weight management	50	3.38	0.14	14	3.86	0.18	-0.48
165	Material safety data sheets	53	3.38	0.14	14	3.71	0.22	-0.34
208	Peritoneal dialysis	40	3.35	0.17	14	3.57	0.29	-0.22
137	Indications for arterial lines	58	3.34	0.15	14	4.36	0.13	-1.01
37	Chest physiotherapy	67	3.34	0.13	14	3.50	0.29	-0.16
207	Performance evaluation	53	3.32	0.15	14	3.36	0.29	-0.04
135	Immunization recommendations	58	3.26	0.14	14	3.36	0.32	-0.10
181	Methods of heat transfer	53	3.25	0.12	14	3.36	0.23	-0.11
192	Organ transplant	40	3.15	0.17	14	3.57	0.33	-0.42
75	Continuous renal replacement therapy	63	3.14	0.15	14	3.93	0.30	-0.79
213	Phototherapy	51	3.02	0.16	14	3.29	0.29	-0.27
258	School-age safety	37	2.97	0.20	14	3.79	0.28	-0.81
228	Preschool safety	37	2.57	0.20	14	3.64	0.25	-1.08

APPENDIX G: KNOWLEDGE STATEMENT SUBGROUP ANALYSIS: PRIMARY JOB TITLE

Knowledge Statement Subgroup Analysis: Primary Job Title													
Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator	New vs. Supervisor	Educator vs. Supervisor
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
1	Access device care	248	3.99	0.06	223	4.05	0.06	67	4.34	0.08	-0.06	-0.35	-0.29
2	Activities of daily living	253	3.96	0.06	216	4.25	0.05	50	4.22	0.11	-0.29	-0.26	0.03
3	Adaptive devices	248	3.75	0.06	223	3.74	0.05	67	3.67	0.11	0.00	0.07	0.07
4	Admission process	253	3.90	0.07	216	3.69	0.06	50	4.02	0.11	0.22	-0.12	-0.33
5	Adolescent safety	248	3.97	0.07	223	4.07	0.06	67	3.67	0.12	-0.10	0.30	0.40
6	Adult care	253	4.36	0.05	216	4.54	0.04	50	4.38	0.11	-0.18	-0.02	0.16
7	Advanced directives	248	3.96	0.06	223	4.18	0.05	67	3.91	0.11	-0.22	0.05	0.27
8	Adverse reactions	253	4.60	0.04	216	4.85	0.03	50	4.68	0.08	-0.26	-0.08	0.17
9	Airway management	248	4.73	0.04	223	4.92	0.02	67	4.85	0.05	-0.19	-0.12	0.07
10	Alarm fatigue	253	3.94	0.07	216	4.02	0.06	50	4.12	0.12	-0.08	-0.18	-0.10
11	Allergies	248	4.50	0.05	223	4.73	0.03	67	4.52	0.08	-0.23	-0.02	0.21
12	Antepartum care	253	3.69	0.08	216	3.78	0.06	50	3.40	0.17	-0.09	0.29	0.38
13	Approved abbreviations	248	3.91	0.07	223	4.35	0.05	67	4.12	0.10	-0.44	-0.21	0.23
14	Approved terminology	253	4.03	0.06	216	4.15	0.05	50	4.06	0.12	-0.12	-0.03	0.09
15	Arterial lines	248	3.96	0.07	223	3.49	0.07	67	3.52	0.14	0.47	0.44	-0.03
16	Aseptic technique	253	4.55	0.05	216	4.86	0.03	50	4.84	0.06	-0.30	-0.29	0.02
17	Aspiration precautions	248	4.63	0.04	223	4.74	0.03	67	4.55	0.09	-0.11	0.08	0.18
18	Assessment tools	253	4.49	0.05	216	4.63	0.04	50	4.70	0.08	-0.14	-0.21	-0.08
19	Assistive devices	248	3.82	0.06	223	3.87	0.05	67	3.75	0.12	-0.05	0.07	0.12
20	Barriers to learning	253	3.95	0.06	216	3.97	0.05	50	3.94	0.11	-0.02	0.01	0.03
21	Behavioral management techniques	248	4.03	0.06	223	4.20	0.05	67	4.34	0.09	-0.17	-0.31	-0.15
22	Bereavement	253	3.78	0.06	216	3.91	0.05	50	3.70	0.11	-0.12	0.08	0.21
23	Biohazardous materials	248	4.03	0.06	223	4.11	0.06	67	3.99	0.12	-0.08	0.04	0.12
24	Bladder elimination	253	4.18	0.05	216	4.31	0.04	50	4.14	0.10	-0.13	0.04	0.17

Knowledge Statement Subgroup Analysis: Primary Job Title													
Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator	New vs. Supervisor	Educator vs. Supervisor
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
25	Blood compatibility	248	4.47	0.06	223	4.68	0.04	67	4.57	0.09	-0.21	-0.10	0.11
26	Blood product administration	253	4.57	0.05	216	4.53	0.05	50	4.58	0.09	0.05	-0.01	-0.05
27	Blood specimens	248	4.19	0.06	223	4.01	0.05	67	4.18	0.10	0.18	0.01	-0.17
28	Bowel elimination	253	4.01	0.06	216	4.30	0.04	50	3.98	0.11	-0.28	0.03	0.32
29	Cardiac arrhythmias	248	4.49	0.05	223	4.43	0.05	67	4.46	0.10	0.06	0.03	-0.03
30	Cardiac monitoring	253	4.57	0.05	216	4.38	0.05	50	4.40	0.10	0.19	0.17	-0.02
31	Care goals	248	3.85	0.07	223	4.25	0.05	67	4.00	0.11	-0.40	-0.15	0.25
32	Caregiver education	253	4.06	0.05	216	4.15	0.05	50	3.92	0.10	-0.09	0.14	0.23
33	Caregiver resources	248	3.69	0.07	223	3.78	0.05	67	3.63	0.10	-0.09	0.06	0.15
34	Caregiver support	253	4.00	0.05	216	4.03	0.05	50	3.82	0.11	-0.03	0.18	0.21
35	Catheter care and positioning	248	4.22	0.06	223	4.49	0.04	67	4.52	0.07	-0.27	-0.30	-0.03
36	Chain of command	253	4.00	0.06	216	4.20	0.05	50	4.30	0.10	-0.20	-0.30	-0.10
37	Chest physiotherapy	248	3.50	0.07	223	3.36	0.06	67	3.34	0.13	0.13	0.15	0.02
38	Chest tube management	253	4.14	0.07	216	3.95	0.06	50	4.04	0.13	0.19	0.10	-0.09
39	Chronic vs. acute pain	248	4.03	0.06	223	4.25	0.04	67	3.96	0.09	-0.21	0.08	0.29
40	Circulation promotion	253	4.43	0.05	216	4.56	0.04	50	4.36	0.12	-0.14	0.07	0.20
41	Client acuity	248	4.25	0.05	223	4.23	0.05	67	4.21	0.09	0.02	0.05	0.02
42	Client advocacy	253	4.45	0.05	216	4.56	0.04	50	4.18	0.10	-0.12	0.27	0.38
43	Client assessment	248	4.65	0.04	223	4.91	0.02	67	4.75	0.07	-0.26	-0.09	0.17
44	Client confidentiality	253	4.52	0.04	216	4.79	0.03	50	4.58	0.09	-0.27	-0.06	0.21
45	Client consent	248	4.47	0.05	223	4.63	0.04	67	4.58	0.09	-0.16	-0.11	0.05
46	Client dignity	253	4.45	0.04	216	4.72	0.04	50	4.52	0.09	-0.27	-0.07	0.20
47	Client education	248	4.33	0.05	223	4.66	0.04	67	4.42	0.09	-0.33	-0.09	0.25
48	Client identification	253	4.60	0.04	216	4.88	0.03	50	4.76	0.06	-0.27	-0.16	0.12
49	Client mobility	248	4.12	0.05	223	4.37	0.04	67	4.27	0.08	-0.26	-0.15	0.10

Knowledge Statement Subgroup Analysis: Primary Job Title													
Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator	New vs. Supervisor	Educator vs. Supervisor
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
50	Client needs	253	4.40	0.05	216	4.62	0.04	50	4.42	0.09	-0.22	-0.02	0.20
51	Client plan of care	248	4.00	0.06	223	4.43	0.04	67	4.21	0.10	-0.44	-0.21	0.23
52	Client positioning	253	4.36	0.04	216	4.41	0.04	50	4.48	0.09	-0.05	-0.12	-0.07
53	Client privacy	224	4.32	0.05	219	4.45	0.05	63	4.38	0.09	-0.13	-0.06	0.07
54	Client resources	224	3.89	0.06	212	3.85	0.04	44	3.59	0.13	0.04	0.30	0.26
55	Client response to plan of care	224	4.13	0.06	219	4.34	0.05	63	4.13	0.10	-0.21	0.00	0.21
56	Client response to treatment	224	4.43	0.05	212	4.62	0.04	44	4.36	0.11	-0.19	0.07	0.26
57	Client rights and responsibilities	224	4.37	0.05	219	4.51	0.04	63	4.32	0.10	-0.14	0.05	0.19
58	Client safety	224	4.74	0.03	212	4.91	0.02	44	4.75	0.07	-0.17	-0.01	0.16
59	Clinical resources	224	4.15	0.06	219	4.13	0.05	63	4.25	0.09	0.02	-0.10	-0.12
60	Cognitive status	224	4.43	0.05	212	4.52	0.04	44	4.39	0.10	-0.10	0.04	0.14
61	Collaboration	224	4.31	0.05	219	4.45	0.04	63	4.44	0.09	-0.14	-0.14	0.01
62	Collection devices	224	3.90	0.06	212	3.64	0.05	44	3.77	0.13	0.26	0.12	-0.14
63	Communication methods	224	4.25	0.05	219	4.59	0.04	63	4.52	0.09	-0.34	-0.27	0.07
64	Community assessment	224	3.58	0.07	212	3.58	0.05	44	3.39	0.15	0.00	0.19	0.19
65	Community health education	224	3.75	0.07	219	3.71	0.05	63	3.48	0.12	0.03	0.27	0.24
66	Community resources	224	3.69	0.07	212	3.69	0.05	44	3.43	0.14	0.00	0.26	0.26
67	Compensatory techniques	224	3.89	0.06	219	3.69	0.05	63	3.57	0.11	0.20	0.32	0.12
68	Complications of anesthesia	224	4.31	0.06	212	4.22	0.06	44	4.34	0.13	0.10	-0.03	-0.12
69	Complications of invasive procedures	224	4.33	0.06	219	4.23	0.05	63	4.25	0.11	0.11	0.08	-0.03
70	Complications of IV therapy	224	4.57	0.05	212	4.58	0.04	44	4.55	0.09	-0.01	0.03	0.03
71	Complications of peritoneal dialysis	224	3.87	0.08	219	3.53	0.07	63	3.48	0.14	0.35	0.39	0.05
72	Complications with arterial lines	224	4.33	0.07	212	3.92	0.07	44	4.05	0.16	0.42	0.29	-0.13
73	Conflict resolution	224	4.07	0.06	219	4.41	0.05	63	4.38	0.10	-0.34	-0.31	0.03
74	Continuity of care	224	4.10	0.06	212	4.27	0.05	44	4.02	0.12	-0.17	0.08	0.25

Knowledge Statement Subgroup Analysis: Primary Job Title													
Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator	New vs. Supervisor	Educator vs. Supervisor
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
75	Continuous renal replacement therapy	224	3.69	0.08	219	3.22	0.07	63	3.14	0.15	0.47	0.55	0.08
76	Continuum of care	224	4.10	0.06	212	4.24	0.05	44	3.93	0.12	-0.14	0.17	0.31
77	Contraindications	224	4.43	0.05	219	4.47	0.05	63	4.06	0.12	-0.04	0.37	0.41
78	Controlled substances	224	4.40	0.05	212	4.38	0.05	44	4.45	0.11	0.02	-0.06	-0.07
79	Coping techniques	224	3.98	0.06	219	4.27	0.05	63	4.21	0.10	-0.29	-0.23	0.06
80	Cost-effective care	224	3.80	0.07	212	3.85	0.06	44	3.57	0.16	-0.05	0.23	0.29
81	Crisis intervention	224	4.22	0.06	219	4.29	0.05	63	4.35	0.09	-0.07	-0.13	-0.06
82	Cultural considerations	224	4.09	0.06	212	4.37	0.05	44	4.27	0.10	-0.28	-0.18	0.10
83	Culture of safety	224	4.25	0.06	219	4.76	0.03	63	4.75	0.06	-0.51	-0.50	0.02
84	De-escalation techniques	224	4.23	0.06	212	4.36	0.05	44	4.50	0.11	-0.13	-0.27	-0.14
85	Delegation	224	4.23	0.06	219	4.47	0.04	63	4.37	0.09	-0.24	-0.14	0.10
86	Determinants of health	224	4.04	0.06	212	4.14	0.05	44	3.93	0.12	-0.10	0.10	0.20
87	Developmental stages	224	3.50	0.08	219	3.79	0.06	63	3.49	0.13	-0.29	0.01	0.29
88	Device securement	224	3.97	0.07	212	3.79	0.06	44	3.82	0.15	0.18	0.16	-0.03
89	Devices used to promote venous return	224	3.95	0.07	219	3.72	0.06	63	3.68	0.12	0.23	0.26	0.03
90	Diagnostic equipment	224	4.10	0.06	212	3.70	0.05	44	3.66	0.11	0.40	0.44	0.04
91	Diagnostic results	224	4.21	0.06	219	4.34	0.04	63	4.21	0.08	-0.12	0.01	0.13
92	Diagnostic testing	224	4.26	0.06	212	4.01	0.05	44	3.77	0.12	0.24	0.49	0.24
93	Discharge planning	224	3.90	0.06	219	4.27	0.05	63	4.08	0.10	-0.37	-0.18	0.19
94	Disease process	224	4.43	0.05	212	4.55	0.04	44	4.52	0.08	-0.11	-0.09	0.02
95	Dosage calculations	224	4.17	0.07	219	4.72	0.04	63	4.37	0.12	-0.56	-0.20	0.36
96	Drainage devices	224	4.06	0.06	212	3.83	0.05	44	3.73	0.13	0.22	0.33	0.11
97	Dressing management	224	3.99	0.06	219	4.11	0.05	63	4.19	0.09	-0.11	-0.20	-0.09
98	Early ambulation	224	4.17	0.06	212	4.24	0.05	44	4.09	0.13	-0.06	0.08	0.14
99	Electrolyte imbalance	224	4.48	0.05	219	4.59	0.04	63	4.40	0.08	-0.11	0.09	0.20

Knowledge Statement Subgroup Analysis: Primary Job Title													
Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator	New vs. Supervisor	Educator vs. Supervisor
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
100	Emergency equipment	224	4.71	0.04	212	4.57	0.04	44	4.41	0.11	0.15	0.31	0.16
101	Emergency planning	224	4.24	0.06	219	4.08	0.05	63	4.10	0.11	0.16	0.15	-0.02
102	Emergency response	224	4.77	0.03	212	4.69	0.04	44	4.68	0.09	0.07	0.09	0.01
103	Empathetic communication	224	4.23	0.05	219	4.47	0.04	63	4.43	0.09	-0.24	-0.20	0.04
104	End-of-life care	224	3.98	0.06	212	4.20	0.05	44	4.00	0.13	-0.22	-0.02	0.20
105	Enteral feeding management	203	4.00	0.07	212	3.87	0.05	58	3.83	0.10	0.13	0.17	0.05
106	Environmental assessment	197	3.98	0.07	209	3.97	0.05	41	3.73	0.14	0.01	0.25	0.23
107	Equipment management	203	3.99	0.06	212	3.75	0.06	58	3.91	0.10	0.24	0.07	-0.17
108	Equipment safety	197	4.32	0.06	209	4.35	0.05	41	4.22	0.10	-0.03	0.11	0.13
109	Ergonomic principles	203	3.70	0.07	212	4.05	0.05	58	3.79	0.12	-0.34	-0.09	0.25
110	Ethical dilemmas	197	4.04	0.06	209	4.31	0.05	41	3.95	0.13	-0.27	0.09	0.36
111	Ethics	203	4.24	0.06	212	4.68	0.04	58	4.26	0.12	-0.44	-0.02	0.43
112	Event reporting	197	4.23	0.06	209	4.39	0.05	41	4.07	0.12	-0.15	0.16	0.31
113	Evidence-based practice	203	4.32	0.06	212	4.60	0.04	58	4.47	0.09	-0.28	-0.15	0.14
114	Facility resources	197	4.03	0.06	209	3.72	0.05	41	3.68	0.14	0.31	0.34	0.03
115	Family dynamics	203	3.80	0.07	212	3.88	0.05	58	3.74	0.11	-0.07	0.06	0.14
116	Fistula management	197	3.88	0.08	209	3.54	0.06	41	3.54	0.19	0.35	0.35	0.00
117	Fluid and electrolyte imbalance	203	4.51	0.05	212	4.64	0.04	58	4.41	0.09	-0.13	0.09	0.22
118	Focused assessments	197	4.61	0.04	209	4.59	0.04	41	4.39	0.10	0.02	0.22	0.20
119	Handoff procedures	203	4.22	0.06	212	4.56	0.04	58	4.50	0.09	-0.33	-0.28	0.06
120	Hazardous materials	197	4.05	0.07	209	4.02	0.05	41	3.88	0.14	0.02	0.17	0.15
121	Health equity	203	3.98	0.07	212	4.06	0.06	58	3.83	0.13	-0.08	0.15	0.23
122	Health information technology	197	3.91	0.07	209	3.95	0.06	41	3.85	0.14	-0.04	0.06	0.10
123	Health maintenance	203	4.08	0.06	212	4.03	0.05	58	3.69	0.10	0.05	0.39	0.34
124	Health promotion	197	4.16	0.06	209	4.25	0.05	41	3.63	0.16	-0.09	0.53	0.61

Knowledge Statement Subgroup Analysis: Primary Job Title													
Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator	New vs. Supervisor	Educator vs. Supervisor
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
125	Hemodialysis	203	4.00	0.07	212	3.47	0.06	58	3.59	0.13	0.53	0.41	-0.12
126	Hemodynamics	197	4.47	0.05	209	4.40	0.05	41	4.27	0.12	0.07	0.20	0.13
127	Hemostasis	203	4.22	0.06	212	4.20	0.05	58	4.05	0.11	0.02	0.17	0.15
128	Hierarchy of needs	197	4.10	0.07	209	4.20	0.06	41	3.95	0.13	-0.09	0.15	0.24
129	High-risk behavior assessment	203	4.15	0.06	212	4.13	0.06	58	4.02	0.11	0.02	0.14	0.11
130	High-risk health behaviors	197	4.13	0.06	209	4.08	0.05	41	3.88	0.14	0.05	0.25	0.20
131	High-risk medications	203	4.63	0.05	212	4.66	0.04	58	4.59	0.09	-0.03	0.04	0.07
132	Holistic care	197	3.91	0.07	209	4.12	0.05	41	3.73	0.14	-0.21	0.18	0.39
133	Hospice care	203	3.70	0.08	212	3.76	0.05	58	3.40	0.13	-0.06	0.30	0.37
134	Hygiene	197	4.28	0.06	209	4.27	0.05	41	4.12	0.12	0.01	0.16	0.15
135	Immunization recommendations	203	3.54	0.08	212	3.55	0.06	58	3.26	0.14	-0.01	0.28	0.29
136	Incentive spirometry	197	4.06	0.07	209	4.02	0.05	41	3.98	0.13	0.03	0.08	0.05
137	Indications for arterial lines	203	3.95	0.07	212	3.29	0.07	58	3.34	0.15	0.66	0.60	-0.06
138	Indications for gastrointestinal tubes	197	4.00	0.08	209	3.78	0.05	41	3.83	0.15	0.22	0.17	-0.05
139	Indications for peripheral intravenous lines	203	4.13	0.07	212	4.07	0.05	58	4.00	0.10	0.06	0.13	0.07
140	Indications for specific invasive procedures	197	4.23	0.06	209	3.83	0.05	41	3.85	0.15	0.40	0.38	-0.02
141	Indications for urinary catheters	203	4.12	0.06	212	4.13	0.05	58	4.03	0.11	0.00	0.09	0.09
142	Indwelling catheter management	197	4.50	0.05	209	4.43	0.05	41	4.24	0.13	0.07	0.25	0.19
143	Infant safety	203	4.10	0.08	212	4.38	0.05	58	3.90	0.14	-0.28	0.21	0.49
144	Infection prevention	197	4.69	0.04	209	4.85	0.03	41	4.71	0.08	-0.17	-0.02	0.14
145	Informed consent	203	4.44	0.05	212	4.64	0.04	58	4.43	0.10	-0.20	0.01	0.21
146	Infusion types	197	4.40	0.06	209	4.16	0.05	41	4.07	0.12	0.24	0.32	0.08
147	Insertion site assessment and maintenance	203	4.30	0.06	212	4.40	0.05	58	4.41	0.09	-0.10	-0.11	-0.02
148	Intake and output management	197	4.21	0.06	209	4.29	0.05	41	4.20	0.12	-0.08	0.02	0.10
149	Intake and output types	203	4.04	0.06	212	4.27	0.05	58	4.33	0.10	-0.22	-0.28	-0.06

Knowledge Statement Subgroup Analysis: Primary Job Title													
Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator	New vs. Supervisor	Educator vs. Supervisor
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
150	Intake management	197	4.07	0.07	209	4.14	0.05	41	3.98	0.13	-0.07	0.09	0.16
151	Intake measurements	203	4.00	0.06	212	4.20	0.05	58	4.33	0.09	-0.19	-0.32	-0.13
152	Interdisciplinary team	197	4.13	0.06	209	4.16	0.05	41	3.95	0.13	-0.04	0.18	0.21
153	Internal monitoring devices	203	3.93	0.07	212	3.61	0.06	58	3.79	0.13	0.31	0.13	-0.18
154	Intrapartum care	197	3.78	0.09	209	3.62	0.06	41	3.39	0.17	0.15	0.39	0.23
155	Irrigation	203	3.71	0.08	212	3.54	0.06	58	3.57	0.12	0.17	0.15	-0.03
156	Irrigation equipment	197	3.92	0.07	209	3.57	0.06	41	3.61	0.16	0.35	0.31	-0.04
157	Isolation precautions	189	4.32	0.06	207	4.64	0.03	53	4.38	0.11	-0.32	-0.06	0.26
158	IV insertion	187	4.50	0.05	208	3.95	0.06	40	3.88	0.16	0.55	0.62	0.07
159	IV removal	189	3.83	0.07	207	3.96	0.06	53	3.87	0.13	-0.13	-0.04	0.09
160	Lab results	187	4.70	0.04	208	4.54	0.04	40	4.53	0.11	0.16	0.18	0.02
161	Learning preferences	189	3.74	0.07	207	3.49	0.06	53	3.66	0.12	0.24	0.08	-0.17
162	Life transitions	187	3.90	0.08	208	3.69	0.05	40	3.53	0.13	0.21	0.37	0.17
163	Lifestyle changes	189	3.83	0.07	207	3.66	0.05	53	3.47	0.13	0.17	0.36	0.19
164	Mandatory reporting	187	4.39	0.06	208	4.53	0.05	40	4.23	0.10	-0.14	0.17	0.30
165	Material safety data sheets	189	3.56	0.08	207	3.27	0.07	53	3.38	0.14	0.30	0.18	-0.11
166	Measurement techniques	187	4.06	0.07	208	3.87	0.06	40	3.80	0.13	0.19	0.26	0.07
167	Medical history	189	4.31	0.05	207	4.25	0.05	53	4.08	0.12	0.06	0.23	0.18
168	Medical procedures and treatments	187	4.49	0.06	208	3.93	0.05	40	3.85	0.13	0.56	0.64	0.08
169	Medical terminology	189	4.25	0.06	207	4.35	0.05	53	4.28	0.12	-0.09	-0.03	0.06
170	Medication administration	187	4.76	0.03	208	4.91	0.02	40	4.83	0.06	-0.15	-0.06	0.09
171	Medication administration routes	189	4.54	0.05	207	4.74	0.03	53	4.55	0.10	-0.20	-0.01	0.20
172	Medication administration techniques	187	4.72	0.04	208	4.86	0.02	40	4.68	0.09	-0.14	0.04	0.19
173	Medication compatibility	189	4.58	0.05	207	4.70	0.04	53	4.49	0.10	-0.12	0.09	0.21
174	Medication indications	187	4.69	0.04	208	4.75	0.03	40	4.60	0.09	-0.06	0.09	0.15

Knowledge Statement Subgroup Analysis: Primary Job Title													
Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator	New vs. Supervisor	Educator vs. Supervisor
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
175	Medication interactions	189	4.60	0.05	207	4.64	0.04	53	4.38	0.10	-0.04	0.22	0.26
176	Medication management	187	4.58	0.05	208	4.75	0.03	40	4.73	0.07	-0.17	-0.15	0.03
177	Medication reconciliation	189	4.28	0.06	207	4.62	0.04	53	4.34	0.12	-0.34	-0.06	0.28
178	Medication rights	187	4.58	0.05	208	4.88	0.02	40	4.73	0.09	-0.30	-0.14	0.15
179	Medication side effects	189	4.47	0.05	207	4.69	0.04	53	4.43	0.10	-0.22	0.04	0.25
180	Medication side effects and interactions	187	4.71	0.04	208	4.83	0.03	40	4.68	0.08	-0.12	0.03	0.15
181	Methods of heat transfer	189	3.54	0.08	207	3.30	0.06	53	3.25	0.12	0.24	0.30	0.06
182	Moderate sedation	187	4.30	0.07	208	3.85	0.06	40	3.90	0.16	0.45	0.40	-0.05
183	Near misses	189	4.10	0.07	207	4.39	0.05	53	4.17	0.13	-0.29	-0.07	0.22
184	Negative pressure wound therapy	187	3.93	0.08	208	3.41	0.06	40	3.50	0.17	0.52	0.43	-0.09
185	Newborn safety	189	4.07	0.08	207	4.31	0.06	53	4.00	0.15	-0.25	0.07	0.31
186	Nonpharmacological interventions	187	4.11	0.07	208	4.08	0.05	40	3.88	0.13	0.03	0.24	0.21
187	Nonverbal cues	189	4.12	0.06	207	4.11	0.05	53	4.04	0.10	0.01	0.08	0.07
188	Nursing code of ethics	187	4.27	0.06	208	4.60	0.05	40	4.45	0.11	-0.33	-0.18	0.15
189	Nutrition	189	3.99	0.06	207	3.97	0.05	53	3.87	0.11	0.02	0.12	0.10
190	Older adult care	187	4.11	0.07	208	4.29	0.04	40	3.98	0.13	-0.19	0.13	0.32
191	Organ donation	189	3.60	0.08	207	3.35	0.06	53	3.40	0.14	0.25	0.21	-0.04
192	Organ transplant	187	3.87	0.09	208	3.23	0.06	40	3.15	0.17	0.64	0.72	0.08
193	Orthopedic devices	189	3.64	0.07	207	3.43	0.06	53	3.45	0.11	0.21	0.19	-0.02
194	Ostomy care	187	3.95	0.08	208	3.61	0.05	40	3.58	0.16	0.34	0.37	0.03
195	Ostomy management	189	3.86	0.07	207	3.62	0.05	53	3.74	0.11	0.24	0.13	-0.11
196	Output devices management	187	4.01	0.07	208	3.75	0.05	40	3.73	0.14	0.25	0.28	0.03
197	Output management	189	3.94	0.07	207	4.04	0.05	53	4.19	0.11	-0.10	-0.25	-0.15
198	Output measurements	187	4.06	0.06	208	3.96	0.05	40	3.80	0.15	0.11	0.26	0.16
199	Oxygenation	189	4.66	0.05	207	4.86	0.03	53	4.66	0.09	-0.20	0.00	0.19

Knowledge Statement Subgroup Analysis: Primary Job Title													
Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator	New vs. Supervisor	Educator vs. Supervisor
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
200	Pacing devices	187	4.16	0.07	208	3.57	0.06	40	3.48	0.17	0.59	0.68	0.09
201	Pain assessment	189	4.35	0.05	207	4.68	0.04	53	4.49	0.09	-0.33	-0.14	0.19
202	Pain management	187	4.38	0.06	208	4.60	0.04	40	4.48	0.11	-0.22	-0.10	0.12
203	Palliative care	189	3.85	0.07	207	3.89	0.05	53	3.58	0.12	-0.04	0.26	0.30
204	Parenteral nutrition	187	4.10	0.08	208	4.00	0.05	40	3.83	0.14	0.09	0.27	0.18
205	Pathophysiology	189	4.15	0.07	207	4.43	0.05	53	4.30	0.10	-0.28	-0.15	0.13
206	Percutaneous feeding devices	187	3.95	0.08	208	3.72	0.06	40	3.65	0.16	0.23	0.30	0.07
207	Performance evaluation	189	3.68	0.08	207	3.50	0.06	53	3.32	0.15	0.18	0.36	0.18
208	Peritoneal dialysis	187	3.94	0.08	208	3.42	0.06	40	3.35	0.17	0.52	0.59	0.07
209	Personal bias	179	3.87	0.08	204	4.06	0.06	51	3.96	0.15	-0.19	-0.09	0.10
210	Pharmacology	176	4.64	0.05	207	4.80	0.03	37	4.65	0.08	-0.16	-0.01	0.15
211	Phlebitis	179	4.04	0.07	204	4.07	0.05	51	3.92	0.13	-0.03	0.12	0.15
212	Phlebotomy	176	4.13	0.07	207	3.33	0.06	37	3.70	0.14	0.80	0.43	-0.37
213	Phototherapy	179	3.50	0.09	204	3.17	0.06	51	3.02	0.16	0.33	0.48	0.15
214	Physical impairment	176	4.01	0.06	207	3.84	0.05	37	3.70	0.13	0.17	0.31	0.14
215	Physical stressors	179	3.90	0.07	204	3.75	0.06	51	3.53	0.12	0.15	0.37	0.22
216	Point-of-care testing	176	3.97	0.08	207	3.70	0.06	37	3.62	0.17	0.27	0.35	0.08
217	Policies and procedures	179	4.16	0.06	204	4.15	0.06	51	4.25	0.11	0.01	-0.10	-0.11
218	Polypharmacy	176	4.15	0.07	207	4.25	0.06	37	4.03	0.13	-0.10	0.13	0.22
219	Postmortem care	179	3.74	0.08	204	3.30	0.06	51	3.39	0.13	0.44	0.35	-0.09
220	Postoperative care	176	4.47	0.05	207	4.21	0.05	37	4.08	0.12	0.25	0.38	0.13
221	Postoperative education	179	4.05	0.07	204	4.01	0.05	51	4.00	0.11	0.04	0.05	0.01
222	Postpartum care	176	4.02	0.08	207	3.71	0.06	37	3.49	0.17	0.30	0.53	0.23
223	PPE	179	4.31	0.06	204	4.68	0.04	51	4.55	0.10	-0.36	-0.24	0.13
224	Practice errors	176	4.45	0.05	207	4.57	0.05	37	4.16	0.12	-0.12	0.29	0.41

Knowledge Statement Subgroup Analysis: Primary Job Title													
Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator	New vs. Supervisor	Educator vs. Supervisor
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
225	Prenatal care	179	3.87	0.08	204	3.70	0.06	51	3.51	0.15	0.17	0.36	0.19
226	Preoperative care	176	4.28	0.06	207	3.99	0.05	37	3.81	0.15	0.29	0.47	0.17
227	Preoperative education	179	3.98	0.07	204	3.94	0.05	51	3.84	0.11	0.04	0.13	0.09
228	Preschool safety	176	3.44	0.10	207	3.29	0.06	37	2.57	0.20	0.14	0.87	0.73
229	Pressure injury prevention	179	4.44	0.06	204	4.56	0.04	51	4.55	0.09	-0.12	-0.11	0.01
230	Preventive care	176	4.17	0.07	207	4.10	0.06	37	3.86	0.13	0.07	0.31	0.23
231	Prioritization of care	179	4.55	0.04	204	4.78	0.03	51	4.55	0.10	-0.23	0.00	0.23
232	Procedural sedation	176	4.09	0.08	207	3.52	0.06	37	3.43	0.15	0.56	0.65	0.09
233	Professional accountability	179	4.37	0.05	204	4.64	0.04	51	4.65	0.08	-0.27	-0.28	-0.01
234	Professional boundaries	176	4.14	0.06	207	4.43	0.05	37	4.30	0.12	-0.29	-0.16	0.13
235	Provider order	179	4.36	0.05	204	4.46	0.05	51	4.49	0.09	-0.10	-0.13	-0.03
236	Provider orders	176	4.53	0.05	207	4.52	0.05	37	4.30	0.12	0.01	0.23	0.22
237	Psychological stressors	179	4.02	0.06	204	4.06	0.05	51	3.90	0.11	-0.04	0.12	0.16
238	Psychosocial assessment	176	4.14	0.07	207	4.34	0.05	37	3.95	0.12	-0.21	0.19	0.40
239	Psychosocial factors	179	3.97	0.06	204	4.08	0.05	51	3.90	0.11	-0.11	0.06	0.18
240	Psychosocial health	176	4.09	0.07	207	4.29	0.05	37	3.89	0.13	-0.21	0.19	0.40
241	Pulmonary hygiene	179	4.15	0.07	204	4.06	0.06	51	3.96	0.10	0.09	0.18	0.10
242	Quality improvement	176	4.09	0.07	207	4.12	0.05	37	3.97	0.13	-0.03	0.11	0.14
243	Range of motion	179	3.85	0.07	204	3.89	0.06	51	3.96	0.11	-0.03	-0.11	-0.07
244	Readiness to learn	176	4.05	0.07	207	4.08	0.05	37	4.11	0.14	-0.04	-0.06	-0.03
245	Receiving orders	179	4.32	0.06	204	4.49	0.04	51	4.39	0.11	-0.17	-0.07	0.10
246	Record review	176	4.00	0.07	207	3.80	0.06	37	3.76	0.16	0.20	0.24	0.04
247	Referral process	179	3.67	0.08	204	3.56	0.06	51	3.59	0.14	0.11	0.08	-0.02
248	Regulatory requirements	176	3.98	0.07	207	3.94	0.07	37	4.05	0.13	0.04	-0.08	-0.11
249	Reporting requirements	179	4.08	0.07	204	4.12	0.05	51	4.20	0.10	-0.04	-0.12	-0.08

Knowledge Statement Subgroup Analysis: Primary Job Title													
Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator	New vs. Supervisor	Educator vs. Supervisor
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
250	Resource management	176	3.96	0.07	207	3.69	0.05	37	3.70	0.12	0.27	0.26	-0.02
251	Restraint types	179	4.06	0.07	204	3.99	0.06	51	4.06	0.10	0.08	0.00	-0.07
252	Rights and responsibilities	176	4.30	0.06	207	4.43	0.05	37	4.24	0.12	-0.14	0.05	0.19
253	Rights of medication administration	179	4.56	0.05	204	4.87	0.03	51	4.67	0.09	-0.31	-0.10	0.21
254	Risk assessment/management	176	4.30	0.06	207	4.13	0.06	37	3.95	0.14	0.17	0.36	0.18
255	Roles and responsibilities	179	4.36	0.06	204	4.56	0.04	51	4.55	0.09	-0.20	-0.19	0.01
256	Safe client handling	176	4.38	0.06	207	4.61	0.04	37	4.27	0.13	-0.23	0.11	0.34
257	Safety precautions	179	4.51	0.05	204	4.83	0.03	51	4.61	0.09	-0.32	-0.10	0.22
258	School-age safety	176	3.63	0.09	207	3.52	0.06	37	2.97	0.20	0.11	0.65	0.54
259	Scope of practice	179	4.57	0.05	204	4.80	0.03	51	4.78	0.06	-0.23	-0.21	0.02
260	Screening assessments	176	4.06	0.07	207	3.83	0.06	37	3.73	0.16	0.23	0.33	0.10
261	Security plan	166	3.80	0.08	202	3.77	0.06	50	3.80	0.13	0.03	0.00	-0.03
262	Self-limitations	162	3.96	0.07	201	3.96	0.06	37	3.84	0.14	0.00	0.12	0.12
263	Sensory impairment	166	3.92	0.07	202	3.77	0.05	50	3.72	0.11	0.15	0.20	0.05
264	Signs of abuse or neglect	162	4.45	0.05	201	4.59	0.04	37	4.49	0.11	-0.14	-0.04	0.11
265	Signs of substance misuse	166	4.12	0.06	202	4.00	0.05	50	3.90	0.13	0.12	0.22	0.10
266	Signs of toxicity	162	4.56	0.05	201	4.54	0.05	37	4.22	0.14	0.01	0.34	0.33
267	Signs of withdrawal	166	4.30	0.06	202	4.11	0.05	50	3.96	0.11	0.19	0.34	0.15
268	Skin assessment	162	4.42	0.06	201	4.51	0.04	37	4.38	0.12	-0.09	0.04	0.13
269	Skin integrity	166	4.34	0.06	202	4.50	0.04	50	4.40	0.09	-0.16	-0.06	0.10
270	Sleep/rest patterns	162	3.86	0.08	201	3.92	0.05	37	3.62	0.15	-0.06	0.24	0.29
271	Social determinants	166	3.77	0.08	202	3.98	0.06	50	3.70	0.14	-0.21	0.07	0.28
272	Specimen collection	162	4.15	0.06	201	3.81	0.06	37	3.84	0.15	0.34	0.32	-0.03
273	Specimen labeling	166	4.12	0.08	202	4.05	0.07	50	4.48	0.13	0.07	-0.36	-0.43
274	Spiritual considerations	162	3.81	0.08	201	4.02	0.05	37	3.65	0.14	-0.22	0.16	0.38

Knowledge Statement Subgroup Analysis: Primary Job Title													
Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator	New vs. Supervisor	Educator vs. Supervisor
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
275	Staff advocacy	166	4.15	0.07	202	3.70	0.06	50	4.02	0.12	0.45	0.13	-0.32
276	Staff confidentiality	162	4.30	0.06	201	4.47	0.05	37	4.27	0.13	-0.17	0.03	0.20
277	Staff education	166	4.20	0.06	202	3.73	0.06	50	4.18	0.11	0.47	0.02	-0.45
278	Staff rights	162	4.38	0.06	201	4.19	0.05	37	4.16	0.13	0.19	0.22	0.03
279	Staff safety	166	4.43	0.06	202	4.41	0.05	50	4.46	0.11	0.02	-0.03	-0.05
280	Stages of grief	162	3.95	0.07	201	3.86	0.05	37	3.95	0.13	0.09	0.00	-0.09
281	Sterile technique	166	4.48	0.06	202	4.70	0.04	50	4.62	0.11	-0.22	-0.14	0.08
282	Stress management	162	4.28	0.06	201	4.25	0.05	37	4.27	0.13	0.03	0.01	-0.02
283	Substance misuse	166	4.16	0.07	202	4.03	0.05	50	3.98	0.12	0.13	0.18	0.05
284	Suctioning	162	4.22	0.06	201	4.01	0.06	37	3.89	0.15	0.21	0.33	0.12
285	Suctioning devices	166	4.19	0.07	202	4.07	0.05	50	4.12	0.11	0.11	0.07	-0.05
286	Telemetry	162	4.41	0.06	201	3.88	0.06	37	3.92	0.17	0.53	0.49	-0.04
287	Telemetry lead management	166	4.12	0.08	202	3.75	0.06	50	4.04	0.11	0.37	0.08	-0.29
288	Therapeutic communication	162	4.30	0.06	201	4.58	0.04	37	4.32	0.12	-0.27	-0.02	0.25
289	Therapeutic environment	166	3.95	0.07	202	4.06	0.05	50	3.82	0.11	-0.11	0.13	0.24
290	Therapeutic rapport	162	4.26	0.06	201	4.44	0.05	37	4.03	0.14	-0.18	0.23	0.41
291	Thermoregulation techniques	166	3.87	0.08	202	3.75	0.06	50	3.80	0.11	0.12	0.07	-0.05
292	Time management	162	4.57	0.05	201	4.57	0.04	37	4.46	0.10	0.00	0.11	0.11
293	Tissue perfusion	166	4.39	0.06	202	4.57	0.04	50	4.32	0.10	-0.19	0.07	0.25
294	Titration parameters	162	4.32	0.07	201	3.79	0.07	37	3.78	0.17	0.53	0.54	0.01
295	Toddler safety	166	3.89	0.09	202	4.08	0.07	50	3.66	0.16	-0.19	0.23	0.42
296	Transfer process	162	4.05	0.07	201	3.69	0.06	37	3.59	0.16	0.36	0.45	0.10
297	Tube placement verification	166	4.30	0.07	202	4.31	0.05	50	4.36	0.10	-0.01	-0.06	-0.05
298	Types of irrigation	162	3.87	0.08	201	3.45	0.06	37	3.54	0.17	0.42	0.33	-0.09
299	Types of nasal/oral gastrointestinal tube	166	4.14	0.07	202	3.98	0.05	50	4.02	0.12	0.16	0.12	-0.04

Knowledge Statement Subgroup Analysis: Primary Job Title													
Survey Position #	Knowledge Statements	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator	New vs. Supervisor	Educator vs. Supervisor
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
300	Types of venous access	162	4.28	0.07	201	3.93	0.05	37	3.89	0.14	0.35	0.39	0.03
301	Unit conversions	166	4.02	0.09	202	4.34	0.06	50	3.90	0.14	-0.31	0.12	0.44
302	Venous access devices	162	4.27	0.07	201	3.97	0.05	37	3.86	0.16	0.31	0.41	0.10
303	Venous access extravasation	166	4.17	0.08	202	4.14	0.06	50	4.22	0.10	0.03	-0.05	-0.08
304	Venous access infiltration	162	4.34	0.07	201	4.19	0.05	37	3.97	0.14	0.15	0.37	0.22
305	Venous thromboembolism prophylaxis	166	4.25	0.07	202	4.27	0.05	50	4.22	0.10	-0.02	0.03	0.05
306	Ventilation	162	4.40	0.07	201	4.33	0.05	37	4.00	0.15	0.07	0.40	0.33
307	Verifying orders	166	4.50	0.06	202	4.69	0.04	50	4.56	0.10	-0.19	-0.06	0.13
308	Visual, auditory and cognitive alterations	162	4.13	0.07	201	4.10	0.05	37	3.81	0.12	0.03	0.32	0.29
309	Vital signs	166	4.54	0.05	202	4.84	0.03	50	4.66	0.08	-0.31	-0.12	0.18
310	Waste management	162	3.84	0.09	201	3.52	0.06	37	3.41	0.16	0.32	0.43	0.12
311	Weight management	166	3.72	0.08	202	3.52	0.06	50	3.38	0.14	0.20	0.34	0.14
312	Wound management	162	4.23	0.07	201	4.02	0.05	37	3.89	0.15	0.21	0.34	0.13

APPENDIX H: KNOWLEDGE STATEMENT SUBGROUP ANALYSIS: FACILITY

Knowledge Statement Subgroup Analysis: Facility													
Survey Position #	Knowledge Statements	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
1	Access device care	353	4.06	0.05	21	4.38	0.15	29	4.14	0.16	7	4.29	0.36
2	Activities of daily living	333	4.13	0.04	21	4.24	0.21	26	4.27	0.14	12	4.33	0.19
3	Adaptive devices	353	3.72	0.05	21	4.38	0.13	29	4.07	0.13	7	3.71	0.29
4	Admission process	333	3.83	0.05	21	4.43	0.18	26	3.88	0.18	12	3.92	0.31
5	Adolescent safety	353	3.99	0.05	21	4.38	0.18	29	4.28	0.16	7	3.86	0.34
6	Adult care	333	4.47	0.04	21	4.76	0.10	26	4.54	0.10	12	4.58	0.15
7	Advanced directives	353	4.05	0.05	21	4.52	0.13	29	4.21	0.16	7	4.14	0.34
8	Adverse reactions	333	4.75	0.03	21	4.76	0.12	26	4.81	0.08	12	4.83	0.17
9	Airway management	353	4.85	0.03	21	4.81	0.09	29	4.76	0.11	7	4.71	0.29
10	Alarm fatigue	333	4.03	0.05	21	4.05	0.25	26	4.00	0.18	12	4.25	0.28
11	Allergies	353	4.63	0.03	21	4.67	0.13	29	4.69	0.11	7	4.71	0.29
12	Antepartum care	333	3.65	0.06	21	4.33	0.27	26	4.08	0.17	12	4.08	0.29
13	Approved abbreviations	353	4.15	0.05	21	4.62	0.11	29	4.31	0.13	7	4.43	0.30
14	Approved terminology	333	4.11	0.05	21	4.48	0.15	26	4.08	0.16	12	4.33	0.19
15	Arterial lines	353	3.69	0.06	21	4.24	0.22	29	3.66	0.25	7	3.43	0.37
16	Aseptic technique	333	4.76	0.03	21	4.81	0.09	26	4.81	0.08	12	4.92	0.08
17	Aspiration precautions	353	4.68	0.03	21	4.86	0.08	29	4.69	0.11	7	4.43	0.30
18	Assessment tools	333	4.60	0.04	21	4.76	0.10	26	4.46	0.13	12	4.50	0.23
19	Assistive devices	353	3.82	0.04	21	4.38	0.16	29	4.24	0.12	7	3.71	0.29
20	Barriers to learning	333	3.95	0.04	21	3.95	0.22	26	4.08	0.16	12	4.33	0.19
21	Behavioral management techniques	353	4.16	0.04	21	4.52	0.15	29	4.34	0.13	7	4.14	0.26
22	Bereavement	333	3.86	0.05	21	3.95	0.20	26	4.08	0.16	12	4.08	0.15
23	Biohazardous materials	353	4.07	0.05	21	4.38	0.15	29	4.10	0.16	7	4.14	0.34
24	Bladder elimination	333	4.26	0.04	21	4.57	0.13	26	4.50	0.14	12	4.33	0.28

Knowledge Statement Subgroup Analysis: Facility													
Survey Position #	Knowledge Statements	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
25	Blood compatibility	353	4.62	0.04	21	4.71	0.10	29	4.41	0.21	7	4.71	0.29
26	Blood product administration	333	4.58	0.04	21	4.76	0.10	26	4.50	0.16	12	4.67	0.19
27	Blood specimens	353	4.12	0.04	21	4.43	0.15	29	4.07	0.20	7	4.57	0.30
28	Bowel elimination	333	4.15	0.04	21	4.52	0.15	26	4.46	0.15	12	4.42	0.26
29	Cardiac arrhythmias	353	4.50	0.04	21	4.52	0.15	29	4.14	0.23	7	4.29	0.29
30	Cardiac monitoring	333	4.48	0.04	21	4.71	0.10	26	4.46	0.16	12	4.58	0.15
31	Care goals	353	4.05	0.05	21	4.33	0.17	29	4.41	0.14	7	3.86	0.34
32	Caregiver education	333	4.09	0.04	21	4.33	0.14	26	4.42	0.11	12	4.50	0.23
33	Caregiver resources	353	3.72	0.05	21	4.33	0.17	29	4.10	0.14	7	3.71	0.42
34	Caregiver support	333	3.98	0.04	21	4.24	0.15	26	4.46	0.11	12	4.50	0.23
35	Catheter care and positioning	353	4.40	0.04	21	4.62	0.13	29	4.38	0.19	7	4.29	0.29
36	Chain of command	333	4.15	0.04	21	4.19	0.19	26	4.23	0.17	12	4.33	0.19
37	Chest physiotherapy	353	3.39	0.05	21	4.05	0.24	29	3.62	0.24	7	3.57	0.30
38	Chest tube management	333	4.03	0.05	21	4.43	0.16	26	4.08	0.17	12	4.50	0.19
39	Chronic vs. acute pain	353	4.14	0.04	21	4.48	0.15	29	4.21	0.16	7	4.14	0.26
40	Circulation promotion	333	4.50	0.04	21	4.71	0.10	26	4.62	0.11	12	4.58	0.19
41	Client acuity	353	4.27	0.04	21	4.43	0.15	29	4.28	0.17	7	4.71	0.29
42	Client advocacy	333	4.50	0.03	21	4.43	0.15	26	4.69	0.09	12	4.67	0.14
43	Client assessment	353	4.82	0.02	21	4.81	0.11	29	4.83	0.09	7	4.71	0.29
44	Client confidentiality	333	4.68	0.03	21	4.62	0.16	26	4.81	0.08	12	4.75	0.13
45	Client consent	353	4.58	0.03	21	4.76	0.10	29	4.55	0.13	7	4.57	0.30
46	Client dignity	333	4.62	0.03	21	4.48	0.16	26	4.77	0.08	12	4.75	0.13
47	Client education	353	4.52	0.03	21	4.67	0.13	29	4.69	0.10	7	4.57	0.30
48	Client identification	333	4.78	0.03	21	4.57	0.18	26	4.85	0.07	12	4.92	0.08
49	Client mobility	353	4.26	0.04	21	4.62	0.13	29	4.41	0.13	7	4.29	0.29

Knowledge Statement Subgroup Analysis: Facility													
Survey Position #	Knowledge Statements	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
50	Client needs	333	4.52	0.03	21	4.48	0.18	26	4.69	0.09	12	4.67	0.14
51	Client plan of care	353	4.23	0.05	21	4.48	0.13	29	4.34	0.17	7	4.29	0.36
52	Client positioning	333	4.38	0.03	21	4.43	0.15	26	4.58	0.10	12	4.58	0.19
53	Client privacy	353	4.41	0.04	21	4.52	0.15	29	4.41	0.14	7	4.57	0.20
54	Client resources	333	3.80	0.04	21	4.29	0.16	26	4.08	0.11	12	4.00	0.17
55	Client response to plan of care	353	4.23	0.04	21	4.38	0.15	29	4.52	0.11	7	4.43	0.30
56	Client response to treatment	333	4.50	0.03	21	4.81	0.09	26	4.58	0.13	12	4.58	0.19
57	Client rights and responsibilities	353	4.44	0.04	21	4.57	0.13	29	4.48	0.12	7	4.71	0.18
58	Client safety	333	4.83	0.02	21	4.81	0.11	26	4.81	0.08	12	4.92	0.08
59	Clinical resources	353	4.16	0.04	21	4.38	0.15	29	4.38	0.13	7	4.29	0.29
60	Cognitive status	333	4.46	0.04	21	4.67	0.11	26	4.58	0.10	12	4.67	0.19
61	Collaboration	353	4.40	0.04	21	4.57	0.11	29	4.62	0.12	7	4.71	0.18
62	Collection devices	333	3.70	0.04	21	4.29	0.17	26	3.88	0.15	12	3.92	0.29
63	Communication methods	353	4.44	0.04	21	4.76	0.12	29	4.59	0.12	7	4.71	0.18
64	Community assessment	333	3.49	0.05	21	4.10	0.21	26	4.15	0.14	12	3.83	0.27
65	Community health education	353	3.65	0.05	21	4.10	0.22	29	4.31	0.14	7	4.14	0.34
66	Community resources	333	3.61	0.05	21	4.14	0.20	26	4.04	0.12	12	3.83	0.27
67	Compensatory techniques	353	3.75	0.04	21	3.86	0.26	29	3.97	0.17	7	4.43	0.20
68	Complications of anesthesia	333	4.25	0.05	21	4.71	0.12	26	4.38	0.17	12	4.42	0.23
69	Complications of invasive procedures	353	4.29	0.04	21	4.29	0.20	29	4.24	0.15	7	4.71	0.18
70	Complications of IV therapy	333	4.58	0.03	21	4.90	0.07	26	4.65	0.11	12	4.58	0.23
71	Complications of peritoneal dialysis	353	3.67	0.05	21	3.90	0.28	29	3.76	0.23	7	4.00	0.38
72	Complications with arterial lines	333	4.03	0.06	21	4.81	0.11	26	4.35	0.16	12	4.25	0.25
73	Conflict resolution	353	4.26	0.04	21	4.52	0.13	29	4.38	0.16	7	4.57	0.20
74	Continuity of care	333	4.15	0.04	21	4.67	0.13	26	4.23	0.16	12	4.67	0.14

Knowledge Statement Subgroup Analysis: Facility													
Survey Position #	Knowledge Statements	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
75	Continuous renal replacement therapy	353	3.38	0.06	21	3.90	0.28	29	3.79	0.22	7	3.71	0.47
76	Continuum of care	333	4.13	0.04	21	4.57	0.15	26	4.31	0.14	12	4.58	0.15
77	Contraindications	353	4.43	0.04	21	4.67	0.11	29	4.41	0.14	7	4.57	0.30
78	Controlled substances	333	4.35	0.04	21	4.71	0.14	26	4.58	0.10	12	4.75	0.13
79	Coping techniques	353	4.17	0.04	21	4.38	0.18	29	4.14	0.18	7	4.29	0.29
80	Cost-effective care	333	3.75	0.05	21	4.43	0.16	26	4.04	0.14	12	4.42	0.19
81	Crisis intervention	353	4.30	0.04	21	4.57	0.13	29	4.28	0.15	7	4.57	0.20
82	Cultural considerations	333	4.23	0.04	21	4.57	0.13	26	4.42	0.11	12	4.58	0.15
83	Culture of safety	353	4.58	0.04	21	4.67	0.11	29	4.55	0.13	7	5.00	0.00
84	De-escalation techniques	333	4.30	0.04	21	4.62	0.13	26	4.42	0.13	12	4.58	0.15
85	Delegation	353	4.37	0.04	21	4.62	0.13	29	4.38	0.14	7	4.86	0.14
86	Determinants of health	333	4.05	0.04	21	4.62	0.13	26	4.46	0.14	12	4.58	0.15
87	Developmental stages	353	3.64	0.05	21	4.19	0.18	29	4.00	0.19	7	4.00	0.31
88	Device securement	333	3.84	0.05	21	4.48	0.16	26	3.92	0.17	12	4.00	0.30
89	Devices used to promote venous return	353	3.81	0.05	21	4.14	0.21	29	3.79	0.23	7	4.14	0.26
90	Diagnostic equipment	333	3.81	0.05	21	4.48	0.15	26	3.92	0.18	12	4.00	0.28
91	Diagnostic results	353	4.28	0.04	21	4.57	0.13	29	4.00	0.18	7	4.57	0.20
92	Diagnostic testing	333	4.07	0.05	21	4.57	0.13	26	4.15	0.16	12	4.08	0.26
93	Discharge planning	353	4.13	0.04	21	4.48	0.15	29	4.10	0.19	7	4.29	0.29
94	Disease process	333	4.47	0.03	21	4.81	0.09	26	4.54	0.11	12	4.67	0.14
95	Dosage calculations	353	4.51	0.04	21	4.71	0.16	29	4.41	0.20	7	4.71	0.18
96	Drainage devices	333	3.88	0.04	21	4.43	0.15	26	4.12	0.17	12	3.92	0.31
97	Dressing management	353	4.07	0.04	21	4.24	0.15	29	4.14	0.19	7	4.29	0.29
98	Early ambulation	333	4.19	0.04	21	4.57	0.15	26	4.35	0.16	12	4.42	0.23
99	Electrolyte imbalance	353	4.54	0.03	21	4.67	0.13	29	4.41	0.18	7	4.71	0.18

Knowledge Statement Subgroup Analysis: Facility													
Survey Position #	Knowledge Statements	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
100	Emergency equipment	333	4.61	0.03	21	4.81	0.09	26	4.50	0.13	12	4.75	0.13
101	Emergency planning	353	4.14	0.05	21	4.38	0.15	29	4.24	0.15	7	4.57	0.20
102	Emergency response	333	4.72	0.03	21	4.90	0.07	26	4.62	0.12	12	5.00	0.00
103	Empathetic communication	353	4.35	0.04	21	4.67	0.13	29	4.38	0.14	7	4.71	0.29
104	End-of-life care	333	4.08	0.05	21	4.52	0.15	26	4.27	0.12	12	4.50	0.15
105	Enteral feeding management	353	3.86	0.05	21	4.19	0.16	29	4.14	0.18	7	4.29	0.36
106	Environmental assessment	333	3.91	0.05	21	4.29	0.16	26	3.96	0.14	12	4.50	0.15
107	Equipment management	353	3.80	0.04	21	4.05	0.21	29	4.00	0.22	7	4.14	0.34
108	Equipment safety	333	4.32	0.04	21	4.52	0.13	26	4.38	0.15	12	4.50	0.15
109	Ergonomic principles	353	3.85	0.05	21	4.38	0.15	29	4.14	0.15	7	3.86	0.40
110	Ethical dilemmas	333	4.16	0.04	21	4.43	0.15	26	4.23	0.14	12	4.58	0.15
111	Ethics	353	4.44	0.04	21	4.52	0.13	29	4.62	0.12	7	4.43	0.30
112	Event reporting	333	4.30	0.04	21	4.48	0.15	26	4.19	0.18	12	4.50	0.19
113	Evidence-based practice	353	4.46	0.04	21	4.52	0.16	29	4.59	0.12	7	4.57	0.30
114	Facility resources	333	3.83	0.04	21	4.43	0.18	26	3.81	0.16	12	3.92	0.23
115	Family dynamics	353	3.78	0.05	21	4.24	0.19	29	4.10	0.13	7	4.00	0.38
116	Fistula management	333	3.58	0.05	21	4.62	0.13	26	3.96	0.19	12	4.08	0.29
117	Fluid and electrolyte imbalance	353	4.56	0.03	21	4.62	0.11	29	4.48	0.16	7	4.57	0.30
118	Focused assessments	333	4.60	0.03	21	4.67	0.13	26	4.62	0.11	12	4.50	0.19
119	Handoff procedures	353	4.45	0.04	21	4.48	0.16	29	4.21	0.17	7	4.71	0.18
120	Hazardous materials	333	3.98	0.05	21	4.43	0.15	26	4.23	0.14	12	4.25	0.22
121	Health equity	353	3.98	0.05	21	4.33	0.16	29	4.31	0.16	7	4.29	0.29
122	Health information technology	333	3.88	0.05	21	4.43	0.13	26	4.12	0.15	12	4.25	0.22
123	Health maintenance	353	3.97	0.04	21	4.52	0.15	29	4.21	0.13	7	4.14	0.34
124	Health promotion	333	4.14	0.04	21	4.57	0.13	26	4.27	0.13	12	4.33	0.19

Knowledge Statement Subgroup Analysis: Facility													
Survey Position #	Knowledge Statements	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
125	Hemodialysis	353	3.65	0.05	21	4.10	0.23	29	3.86	0.22	7	3.86	0.46
126	Hemodynamics	333	4.41	0.04	21	4.71	0.10	26	4.31	0.13	12	4.42	0.19
127	Hemostasis	353	4.19	0.04	21	4.43	0.16	29	4.07	0.16	7	4.57	0.30
128	Hierarchy of needs	333	4.11	0.05	21	4.29	0.17	26	4.35	0.12	12	4.50	0.23
129	High-risk behavior assessment	353	4.12	0.05	21	4.43	0.18	29	4.14	0.15	7	4.14	0.34
130	High-risk health behaviors	333	4.04	0.05	21	4.33	0.19	26	4.38	0.14	12	4.42	0.19
131	High-risk medications	353	4.63	0.03	21	4.71	0.12	29	4.45	0.17	7	4.86	0.14
132	Holistic care	333	3.95	0.05	21	4.33	0.16	26	4.15	0.17	12	4.33	0.22
133	Hospice care	353	3.68	0.05	21	4.05	0.22	29	3.86	0.19	7	4.00	0.31
134	Hygiene	333	4.22	0.04	21	4.48	0.13	26	4.38	0.15	12	4.42	0.23
135	Immunization recommendations	353	3.45	0.05	21	4.24	0.22	29	3.72	0.23	7	4.00	0.31
136	Incentive spirometry	333	4.00	0.05	21	4.43	0.16	26	4.00	0.18	12	4.42	0.23
137	Indications for arterial lines	353	3.52	0.06	21	3.95	0.28	29	3.55	0.26	7	3.86	0.34
138	Indications for gastrointestinal tubes	333	3.82	0.05	21	4.38	0.15	26	4.04	0.19	12	4.17	0.32
139	Indications for peripheral intravenous lines	353	4.07	0.05	21	4.43	0.15	29	3.90	0.20	7	4.29	0.29
140	Indications for specific invasive procedures	333	3.98	0.05	21	4.52	0.13	26	3.96	0.18	12	4.08	0.31
141	Indications for urinary catheters	353	4.08	0.04	21	4.33	0.16	29	4.00	0.19	7	4.43	0.30
142	Indwelling catheter management	333	4.44	0.04	21	4.81	0.09	26	4.42	0.15	12	4.58	0.19
143	Infant safety	353	4.17	0.05	21	4.43	0.19	29	4.31	0.17	7	4.43	0.20
144	Infection prevention	333	4.79	0.02	21	4.86	0.08	26	4.69	0.09	12	4.92	0.08
145	Informed consent	353	4.52	0.04	21	4.71	0.10	29	4.59	0.14	7	4.71	0.18
146	Infusion types	333	4.22	0.04	21	4.71	0.12	26	4.35	0.17	12	4.42	0.23
147	Insertion site assessment and maintenance	353	4.36	0.04	21	4.48	0.16	29	4.14	0.20	7	4.86	0.14
148	Intake and output management	333	4.21	0.04	21	4.48	0.15	26	4.42	0.11	12	4.50	0.19
149	Intake and output types	353	4.16	0.04	21	4.24	0.17	29	4.28	0.14	7	4.43	0.30

Knowledge Statement Subgroup Analysis: Facility													
Survey Position #	Knowledge Statements	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
150	Intake management	333	4.04	0.05	21	4.52	0.15	26	4.19	0.18	12	4.42	0.19
151	Intake measurements	353	4.10	0.04	21	4.33	0.16	29	4.17	0.18	7	4.43	0.30
152	Interdisciplinary team	333	4.10	0.04	21	4.33	0.20	26	4.23	0.15	12	4.75	0.13
153	Internal monitoring devices	353	3.73	0.05	21	4.10	0.22	29	3.62	0.21	7	4.29	0.36
154	Intrapartum care	333	3.58	0.06	21	4.57	0.20	26	3.92	0.19	12	4.25	0.28
155	Irrigation	353	3.55	0.05	21	4.00	0.22	29	3.72	0.22	7	4.14	0.34
156	Irrigation equipment	333	3.62	0.05	21	4.57	0.13	26	4.04	0.17	12	4.00	0.30
157	Isolation precautions	353	4.48	0.04	21	4.57	0.13	29	4.38	0.16	7	4.86	0.14
158	IV insertion	333	4.14	0.05	21	4.43	0.19	26	4.15	0.17	12	4.42	0.19
159	IV removal	353	3.86	0.05	21	4.33	0.14	29	3.72	0.21	7	4.14	0.26
160	Lab results	333	4.60	0.03	21	4.86	0.08	26	4.54	0.13	12	4.50	0.23
161	Learning preferences	353	3.56	0.05	21	4.00	0.22	29	3.76	0.19	7	3.86	0.34
162	Life transitions	333	3.69	0.05	21	4.43	0.18	26	4.08	0.17	12	4.08	0.26
163	Lifestyle changes	353	3.63	0.05	21	4.19	0.16	29	4.03	0.14	7	4.00	0.31
164	Mandatory reporting	333	4.43	0.04	21	4.71	0.10	26	4.35	0.12	12	4.58	0.19
165	Material safety data sheets	353	3.33	0.06	21	3.90	0.25	29	3.59	0.24	7	3.57	0.43
166	Measurement techniques	333	3.89	0.05	21	4.43	0.15	26	4.04	0.13	12	4.25	0.28
167	Medical history	353	4.24	0.04	21	4.33	0.19	29	4.31	0.12	7	4.43	0.30
168	Medical procedures and treatments	333	4.14	0.04	21	4.71	0.10	26	4.08	0.19	12	4.08	0.29
169	Medical terminology	353	4.26	0.04	21	4.29	0.18	29	4.48	0.11	7	4.57	0.30
170	Medication administration	333	4.87	0.02	21	4.81	0.09	26	4.73	0.09	12	4.83	0.11
171	Medication administration routes	353	4.63	0.03	21	4.62	0.16	29	4.69	0.11	7	4.71	0.18
172	Medication administration techniques	333	4.81	0.02	21	4.81	0.09	26	4.50	0.13	12	4.83	0.11
173	Medication compatibility	353	4.63	0.03	21	4.57	0.13	29	4.62	0.13	7	4.86	0.14
174	Medication indications	333	4.73	0.03	21	4.86	0.08	26	4.54	0.11	12	4.67	0.14

Knowledge Statement Subgroup Analysis: Facility													
Survey Position #	Knowledge Statements	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
175	Medication interactions	353	4.59	0.03	21	4.62	0.13	29	4.55	0.13	7	4.86	0.14
176	Medication management	333	4.70	0.03	21	4.86	0.08	26	4.58	0.11	12	4.58	0.15
177	Medication reconciliation	353	4.43	0.04	21	4.62	0.11	29	4.55	0.12	7	4.57	0.20
178	Medication rights	333	4.73	0.03	21	4.86	0.08	26	4.81	0.08	12	4.92	0.08
179	Medication side effects	353	4.58	0.03	21	4.57	0.11	29	4.45	0.13	7	4.57	0.20
180	Medication side effects and interactions	333	4.77	0.03	21	4.90	0.07	26	4.77	0.08	12	4.75	0.13
181	Methods of heat transfer	353	3.33	0.05	21	3.76	0.28	29	3.66	0.21	7	3.57	0.43
182	Moderate sedation	333	4.00	0.05	21	4.62	0.18	26	4.08	0.16	12	4.17	0.30
183	Near misses	353	4.24	0.05	21	4.29	0.20	29	4.24	0.16	7	4.57	0.20
184	Negative pressure wound therapy	333	3.53	0.06	21	4.33	0.20	26	3.92	0.17	12	3.92	0.29
185	Newborn safety	353	4.16	0.05	21	4.33	0.19	29	3.97	0.21	7	4.43	0.30
186	Nonpharmacological interventions	333	4.02	0.05	21	4.43	0.16	26	4.23	0.16	12	4.25	0.22
187	Nonverbal cues	353	4.07	0.04	21	4.33	0.14	29	4.31	0.13	7	4.29	0.29
188	Nursing code of ethics	333	4.42	0.04	21	4.67	0.11	26	4.54	0.10	12	4.83	0.11
189	Nutrition	353	3.93	0.04	21	4.33	0.14	29	4.17	0.15	7	3.71	0.36
190	Older adult care	333	4.17	0.04	21	4.52	0.13	26	4.42	0.13	12	4.50	0.19
191	Organ donation	353	3.42	0.05	21	3.71	0.28	29	3.59	0.21	7	4.14	0.46
192	Organ transplant	333	3.40	0.06	21	4.00	0.26	26	3.85	0.21	12	4.00	0.33
193	Orthopedic devices	353	3.46	0.05	21	4.05	0.20	29	3.66	0.20	7	3.86	0.34
194	Ostomy care	333	3.67	0.05	21	4.52	0.13	26	4.00	0.18	12	4.00	0.30
195	Ostomy management	353	3.67	0.04	21	4.14	0.21	29	3.97	0.19	7	3.86	0.34
196	Output devices management	333	3.80	0.05	21	4.33	0.16	26	4.04	0.15	12	4.08	0.26
197	Output management	353	3.97	0.05	21	4.19	0.21	29	4.17	0.15	7	4.29	0.18
198	Output measurements	333	3.96	0.05	21	4.33	0.16	26	4.15	0.15	12	4.25	0.22
199	Oxygenation	353	4.75	0.03	21	4.76	0.10	29	4.76	0.09	7	4.86	0.14

Knowledge Statement Subgroup Analysis: Facility													
Survey Position #	Knowledge Statements	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
200	Pacing devices	333	3.75	0.05	21	4.48	0.15	26	3.96	0.18	12	3.83	0.30
201	Pain assessment	353	4.51	0.03	21	4.57	0.13	29	4.52	0.11	7	4.86	0.14
202	Pain management	333	4.53	0.04	21	4.52	0.13	26	4.42	0.13	12	4.67	0.14
203	Palliative care	353	3.79	0.05	21	4.10	0.22	29	4.03	0.19	7	4.14	0.34
204	Parenteral nutrition	333	3.98	0.05	21	4.67	0.11	26	4.12	0.16	12	4.17	0.27
205	Pathophysiology	353	4.27	0.04	21	4.43	0.15	29	4.38	0.16	7	4.29	0.29
206	Percutaneous feeding devices	333	3.74	0.05	21	4.52	0.15	26	4.04	0.16	12	4.00	0.28
207	Performance evaluation	353	3.47	0.05	21	4.19	0.19	29	3.72	0.19	7	4.00	0.31
208	Peritoneal dialysis	333	3.55	0.06	21	4.33	0.19	26	3.88	0.17	12	4.00	0.30
209	Personal bias	353	3.93	0.05	21	4.29	0.17	29	4.17	0.18	7	4.00	0.31
210	Pharmacology	333	4.72	0.03	21	4.81	0.11	26	4.69	0.09	12	4.67	0.14
211	Phlebitis	353	4.03	0.04	21	4.29	0.14	29	3.97	0.21	7	4.00	0.38
212	Phlebotomy	333	3.66	0.05	21	4.33	0.21	26	3.88	0.18	12	3.75	0.28
213	Phototherapy	353	3.21	0.05	21	3.76	0.28	29	3.52	0.23	7	3.71	0.36
214	Physical impairment	333	3.84	0.04	21	4.43	0.18	26	4.04	0.14	12	4.25	0.22
215	Physical stressors	353	3.72	0.05	21	4.10	0.22	29	3.97	0.18	7	4.14	0.34
216	Point-of-care testing	333	3.74	0.05	21	4.33	0.19	26	4.08	0.15	12	4.25	0.18
217	Policies and procedures	353	4.13	0.04	21	4.33	0.17	29	4.14	0.15	7	4.14	0.34
218	Polypharmacy	333	4.17	0.05	21	4.48	0.19	26	4.42	0.14	12	4.00	0.28
219	Postmortem care	353	3.42	0.05	21	3.86	0.24	29	3.69	0.22	7	4.14	0.40
220	Postoperative care	333	4.26	0.04	21	4.76	0.10	26	4.38	0.15	12	4.42	0.19
221	Postoperative education	353	3.99	0.04	21	4.29	0.16	29	3.93	0.22	7	4.29	0.29
222	Postpartum care	333	3.71	0.05	21	4.48	0.21	26	4.27	0.16	12	4.25	0.25
223	PPE	353	4.49	0.04	21	4.67	0.16	29	4.52	0.12	7	4.86	0.14
224	Practice errors	333	4.47	0.04	21	4.76	0.10	26	4.35	0.14	12	4.58	0.19

Knowledge Statement Subgroup Analysis: Facility													
Survey Position #	Knowledge Statements	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
225	Prenatal care	353	3.70	0.05	21	4.14	0.17	29	3.76	0.21	7	4.00	0.38
226	Preoperative care	333	4.03	0.04	21	4.71	0.12	26	4.19	0.18	12	4.08	0.23
227	Preoperative education	353	3.91	0.04	21	4.38	0.16	29	3.83	0.21	7	4.00	0.38
228	Preschool safety	333	3.20	0.06	21	3.90	0.25	26	3.65	0.20	12	3.58	0.31
229	Pressure injury prevention	353	4.50	0.04	21	4.57	0.13	29	4.55	0.14	7	4.43	0.30
230	Preventive care	333	4.09	0.04	21	4.33	0.16	26	4.15	0.15	12	4.50	0.19
231	Prioritization of care	353	4.64	0.03	21	4.67	0.11	29	4.72	0.10	7	4.86	0.14
232	Procedural sedation	333	3.67	0.05	21	4.48	0.15	26	3.92	0.21	12	4.00	0.30
233	Professional accountability	353	4.50	0.04	21	4.48	0.15	29	4.72	0.10	7	5.00	0.00
234	Professional boundaries	333	4.30	0.04	21	4.38	0.16	26	4.27	0.18	12	4.25	0.22
235	Provider order	353	4.38	0.04	21	4.62	0.11	29	4.59	0.12	7	5.00	0.00
236	Provider orders	333	4.50	0.04	21	4.62	0.11	26	4.42	0.14	12	4.50	0.15
237	Psychological stressors	353	3.98	0.04	21	4.24	0.18	29	4.10	0.11	7	4.71	0.18
238	Psychosocial assessment	333	4.18	0.04	21	4.43	0.16	26	4.38	0.15	12	4.33	0.22
239	Psychosocial factors	353	3.95	0.04	21	4.33	0.19	29	4.21	0.10	7	4.29	0.29
240	Psychosocial health	333	4.14	0.04	21	4.38	0.18	26	4.23	0.15	12	4.25	0.22
241	Pulmonary hygiene	353	4.06	0.04	21	4.24	0.22	29	4.10	0.17	7	4.29	0.29
242	Quality improvement	333	4.05	0.04	21	4.52	0.11	26	4.12	0.20	12	4.42	0.23
243	Range of motion	353	3.84	0.04	21	4.14	0.21	29	4.03	0.18	7	4.14	0.34
244	Readiness to learn	333	4.03	0.05	21	4.38	0.15	26	4.12	0.17	12	4.42	0.19
245	Receiving orders	353	4.38	0.04	21	4.48	0.13	29	4.45	0.13	7	5.00	0.00
246	Record review	333	3.83	0.05	21	4.43	0.15	26	3.88	0.19	12	4.08	0.29
247	Referral process	353	3.54	0.05	21	4.19	0.20	29	3.79	0.21	7	4.00	0.31
248	Regulatory requirements	333	3.93	0.05	21	4.48	0.15	26	4.00	0.18	12	4.08	0.29
249	Reporting requirements	353	4.06	0.05	21	4.33	0.14	29	4.31	0.15	7	4.57	0.20

Knowledge Statement Subgroup Analysis: Facility													
Survey Position #	Knowledge Statements	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
250	Resource management	333	3.74	0.05	21	4.43	0.16	26	3.92	0.17	12	4.08	0.26
251	Restraint types	353	3.99	0.04	21	4.19	0.15	29	4.10	0.22	7	4.57	0.30
252	Rights and responsibilities	333	4.33	0.04	21	4.71	0.10	26	4.35	0.16	12	4.42	0.15
253	Rights of medication administration	353	4.70	0.03	21	4.76	0.12	29	4.83	0.09	7	5.00	0.00
254	Risk assessment/management	333	4.15	0.04	21	4.57	0.15	26	4.19	0.15	12	4.25	0.22
255	Roles and responsibilities	353	4.44	0.04	21	4.62	0.13	29	4.59	0.12	7	4.86	0.14
256	Safe client handling	333	4.48	0.04	21	4.62	0.13	26	4.38	0.15	12	4.42	0.23
257	Safety precautions	353	4.66	0.03	21	4.76	0.12	29	4.72	0.11	7	5.00	0.00
258	School-age safety	333	3.45	0.06	21	4.05	0.24	26	3.65	0.21	12	3.67	0.33
259	Scope of practice	353	4.70	0.03	21	4.86	0.10	29	4.66	0.10	7	5.00	0.00
260	Screening assessments	333	3.87	0.05	21	4.48	0.13	26	4.00	0.17	12	4.00	0.30
261	Security plan	353	3.72	0.05	21	4.10	0.18	29	4.10	0.17	7	4.29	0.47
262	Self-limitations	333	3.89	0.05	21	4.33	0.14	26	4.04	0.20	12	4.50	0.19
263	Sensory impairment	353	3.75	0.04	21	4.19	0.16	29	4.24	0.14	7	4.14	0.34
264	Signs of abuse or neglect	333	4.52	0.04	21	4.71	0.10	26	4.42	0.15	12	4.58	0.15
265	Signs of substance misuse	353	3.99	0.04	21	4.19	0.18	29	4.31	0.18	7	4.57	0.30
266	Signs of toxicity	333	4.49	0.04	21	4.81	0.09	26	4.58	0.13	12	4.67	0.19
267	Signs of withdrawal	353	4.14	0.04	21	4.29	0.16	29	4.34	0.13	7	4.71	0.29
268	Skin assessment	333	4.44	0.04	21	4.62	0.16	26	4.54	0.13	12	4.50	0.19
269	Skin integrity	353	4.41	0.04	21	4.57	0.13	29	4.45	0.12	7	4.57	0.20
270	Sleep/rest patterns	333	3.81	0.05	21	4.29	0.18	26	4.08	0.17	12	4.25	0.22
271	Social determinants	353	3.80	0.05	21	4.00	0.20	29	4.45	0.12	7	4.14	0.34
272	Specimen collection	333	3.92	0.05	21	4.43	0.13	26	4.00	0.18	12	4.00	0.28
273	Specimen labeling	353	4.10	0.05	21	4.38	0.16	29	4.21	0.20	7	4.71	0.29
274	Spiritual considerations	333	3.87	0.05	21	4.19	0.19	26	4.00	0.19	12	4.17	0.21

Knowledge Statement Subgroup Analysis: Facility													
Survey Position #	Knowledge Statements	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
275	Staff advocacy	353	3.88	0.05	21	4.19	0.19	29	4.03	0.14	7	4.29	0.29
276	Staff confidentiality	333	4.39	0.04	21	4.33	0.19	26	4.27	0.16	12	4.50	0.19
277	Staff education	353	3.94	0.05	21	4.19	0.18	29	4.03	0.15	7	4.29	0.29
278	Staff rights	333	4.26	0.04	21	4.43	0.15	26	4.15	0.17	12	4.42	0.19
279	Staff safety	353	4.41	0.04	21	4.38	0.13	29	4.38	0.14	7	5.00	0.00
280	Stages of grief	333	3.86	0.05	21	4.24	0.21	26	4.00	0.16	12	4.25	0.18
281	Sterile technique	353	4.59	0.04	21	4.76	0.12	29	4.59	0.16	7	4.71	0.18
282	Stress management	333	4.26	0.04	21	4.52	0.13	26	4.12	0.18	12	4.42	0.19
283	Substance misuse	353	4.04	0.04	21	4.19	0.16	29	4.31	0.13	7	4.57	0.30
284	Suctioning	333	4.06	0.04	21	4.43	0.19	26	4.12	0.16	12	4.25	0.28
285	Suctioning devices	353	4.10	0.04	21	4.29	0.14	29	4.21	0.16	7	4.43	0.30
286	Telemetry	333	4.09	0.05	21	4.48	0.15	26	4.00	0.18	12	3.92	0.29
287	Telemetry lead management	353	3.91	0.05	21	4.38	0.15	29	3.69	0.22	7	4.29	0.29
288	Therapeutic communication	333	4.42	0.04	21	4.52	0.13	26	4.54	0.14	12	4.58	0.15
289	Therapeutic environment	353	3.94	0.04	21	4.29	0.14	29	4.21	0.12	7	4.43	0.30
290	Therapeutic rapport	333	4.30	0.04	21	4.48	0.13	26	4.38	0.15	12	4.50	0.19
291	Thermoregulation techniques	353	3.75	0.05	21	4.14	0.14	29	4.00	0.18	7	4.29	0.29
292	Time management	333	4.57	0.03	21	4.43	0.16	26	4.50	0.14	12	4.58	0.15
293	Tissue perfusion	353	4.46	0.04	21	4.57	0.13	29	4.41	0.14	7	4.57	0.20
294	Titration parameters	333	3.99	0.05	21	4.43	0.19	26	4.04	0.17	12	3.83	0.27
295	Toddler safety	353	3.92	0.06	21	4.10	0.18	29	4.00	0.19	7	4.14	0.40
296	Transfer process	333	3.80	0.05	21	4.24	0.21	26	3.92	0.21	12	3.83	0.32
297	Tube placement verification	353	4.31	0.04	21	4.33	0.16	29	4.21	0.17	7	4.57	0.30
298	Types of irrigation	333	3.56	0.05	21	4.33	0.19	26	3.88	0.17	12	3.83	0.30
299	Types of nasal/oral gastrointestinal tube	353	4.03	0.04	21	4.19	0.18	29	4.03	0.20	7	4.29	0.36

Knowledge Statement Subgroup Analysis: Facility													
Survey Position #	Knowledge Statements	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
300	Types of venous access	333	4.05	0.04	21	4.33	0.19	26	4.19	0.15	12	4.08	0.29
301	Unit conversions	353	4.14	0.05	21	4.14	0.20	29	4.38	0.17	7	4.29	0.29
302	Venous access devices	333	4.06	0.05	21	4.43	0.18	26	4.08	0.16	12	4.08	0.29
303	Venous access extravasation	353	4.16	0.05	21	4.33	0.16	29	3.97	0.22	7	4.29	0.29
304	Venous access infiltration	333	4.21	0.05	21	4.57	0.16	26	4.27	0.14	12	4.08	0.29
305	Venous thromboembolism prophylaxis	353	4.24	0.04	21	4.38	0.16	29	4.24	0.18	7	4.43	0.30
306	Ventilation	333	4.31	0.05	21	4.62	0.13	26	4.38	0.15	12	4.42	0.19
307	Verifying orders	353	4.59	0.04	21	4.57	0.13	29	4.62	0.10	7	4.86	0.14
308	Visual, auditory and cognitive alterations	333	4.07	0.04	21	4.33	0.17	26	4.12	0.16	12	4.17	0.27
309	Vital signs	353	4.70	0.03	21	4.71	0.12	29	4.66	0.11	7	4.86	0.14
310	Waste management	333	3.58	0.05	21	4.19	0.22	26	3.88	0.18	12	4.00	0.33
311	Weight management	353	3.53	0.05	21	4.00	0.17	29	3.66	0.19	7	4.14	0.34
312	Wound management	333	4.07	0.05	21	4.43	0.19	26	4.12	0.15	12	4.42	0.26

APPENDIX I: 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 registered nurses (RNs) 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 RN Nursing Knowledge Survey was 12.0%. Of the 4,177 newly licensed RNs, 5,122 RN educators and RN supervisors who received a survey, 1,267 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 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 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 RNs and RN educators who were invited but did not respond to the 2024 RN Nursing Knowledge Survey were contacted via email or telephone. The sample was derived from the 10,200 invitees of the 2024 RN Nursing Knowledge Survey. A total of 235 RNs from this sample completed the email or telephone survey. RN supervisors were not included in the nonrespondent study because the RN supervisors' contact information was not available.

Interview Process

Nonrespondents were contacted via email or telephone using telephone numbers provided by NCSBN. An

email of the nonrespondent survey was initially sent out to the nonrespondents. Nonrespondents were also contacted via telephone. If the nonrespondents were reached using the telephone, they were given the option to complete the nonrespondent survey by email or over the telephone. Regardless of email or telephone, the 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, nonrespondents were asked demographic information in order to provide background, including employment setting/ specialty. Finally, nonrespondents were asked to rate 10 knowledge statements that were listed in the 2024 RN Nursing Knowledge Survey. Nonrespondents were thanked for their time, and the data collected were recorded.

Return Rates

Of the nonrespondents who were potential contacts, 235 individuals participated in the study: 46 newly licensed RNs and 189 RN educators.

Nonrespondent Results

Reasons for Not Responding

In general, reasons for not responding were listed as "did not receive it" (92 responses or 39.7%), "too busy" (86 responses or 37.1%) and "other" (50 responses or 21.6%). See [Figure I.1](#).

Employment Setting/Specialty

Nonrespondents were asked to provide their employment setting/specialty area. The different specialties were represented in this sample. The largest percentage of newly licensed RN nonrespondents

listed their setting as a medical-surgical unit (26.1% for nonrespondents and 38.4% for respondents) and critical care (21.7% for nonrespondents and 30.0% for respondents). RN educator nonrespondents reported “other” (74.7%) as the most common employment setting. See [Table I.1](#).

Importance Ratings

Importance ratings of the knowledge statements were provided by the nonrespondents and compared to the average rating of the same knowledge statements by survey respondents. Overall, nonrespondents and respondents had very similar ratings of knowledge statements. See [Table I.2](#).

Summary

This study found that 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 RN Nursing Knowledge Survey. Additionally, the findings suggest that individuals did not complete the study because in general they either “did not receive it” or were “too busy” or in “other” situations. Overall, these results provide important information on the validity of the 2024 RN Nursing Knowledge Survey and why individuals do not complete surveys.

Figure I.1. Reason for Not Responding

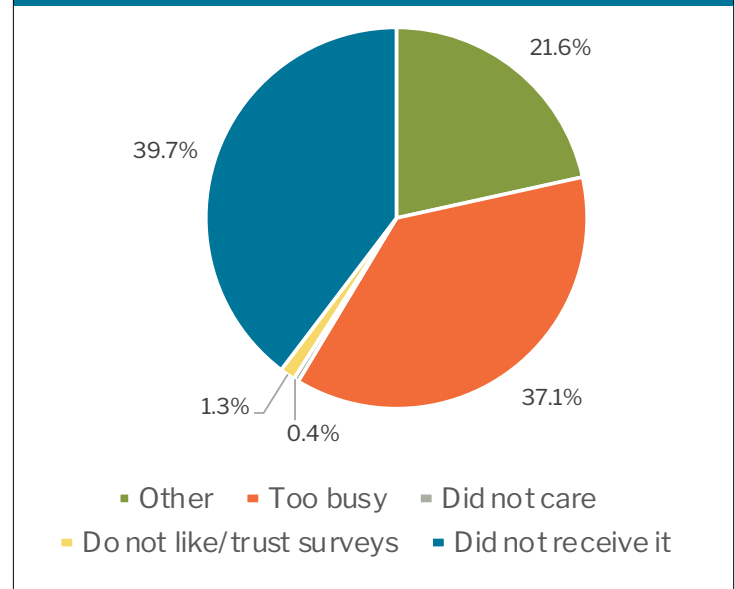


Table I.1. Employment Setting/Specialty

Employment Setting	Respondents				Nonrespondents			
	Newly Licensed RN		RN Educator		Newly Licensed RN		RN Educator	
	N	%	N	%	N	%	N	%
Ambulatory care, physician office or clinics	20	6.2	19	4.8	2	4.3	8	4.3
Critical care	97	30.0	151	38.2	10	21.7	13	7.0
Home health	16	5.0	8	2.0	3	6.5	2	1.1
Hospice	9	2.8	4	1.0	0	0.0	0	0.0
Inpatient medical-surgical	124	38.4	298	75.4	12	26.1	8	4.3
Labor and delivery	14	4.3	38	9.6	1	2.2	4	2.2
Long-term care	32	9.9	18	4.6	4	8.7	3	1.6
Operating room	10	3.1	3	0.8	1	2.2	2	1.1
Palliative care	6	1.9	1	0.3	0	0.0	1	0.5
Pediatric	20	6.2	34	8.6	2	4.3	3	1.6
Psychiatry or subspecialties (detox, inpatient, outpatient)	24	7.4	29	7.3	2	4.3	1	0.5
Public health/Occupational health	6	1.9	13	3.3	0	0.0	2	1.1
Rehabilitation	34	10.5	11	2.8	1	2.2	0	0.0
Residential	4	1.2	1	0.3	0	0.0	0	0.0
Other	42	13.0	22	5.6	8	17.4	139	74.7

Table I.2. Knowledge Statement Importance Ratings

Knowledge Statement	Respondent Rating		Nonrespondent Rating	
	Newly Licensed RN	RN Educator	Newly Licensed RN	RN Educator
9. Airway management	4.73 (n = 248)	4.92 (n = 223)	4.85 (n = 46)	4.88 (n = 189)
73. Conflict resolution	4.07 (n = 224)	4.41 (n = 219)	3.87 (n = 46)	3.92 (n = 189)
112. Event reporting	4.23 (n = 197)	4.39 (n = 209)	4.17 (n = 46)	4.20 (n = 189)
126. Hemodynamics	4.47 (n = 197)	4.40 (n = 209)	4.48 (n = 46)	4.60 (n = 189)
157. Isolation precautions	4.32 (n = 189)	4.64 (n = 207)	4.07 (n = 45)	4.36 (n = 187)
186. Nonpharmacological interventions	4.11 (n = 187)	4.08 (n = 208)	3.61 (n = 46)	3.80 (n = 189)
224. Practice errors	4.45 (n = 176)	4.57 (n = 207)	4.40 (n = 45)	4.51 (n = 189)
288. Therapeutic communication	4.30 (n = 162)	4.58 (n = 201)	4.09 (n = 46)	4.31 (n = 189)
291. Thermoregulation techniques	3.87 (n = 166)	3.75 (n = 202)	3.76 (n = 46)	3.94 (n = 189)
312. Wound management	4.23 (n = 162)	4.02 (n = 201)	4.07 (n = 46)	3.90 (n = 189)

APPENDIX J: LINKING OF KNOWLEDGE STATEMENTS AND ACTIVITY STATEMENTS

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

Domains and Activity Statements		Knowledge
1. Management of Care		
1	Perform procedures necessary to safely admit, transfer and/or discharge a client	<ul style="list-style-type: none"> Admission process Advanced directives Client assessment Client confidentiality Client education Client privacy Client safety Community resources Continuum of care Discharge planning Facility resources Handoff procedures Infection prevention Interdisciplinary team Medical history Medication reconciliation Referral process Transfer process
2	Provide and receive handoff of care (report) on assigned clients	<ul style="list-style-type: none"> Client acuity Client advocacy Client assessment Client confidentiality Client plan of care Client privacy Delegation Handoff procedures Health information technology Medication reconciliation
3	Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)	<ul style="list-style-type: none"> Chain of command Client acuity Client education Clinical resources Communication methods

Domains and Activity Statements	Knowledge
	<ul style="list-style-type: none"> Conflict resolution Continuity of care Delegation Prioritization of care Record review Scope of practice
4 Advocate for client rights and needs	
	<ul style="list-style-type: none"> Advanced directives Chain of command Client advocacy Client needs Client privacy Client resources Client rights and responsibilities Communication methods Community resources Continuum of care Facility resources Interdisciplinary team Scope of practice
5 Prioritize the delivery of client care based on acuity	
	<ul style="list-style-type: none"> Care goals Client assessment Client resources Delegation Hierarchy of needs Interdisciplinary team Prioritization of care Scope of practice Time management
6 Participate in performance improvement projects and quality improvement processes	
	<ul style="list-style-type: none"> Event reporting Evidence-based practice Infection prevention Policies and procedures Quality improvement Risk assessment/management Scope of practice
7 Identify and collaborate with multidisciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker)	
	<ul style="list-style-type: none"> Chain of command Client advocacy

Domains and Activity Statements	Knowledge
	<ul style="list-style-type: none"> Client resources Collaboration Communication methods Community resources Conflict resolution Facility resources Interdisciplinary team Roles and responsibilities Scope of practice
<p>8 Receive, verify and implement health care provider orders</p>	<ul style="list-style-type: none"> Advanced directives Client advocacy Client assessment Client rights and responsibilities Collaboration Communication methods Contraindications Evidence-based practice Health information technology Medical history Medical terminology Medication reconciliation Medication rights Policies and procedures Provider orders Receiving orders Record review Scope of practice Verifying orders
<p>9 Integrate advance directives into client plan of care</p>	<ul style="list-style-type: none"> Advanced directives Care goals Client advocacy Client assessment Client education Client plan of care Client rights and responsibilities Collaboration Communication methods Conflict resolution Ethics

Domains and Activity Statements	Knowledge
	Family dynamics Policies and procedures Scope of practice
10 Verify the client receives education and consents for care and procedures	
	Barriers to learning Client advocacy Client assessment Client education Client rights and responsibilities Collaboration Communication methods Delegation Informed consent Learning preferences Policies and procedures Scope of practice
11 Provide education to clients and staff about client rights and responsibilities	
	Barriers to learning Client advocacy Client assessment Client education Client rights and responsibilities Client safety Collaboration Communication methods Delegation Learning preferences Policies and procedures Scope of practice
12 Assess the need for referrals and obtain necessary orders	
	Care goals Client advocacy Client assessment Collaboration Communication methods Community resources Continuum of care Facility resources Interdisciplinary team Policies and procedures Receiving orders

Domains and Activity Statements	Knowledge
	Referral process Scope of practice Verifying orders
13 Initiate, evaluate and update client plan of care	
	Care goals Client acuity Client assessment Client plan of care Client rights and responsibilities Collaboration Communication methods Delegation Disease process Interdisciplinary team Medical history Prioritization of care Record review Risk assessment/management
14 Maintain client confidentiality and privacy (e.g., social media, disclosure of information)	
	Client confidentiality Client privacy
15 Recognize limitations of self and others and utilize resources	
	Client resources Collaboration Communication methods Community resources Delegation Facility resources Interdisciplinary team Performance evaluation Policies and procedures Roles and responsibilities Scope of practice Self-limitations Staff education
16 Report client conditions as required by law (e.g., abuse/neglect, communicable diseases)	
	Client advocacy Client assessment Client confidentiality Client privacy Community resources

Domains and Activity Statements	Knowledge
	<ul style="list-style-type: none"> Conflict resolution Delegation Disease process Family dynamics Infection prevention Policies and procedures Psychosocial factors Reporting requirements Risk assessment/management Roles and responsibilities Social determinants
17 Manage conflict among clients and staff	
	<ul style="list-style-type: none"> Chain of command Client advocacy Client confidentiality Client rights and responsibilities Client safety Communication methods Conflict resolution De-escalation techniques Event reporting Family dynamics Policies and procedures Roles and responsibilities Staff advocacy Staff confidentiality Staff rights Staff safety
18 Utilize resources to promote quality client care (e.g., evidence-based research, information technology, policies and procedures)	
	<ul style="list-style-type: none"> Client resources Collaboration Communication methods Community resources Evidence-based practice Facility resources Health equity Health information technology Interdisciplinary team Policies and procedures Quality improvement Referral process

Domains and Activity Statements		Knowledge
		Scope of practice
19	Recognize and report ethical dilemmas	Chain of command Client advocacy Client assessment Collaboration Conflict resolution Ethical dilemmas Event reporting Facility resources Health equity Personal bias Staff advocacy
20	Use approved terminology when documenting care	Approved abbreviations Approved terminology Client safety Policies and procedures
21	Organize workload to manage time effectively	Chain of command Client acuity Client assessment Client safety Collaboration Communication methods Delegation Facility resources Interdisciplinary team Policies and procedures Prioritization of care Scope of practice Self-limitations Time management
22	Practice in a manner consistent with the nurses' code of ethics	Client safety Nursing code of ethics Professional boundaries Scope of practice
23	Provide care within the legal scope of practice	Chain of command Client safety

Domains and Activity Statements		Knowledge
		<ul style="list-style-type: none"> Delegation Policies and procedures Professional boundaries Risk assessment/management Roles and responsibilities Scope of practice
24	Practice and advocate for quality and cost-effective care	<ul style="list-style-type: none"> Chain of command Client advocacy Client assessment Client resources Collaboration Community resources Cost-effective care Discharge planning Evidence-based practice Facility resources Health information technology Infection prevention Interdisciplinary team Policies and procedures Quality improvement Resource management
25	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	<ul style="list-style-type: none"> Client advocacy Client education Collaboration Cultural considerations Health equity Personal bias Professional boundaries Psychosocial factors Roles and responsibilities Self-limitations Social determinants Staff education
2. Safety and Infection Control		
26	Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions)	<ul style="list-style-type: none"> Client assessment Client education

Domains and Activity Statements	Knowledge
	<ul style="list-style-type: none"> Client safety Disease process Event reporting Evidence-based practice Health promotion Infection prevention Policies and procedures PPE Risk assessment/management Roles and responsibilities Staff education Staff safety
27 Protect client from injury	
	<ul style="list-style-type: none"> Client assessment Client education Client identification Client rights and responsibilities Client safety Collaboration De-escalation techniques Delegation Environmental assessment Event reporting Evidence-based practice Policies and procedures PPE Quality improvement Risk assessment/management Roles and responsibilities Safe client handling Scope of practice
28 Verify appropriateness and accuracy of a treatment order	
	<ul style="list-style-type: none"> Chain of command Client advocacy Client assessment Client safety Communication methods Contraindications Disease process Health equity Medical history

Domains and Activity Statements	Knowledge
	Provider orders Receiving orders Referral process Scope of practice Verifying orders
29 Follow procedures for handling biohazardous and hazardous materials	
	Biohazardous materials Client education Client safety Hazardous materials Infection prevention Material safety data sheets Policies and procedures PPE Risk assessment/management Staff education Staff safety Waste management
30 Follow security plan and procedures (e.g., newborn security, violence, controlled access, environmental)	
	Chain of command Client education Client safety Collaboration Communication methods Emergency response Environmental assessment Event reporting Facility resources Policies and procedures Risk assessment/management Roles and responsibilities Security plan Staff education Staff safety
31 Use ergonomic principles when providing care	
	Client assessment Client safety Equipment safety Ergonomic principles Event reporting Facility resources

Domains and Activity Statements	Knowledge
	<ul style="list-style-type: none"> Policies and procedures Risk assessment/management Safe client handling Self-limitations Staff education Staff safety
32 Acknowledge and document practice errors and near misses	
	<ul style="list-style-type: none"> Chain of command Culture of safety Event reporting Facility resources Near misses Practice errors Professional accountability Quality improvement Risk assessment/management Scope of practice Staff education
33 Properly identify client when providing care	
	<ul style="list-style-type: none"> Client education Client identification Client safety Culture of safety Event reporting Policies and procedures Quality improvement Risk assessment/management Staff education
34 Facilitate appropriate and safe use of equipment	
	<ul style="list-style-type: none"> Client assessment Client education Collaboration Communication methods Equipment management Equipment safety Ergonomic principles Facility resources Policies and procedures Risk assessment/management Staff education

Domains and Activity Statements	Knowledge
35 Educate client on safety concerns	<ul style="list-style-type: none"> Barriers to learning Client education Client resources Client safety Collaboration Communication methods Discharge planning Disease process Environmental assessment Interdisciplinary team Policies and procedures Risk assessment/management Roles and responsibilities Social determinants
36 Participate in emergency planning and response	<ul style="list-style-type: none"> Chain of command Community resources Emergency equipment Emergency planning Environmental assessment Facility resources Policies and procedures Prioritization of care Roles and responsibilities Scope of practice Security plan
37 Follow requirements when using restraints	<ul style="list-style-type: none"> Chain of command Client advocacy Client assessment Client education Client resources Client safety Event reporting Facility resources Interdisciplinary team Policies and procedures Quality improvement Restraint types Risk assessment/management

Domains and Activity Statements	Knowledge
	Scope of practice Staff education Staff safety
38 Educate client and staff regarding infection prevention measures	
	Biohazardous materials Client assessment Client education Delegation Disease process Hazardous materials Infection prevention Interdisciplinary team Policies and procedures PPE Quality improvement Staff education Waste management
39 Assess client for allergies and intervene as needed	
	Adverse reactions Airway management Client assessment Client confidentiality Client education Client resources Collaboration Communication methods Contraindications Emergency response Environmental assessment Facility resources Interdisciplinary team Medical history Medication reconciliation Policies and procedures Scope of practice
40 Report, intervene and/or escalate unsafe practice of staff (e.g., substance misuse, improper care, staffing practices)	
	Chain of command Client advocacy Culture of safety De-escalation techniques Event reporting

Domains and Activity Statements	Knowledge
	Evidence-based practice Facility resources Policies and procedures Professional accountability Professional boundaries Regulatory requirements Scope of practice Staff education Substance misuse
41 Assess client care environment	
	Client assessment Client safety Environmental assessment Infection prevention Rights and responsibilities Risk assessment/management Staff safety
42 Promote staff and workplace safety	
	Chain of command Conflict resolution Culture of safety De-escalation techniques Emergency planning Equipment safety Ergonomic principles Event reporting Infection prevention Policies and procedures PPE Professional accountability Risk assessment/management Security plan Staff advocacy Staff education Staff safety
3. Health Promotion and Maintenance	
43 Provide prenatal care and education	
	Barriers to learning Client assessment Client confidentiality Client education

Domains and Activity Statements	Knowledge
	<ul style="list-style-type: none"> Client privacy Client resources Collaboration Communication methods Community resources Cultural considerations Disease process Evidence-based practice Interdisciplinary team Learning preferences Medical history Prenatal care Scope of practice Social determinants Staff education
44 Plan and/or participate in community health education	
	<ul style="list-style-type: none"> Barriers to learning Collaboration Communication methods Community assessment Community health education Community resources Cultural considerations Evidence-based practice Health promotion Interdisciplinary team Scope of practice Social determinants
45 Perform targeted screening assessments (e.g., vision, nutrition, depression)	
	<ul style="list-style-type: none"> Client advocacy Client assessment Client confidentiality Client privacy Collaboration Developmental stages Health promotion Referral process Risk assessment/management Scope of practice Screening assessments Social determinants

Domains and Activity Statements	Knowledge
46 Educate client about prevention and treatment of high-risk health behaviors	<ul style="list-style-type: none"> Barriers to learning Client advocacy Client confidentiality Client education Client privacy Collaboration Communication methods Community resources Developmental stages Disease process Evidence-based practice Health promotion High-risk health behaviors Interdisciplinary team Personal bias Risk assessment/management Social determinants
47 Educate client about preventive care and health maintenance recommendations	<ul style="list-style-type: none"> Client assessment Client education Cultural considerations Developmental stages Evidence-based practice Health maintenance Immunization recommendations Preventive care Social determinants Staff education
48 Provide postpartum care and education	<ul style="list-style-type: none"> Barriers to learning Client assessment Client education Communication methods Community resources Continuum of care Cultural considerations Evidence-based practice Facility resources Family dynamics Interdisciplinary team

Domains and Activity Statements	Knowledge
	Postpartum care Professional accountability Psychosocial assessment Social determinants
49 Perform comprehensive health assessments	
	Assessment tools Care goals Client assessment Client confidentiality Client education Client privacy Determinants of health Developmental stages Evidence-based practice Medical history Prioritization of care Professional accountability Psychosocial assessment Referral process Risk assessment/management Scope of practice
50 Assess client's readiness to learn, learning preferences and barriers to learning	
	Barriers to learning Client assessment Client education Community resources Cultural considerations Determinants of health Evidence-based practice Facility resources Learning preferences Readiness to learn
51 Provide care and education for the newborn, infant and toddler client from birth through 2 years	
	Client assessment Client education Collaboration Community resources Cultural considerations Determinants of health Developmental stages Environmental assessment

Domains and Activity Statements	Knowledge
	Evidence-based practice Facility resources Family dynamics Immunization recommendations Infant safety Interdisciplinary team Mandatory reporting Newborn safety Nutrition Preventive care Risk assessment/management Toddler safety
52 Provide care and education for the preschool, school-age and adolescent client ages 3 through 17 years	
	Adolescent safety Barriers to learning Client assessment Client confidentiality Client education Collaboration Communication methods Community resources Cultural considerations Determinants of health Developmental stages Environmental assessment Evidence-based practice Facility resources Family dynamics Health promotion Immunization recommendations Interdisciplinary team Mandatory reporting Nutrition Palliative care Preschool safety Preventive care Psychosocial health Risk assessment/management School-age safety
53 Provide care and education for the adult client ages 18 through 64 years	
	Adult care

Domains and Activity Statements	Knowledge
	Advanced directives Barriers to learning Client assessment Client confidentiality Client education Client safety Collaboration Communication methods Community resources Cultural considerations Determinants of health Developmental stages Environmental assessment Evidence-based practice Family dynamics Health promotion High-risk behavior assessment Immunization recommendations Interdisciplinary team Life transitions Mandatory reporting Nutrition Palliative care Preventive care Psychosocial health Risk assessment/management
54 Provide care and education for the adult client ages 65 years and over	
	Activities of daily living Adult care Advanced directives Barriers to learning Caregiver education Client assessment Client confidentiality Client education Client safety Collaboration Communication methods Community resources Cultural considerations Determinants of health

Domains and Activity Statements	Knowledge
	Developmental stages End-of-life care Environmental assessment Evidence-based practice Family dynamics Health equity Health promotion High-risk behavior assessment Immunization recommendations Interdisciplinary team Life transitions Mandatory reporting Nutrition Older adult care Palliative care Preventive care Psychosocial health Risk assessment/management
55 Assess client ability to manage care in home environment and plan care accordingly	
	Advanced directives Barriers to learning Care goals Caregiver education Client assessment Client education Client resources Client safety Community resources Cultural considerations Determinants of health Discharge planning Environmental assessment Event reporting Facility resources Family dynamics Interdisciplinary team Psychosocial assessment Referral process Risk assessment/management
56 Assess and educate clients about health risks based on family, population and community	
	Barriers to learning

Domains and Activity Statements	Knowledge
	Client assessment Client education Client safety Community assessment Community resources Cultural considerations Determinants of health Developmental stages Disease process Family dynamics High-risk behavior assessment Interdisciplinary team Medical history Risk assessment/management
57 Provide care and education to an antepartum client or a client in labor	
	Antepartum care Care goals Client acuity Client advocacy Client assessment Client confidentiality Client education Client privacy Client resources Client safety Communication methods Cultural considerations Determinants of health Equipment safety Ethics Facility resources Family dynamics Infection prevention Interdisciplinary team Intrapartum care Mandatory reporting Nutrition Risk assessment/management
58 Provide resources to minimize communication and learning barriers	
	Barriers to learning Client resources

Domains and Activity Statements	Knowledge
	Client rights and responsibilities Communication methods Community resources Cultural considerations Determinants of health Facility resources Interdisciplinary team Learning preferences Referral process Staff education
4. Psychosocial Integrity	
59 Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial)	
	Client assessment Client plan of care Client resources Community assessment Community resources Cultural considerations Determinants of health Facility resources Family dynamics Holistic care Interdisciplinary team Psychosocial assessment
60 Assess client for abuse or neglect and report, intervene and/or escalate	
	Chain of command Client advocacy Client assessment Client confidentiality Client privacy Communication methods Community resources Coping techniques Cultural considerations Determinants of health Developmental stages Event reporting Facility resources Family dynamics Interdisciplinary team Mandatory reporting

Domains and Activity Statements	Knowledge
	Professional accountability Psychosocial assessment Referral process Risk assessment/management Roles and responsibilities Signs of abuse or neglect
61 Assess client for substance misuse and/or toxicities and intervene as appropriate (e.g., dependency, withdrawal)	
	Airway management Care goals Client assessment Client confidentiality Client privacy Client safety Collaboration Communication methods Community resources Crisis intervention De-escalation techniques Determinants of health Ethics Facility resources Health equity Interdisciplinary team Personal bias Policies and procedures Professional accountability Psychosocial assessment Referral process Screening assessments Signs of substance misuse Signs of toxicity Signs of withdrawal Staff safety
62 Provide care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating disorders)	
	Assessment tools Client assessment Client education Client plan of care Client safety Community resources Cultural considerations

Domains and Activity Statements	Knowledge
	<ul style="list-style-type: none"> De-escalation techniques Determinants of health Developmental stages Disease process Emergency response Facility resources Family dynamics Medical history Policies and procedures Psychosocial assessment Psychosocial health Staff safety
63 Promote a therapeutic environment	
	<ul style="list-style-type: none"> Barriers to learning Chain of command Client advocacy Client safety Collaboration Communication methods Conflict resolution Cultural considerations De-escalation techniques Empathetic communication Environmental assessment Facility resources Interdisciplinary team Nonpharmacological interventions Professional boundaries Staff advocacy Therapeutic environment
64 Incorporate client cultural practices and beliefs when planning and providing care	
	<ul style="list-style-type: none"> Client advocacy Client assessment Client dignity Client plan of care Client rights and responsibilities Collaboration Community resources Cultural considerations Facility resources Personal bias

Domains and Activity Statements	Knowledge
	Policies and procedures Professional accountability Professional boundaries
65 Provide end-of-life care and education to clients	Advanced directives Barriers to learning Bereavement Client advocacy Client confidentiality Client dignity Client education Client privacy Client resources Cultural considerations Developmental stages End-of-life care Facility resources Family dynamics Holistic care Hospice care Infection prevention Interdisciplinary team Organ donation Palliative care Psychosocial assessment Regulatory requirements Risk assessment/management Spiritual considerations Stages of grief
66 Assess the potential for violence and use safety precautions	Chain of command Client assessment Client safety Crisis intervention De-escalation techniques Emergency response Environmental assessment Event reporting Facility resources Mandatory reporting Policies and procedures

Domains and Activity Statements	Knowledge
	Restraint types Risk assessment/management Safety precautions Security plan Staff safety
67 Assess client support system to aid in plan of care	
	Care goals Caregiver resources Client assessment Client education Client plan of care Client resources Community resources Cultural considerations Determinants of health Family dynamics Spiritual considerations Therapeutic environment
68 Assess client's ability to cope with life changes and provide support	
	Activities of daily living Barriers to learning Client advocacy Client assessment Client resources Communication methods Community resources Coping techniques Developmental stages Facility resources Family dynamics Interdisciplinary team Life transitions Psychosocial assessment Psychosocial health Referral process Stages of grief Stress management
69 Use therapeutic communication techniques	
	Barriers to learning Communication methods Cultural considerations

Domains and Activity Statements	Knowledge
	Empathetic communication Personal bias Professional boundaries Spiritual considerations Therapeutic communication Therapeutic environment
70 Incorporate behavioral management techniques when caring for a client	
	Barriers to learning Behavioral management techniques Client advocacy Client dignity Client plan of care Client safety Cognitive status De-escalation techniques Developmental stages Disease process Facility resources Family dynamics Personal bias Policies and procedures Professional boundaries Risk assessment/management Staff safety Therapeutic communication
71 Recognize nonverbal cues to physical and/or psychological stressors	
	Client assessment Client resources Client safety Communication methods Community resources Coping techniques De-escalation techniques Determinants of health Empathetic communication Environmental assessment Facility resources Family dynamics Mandatory reporting Nonverbal cues Personal bias

Domains and Activity Statements	Knowledge
	Physical stressors Professional boundaries Psychological stressors Referral process Staff safety Stress management
72 Provide appropriate care for a client experiencing visual, auditory and/or cognitive alterations	
	Assessment tools Barriers to learning Client advocacy Client assessment Client education Client safety Communication methods Community resources Coping techniques De-escalation techniques Disease process Environmental assessment Facility resources Mandatory reporting Medication side effects and interactions Personal bias Professional accountability Psychosocial assessment Referral process Risk assessment/management Therapeutic environment Therapeutic rapport Visual, auditory and cognitive alterations
73 Provide care for a client experiencing grief or loss	
	Advanced directives Assessment tools Bereavement Caregiver support Client confidentiality Client dignity Client privacy Communication methods Community resources Coping techniques

Domains and Activity Statements	Knowledge
	Cultural considerations Developmental stages Empathetic communication Facility resources Family dynamics Interdisciplinary team Personal bias Referral process Spiritual considerations Stages of grief Therapeutic communication
5. Basic Care and Comfort	
74 Assess client performance of activities of daily living and assist when needed	
	Activities of daily living Assessment tools Assistive devices Client assessment Client dignity Client education Client privacy Client safety Community resources Delegation Environmental assessment Equipment safety Facility resources Interdisciplinary team Risk assessment/management Roles and responsibilities Scope of practice
75 Provide client nutrition through tube feedings	
	Aspiration precautions Client assessment Client dignity Client education Client resources Client safety Collaboration Contraindications Cultural considerations Delegation

Domains and Activity Statements	Knowledge
	<ul style="list-style-type: none"> Enteral feeding management Equipment safety Facility resources Fluid and electrolyte imbalance Infection prevention Interdisciplinary team Medication administration Nutrition Policies and procedures Scope of practice Skin integrity
76 Perform postmortem care	
	<ul style="list-style-type: none"> Client advocacy Client confidentiality Client dignity Client privacy Communication methods Cultural considerations Delegation End-of-life care Family dynamics Infection prevention Organ donation Personal bias Policies and procedures Postmortem care Professional accountability Referral process Scope of practice Spiritual considerations Stages of grief
77 Perform irrigations (e.g., of bladder, ear, eye)	
	<ul style="list-style-type: none"> Biohazardous materials Client advocacy Client assessment Client dignity Client education Client privacy Client safety Disease process Hazardous materials

Domains and Activity Statements	Knowledge
	Infection prevention Irrigation equipment Medication reconciliation Policies and procedures PPE Referral process Scope of practice Types of irrigation Waste management
78 Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning)	Activities of daily living Assessment tools Assistive devices Client advocacy Client assessment Client education Client safety Compensatory techniques Coping techniques Environmental assessment Equipment safety Ergonomic principles Interdisciplinary team Physical impairment Referral process Risk assessment/management Sensory impairment Skin integrity
79 Perform skin assessment and implement measures to maintain skin integrity	Activities of daily living Assessment tools Assistive devices Client education Client plan of care Client positioning Client safety Communication methods Delegation Disease process Equipment safety Ergonomic principles

Domains and Activity Statements	Knowledge
	Fluid and electrolyte imbalance Hygiene Infection prevention Nutrition Pressure injury prevention Referral process Risk assessment/management Skin assessment Skin integrity Wound management
80 Assess and manage client with an alteration in bowel and bladder elimination	Activities of daily living Barriers to learning Biohazardous materials Bladder elimination Bowel elimination Client assessment Client dignity Client education Client plan of care Client resources Client safety Community resources Coping techniques Equipment safety Evidence-based practice Facility resources Fluid and electrolyte imbalance Hygiene Indwelling catheter management Infection prevention Nutrition Ostomy management Policies and procedures PPE Psychosocial health Referral process Risk assessment/management Scope of practice Skin integrity Waste management

Domains and Activity Statements	Knowledge
81 Apply, maintain or remove orthopedic devices	Adaptive devices Client assessment Client education Client positioning Client safety Delegation Disease process Environmental assessment Equipment safety Ergonomic principles Nutrition Orthopedic devices Pain management Policies and procedures Pressure injury prevention Risk assessment/management Scope of practice Skin integrity
82 Provide nonpharmacological comfort measures	Care goals Client education Collaboration Communication methods Community resources Cultural considerations Empathetic communication Facility resources Family dynamics Hospice care Interdisciplinary team Nonpharmacological interventions Palliative care Professional boundaries Referral process Scope of practice Spiritual considerations Therapeutic environment
83 Evaluate the client's nutritional status and intervene as needed	Assessment tools Barriers to learning

Domains and Activity Statements	Knowledge
	Care goals Chain of command Client advocacy Client assessment Client education Client plan of care Client safety Collaboration Communication methods Community resources Cultural considerations Determinants of health Developmental stages Disease process Family dynamics Fluid and electrolyte imbalance Health equity Interdisciplinary team Medication reconciliation Nonpharmacological interventions Nutrition Psychosocial assessment Psychosocial health Referral process Risk assessment/management Scope of practice
84 Assess client's sleep/rest pattern and intervene as needed	Airway management Assessment tools Client assessment Client education Community resources Coping techniques Developmental stages Disease process Environmental assessment Equipment safety Facility resources Health promotion Medication reconciliation Nonpharmacological interventions

Domains and Activity Statements	Knowledge
	Policies and procedures Psychosocial assessment Referral process Sleep/rest patterns Stress management Therapeutic environment
85 Evaluate client's intake and output and intervene as needed	
	Biohazardous materials Client assessment Client education Client plan of care Client safety Delegation Disease process Equipment safety Fluid and electrolyte imbalance Infection prevention Intake and output types Intake measurements Isolation precautions Lab results Medication reconciliation Nutrition Output devices management Output measurements Policies and procedures PPE Referral process Risk assessment/management Roles and responsibilities Scope of practice Skin integrity Waste management
86 Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	
	Activities of daily living Assistive devices Circulation promotion Client assessment Client education Client mobility Client plan of care

Domains and Activity Statements	Knowledge
	<ul style="list-style-type: none"> Client positioning Client safety Cultural considerations Delegation Equipment safety Ergonomic principles Interdisciplinary team Pressure injury prevention Range of motion Risk assessment/management Skin integrity Staff safety
87 Assess client for pain and intervene as appropriate	<ul style="list-style-type: none"> Airway management Assessment tools Care goals Chronic vs. acute pain Client assessment Client education Client positioning Coping techniques Cultural considerations Disease process Emergency response Medication reconciliation Nonpharmacological interventions Pain management Personal bias Rights of medication administration Spiritual considerations Stress management Substance misuse Therapeutic environment
88 Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupuncture, supplements)	<ul style="list-style-type: none"> Adverse reactions Client advocacy Client education Client safety Community resources Contraindications Cultural considerations

Domains and Activity Statements	Knowledge
	<ul style="list-style-type: none"> Determinants of health Disease process Facility resources Health equity Holistic care Medication reconciliation Nonpharmacological interventions Nutrition Personal bias Policies and procedures Rights of medication administration Scope of practice Spiritual considerations
89 Maintain client dignity and privacy during care	
	<ul style="list-style-type: none"> Client advocacy Client confidentiality Client dignity Client plan of care Client privacy Client rights and responsibilities Collaboration Communication methods Cultural considerations Environmental assessment Mandatory reporting Spiritual considerations Therapeutic rapport
6. Pharmacological and Parenteral Therapies	
90 Evaluate appropriateness and accuracy of medication order for client	
	<ul style="list-style-type: none"> Adverse reactions Client assessment Client education Client safety Communication methods Community resources Contraindications Controlled substances Delegation Disease process Dosage calculations Event reporting

Domains and Activity Statements	Knowledge
	Facility resources Medication indications Medication reconciliation Medication side effects Near misses Pharmacology Policies and procedures Provider orders Receiving orders Regulatory requirements Rights of medication administration Roles and responsibilities Scope of practice Verifying orders Waste management
91 Prepare and administer medications using rights of medication administration	
	Adverse reactions Approved abbreviations Client education Client safety Contraindications Emergency response Event reporting Health information technology Infection prevention Medical terminology Medication administration routes Medication administration techniques Medication compatibility Medication side effects Near misses Policies and procedures Professional accountability Rights of medication administration Scope of practice Sterile technique
92 Perform calculations needed for medication administration	
	Client safety Dosage calculations Event reporting Facility resources

Domains and Activity Statements	Knowledge
	Health information technology Medical terminology Policies and procedures Professional accountability Rights of medication administration Risk assessment/management Unit conversions
93 Monitor intravenous infusion and maintain site	Adverse reactions Biohazardous materials Client assessment Client safety Complications of IV therapy Contraindications Controlled substances Equipment safety Fluid and electrolyte imbalance Health information technology Infection prevention Infusion types Insertion site assessment and maintenance Policies and procedures PPE Risk assessment/management Scope of practice Skin integrity Types of venous access Waste management
94 Handle and administer controlled substances within regulatory guidelines	Airway management Assessment tools Client assessment Client education Client safety Controlled substances Delegation Developmental stages Emergency response Equipment safety Event reporting Facility resources

Domains and Activity Statements	Knowledge
	Health information technology Infection prevention Medication administration routes Personal bias Policies and procedures Professional accountability Regulatory requirements Risk assessment/management Scope of practice
95 Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	Allergies Assessment tools Client consent Client education Client safety Contraindications Cultural considerations Determinants of health Family dynamics Health information technology Lab results Medical history Medication interactions Medication reconciliation Medication side effects Pharmacology Polypharmacy Referral process Rights of medication administration Vital signs
96 Titrate dosage of medication based on assessment and ordered parameters	Chain of command Client assessment Client safety Disease process Dosage calculations Event reporting Health information technology Lab results Pharmacology Policies and procedures

Domains and Activity Statements	Knowledge
	Provider orders Rights of medication administration Scope of practice Titration parameters Types of venous access Verifying orders Vital signs
97 Administer blood products and evaluate client response	
	Adverse reactions Biohazardous materials Blood compatibility Blood product administration Chain of command Client consent Client education Client identification Client safety Cultural considerations Equipment safety Facility resources Health information technology Infection prevention Lab results Policies and procedures Risk assessment/management Roles and responsibilities Types of venous access Verifying orders Vital signs Waste management
98 Access and/or maintain central venous access devices	
	Client education Disease process Dressing management Equipment safety Health information technology Infection prevention Insertion site assessment and maintenance Policies and procedures Risk assessment/management Scope of practice

Domains and Activity Statements	Knowledge
	Skin integrity Sterile technique Types of venous access
99 Educate client about medications	Adverse reactions Barriers to learning Client education Client resources Communication methods Community resources Contraindications Cultural considerations Determinants of health Discharge planning Disease process Facility resources Family dynamics Medication reconciliation Medication side effects Pharmacology Polypharmacy Rights of medication administration
100 Evaluate client response to medication	Adverse reactions Assessment tools Care goals Chain of command Client assessment Cultural considerations Delegation Event reporting Lab results Medication side effects Personal bias Pharmacology Therapeutic communication Vital signs
101 Administer parenteral nutrition and evaluate client response	Adverse reactions Assessment tools Client assessment

Domains and Activity Statements	Knowledge
	Client response to treatment Contraindications Fluid and electrolyte imbalance Health information technology Infection prevention Insertion site assessment and maintenance Lab results Nutrition Parenteral nutrition Types of venous access
102 Administer medications for pain management	
	Adverse reactions Airway management Assessment tools Care goals Client advocacy Client education Client plan of care Client rights and responsibilities Client safety Contraindications Controlled substances Delegation Emergency response Equipment safety Event reporting Interdisciplinary team Medication administration routes Medication compatibility Near misses Pain assessment Pain management Personal bias Pharmacology Policies and procedures Rights of medication administration Roles and responsibilities Scope of practice Substance misuse Vital signs

Domains and Activity Statements	Knowledge
103 Participate in medication reconciliation process	<ul style="list-style-type: none"> Client advocacy Client education Client safety Collaboration Communication methods Determinants of health Facility resources Health information technology Medication reconciliation Pharmacology Policies and procedures Polypharmacy Rights of medication administration
104 Handle and maintain medication in a safe and controlled environment	<ul style="list-style-type: none"> Biohazardous materials Chain of command Client safety Controlled substances Delegation Environmental assessment Equipment safety Event reporting Health information technology High-risk medications Infection prevention Pharmacology Policies and procedures PPE Professional accountability Regulatory requirements Rights of medication administration Scope of practice Staff safety Waste management
105 Handle and administer high-risk medications safely	<ul style="list-style-type: none"> Adverse reactions Biohazardous materials Chain of command Client assessment Client education

Domains and Activity Statements	Knowledge
	Client safety Contraindications Event reporting Facility resources High-risk medications Infection prevention Lab results Medication compatibility Medication side effects Pharmacology Policies and procedures PPE Rights of medication administration Scope of practice Staff education Staff safety Vital signs Waste management
106 Dispose of medications safely	
	Biohazardous materials Client education Community resources Event reporting Facility resources Hazardous materials Policies and procedures PPE Regulatory requirements Staff education Staff safety Waste management
7. Reduction of Risk Potential	
107 Assess and respond to changes and trends in client vital signs	
	Client assessment Client safety Communication methods Delegation Disease process Emergency response Equipment management

Domains and Activity Statements	Knowledge
	<ul style="list-style-type: none"> Hemodynamics Policies and procedures Provider orders Verifying orders Vital signs
108 Perform focused assessments	
	<ul style="list-style-type: none"> Assessment tools Client assessment Cultural considerations Determinants of health Developmental stages Disease process Focused assessments
109 Recognize trends and changes in client condition and intervene as needed	
	<ul style="list-style-type: none"> Assessment tools Client assessment Client education Diagnostic equipment Disease process Emergency response Fluid and electrolyte imbalance Lab results Policies and procedures Scope of practice Staff education Vital signs
110 Monitor the results of diagnostic testing and intervene as needed	
	<ul style="list-style-type: none"> Chain of command Client acuity Client assessment Client education Diagnostic equipment Diagnostic results Diagnostic testing Disease process Equipment management Facility resources Health information technology Lab results Point-of-care testing Prioritization of care

Domains and Activity Statements	Knowledge
	<ul style="list-style-type: none"> Roles and responsibilities Scope of practice Vital signs
<p>111 Perform testing within scope of practice (e.g., electrocardiogram, point-of-care testing, fetal monitoring)</p>	<ul style="list-style-type: none"> Assessment tools Client assessment Client education Client privacy Client safety Communication methods Delegation Diagnostic equipment Diagnostic testing Equipment management Facility resources Point-of-care testing Policies and procedures Prioritization of care Referral process Roles and responsibilities Scope of practice Staff education
<p>112 Evaluate client responses to procedures and treatments</p>	<ul style="list-style-type: none"> Assessment tools Client advocacy Client assessment Client education Client response to plan of care Client safety Communication methods Disease process Event reporting Focused assessments Infection prevention Lab results Medical procedures and treatments Psychosocial assessment Staff education Therapeutic communication Vital signs

Domains and Activity Statements	Knowledge
113 Provide preoperative and postoperative education	Advanced directives Barriers to learning Chain of command Client assessment Client education Client plan of care Client resources Client safety Communication methods Cultural considerations Discharge planning Facility resources Family dynamics Health promotion Infection prevention Informed consent Medical procedures and treatments Nutrition Pain management Postoperative education Preoperative education Skin integrity Staff education Vital signs Wound management
114 Provide preoperative care	Activities of daily living Advanced directives Airway management Chain of command Client advocacy Client education Client identification Client plan of care Client privacy Client safety Community resources Cultural considerations Diagnostic testing Facility resources

Domains and Activity Statements	Knowledge
	Health information technology Hygiene Infection prevention Informed consent Lab results Medical history Medication reconciliation Pain management PPE Preoperative care Spiritual considerations Staff education Sterile technique Vital signs
115 Manage client during a procedure with moderate sedation	
	Adverse reactions Airway management Assessment tools Biohazardous materials Client assessment Client education Client identification Client positioning Communication methods Contraindications Controlled substances Emergency response Ergonomic principles Event reporting Facility resources Health information technology Hemodynamics Informed consent Medication reconciliation Moderate sedation Pharmacology Policies and procedures PPE Procedural sedation Restraint types Roles and responsibilities

Domains and Activity Statements	Knowledge
	<ul style="list-style-type: none"> Scope of practice Staff education Sterile technique Therapeutic environment Vital signs
116 Obtain blood specimens	
	<ul style="list-style-type: none"> Aseptic technique Biohazardous materials Blood specimens Client education Client identification Delegation Event reporting Facility resources Infection prevention Informed consent Lab results Pharmacology Phlebotomy Policies and procedures PPE Roles and responsibilities Scope of practice Specimen labeling Staff safety Sterile technique Venous access devices Waste management
117 Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	
	<ul style="list-style-type: none"> Assistive devices Client advocacy Client education Client positioning Client safety Cultural considerations Equipment safety Ergonomic principles Event reporting Hemodynamics Infection prevention Informed consent

Domains and Activity Statements	Knowledge
	Medical procedures and treatments PPE Risk assessment/management Scope of practice Staff education Staff safety Sterile technique
118 Educate client about treatments and procedures	Advanced directives Adverse reactions Barriers to learning Chain of command Client advocacy Client education Client plan of care Communication methods Contraindications Cultural considerations Event reporting Informed consent Medical procedures and treatments Psychosocial health Roles and responsibilities
119 Obtain specimens other than blood for diagnostic testing	Aseptic technique Biohazardous materials Client education Client identification Collection devices Delegation Diagnostic testing Disease process Hazardous materials Infection prevention Lab results PPE Roles and responsibilities Scope of practice Specimen collection Specimen labeling Staff education

Domains and Activity Statements	Knowledge
	Sterile technique
120 Insert, maintain or remove a nasal/oral gastrointestinal tube	Airway management Aspiration precautions Biohazardous materials Client assessment Client education Collaboration Communication methods Contraindications Delegation Developmental stages Device securement Diagnostic results Diagnostic testing Emergency response Equipment management Fluid and electrolyte imbalance Health information technology Indications for gastrointestinal tubes Interdisciplinary team Medication administration Nutrition Pain management Pharmacology Policies and procedures Provider orders Restraint types Scope of practice Skin integrity Staff education Tube placement verification Types of nasal/oral gastrointestinal tube Waste management
121 Insert, maintain or remove a urinary catheter	Biohazardous materials Client advocacy Client dignity Client education Client privacy Contraindications

Domains and Activity Statements	Knowledge
	Delegation Hazardous materials Indications for urinary catheters Infection prevention Output management Pain management Policies and procedures PPE Professional accountability Provider orders Sterile technique
122 Insert, maintain or remove a peripheral intravenous line	
	Aseptic technique Client education Contraindications Dressing management Event reporting Facility resources Indications for peripheral intravenous lines Infection prevention Insertion site assessment and maintenance IV insertion IV removal Phlebitis Risk assessment/management Skin integrity Types of venous access Venous access extravasation Venous access infiltration
123 Apply and/or maintain devices used to promote venous return (e.g., antiembolism stockings, sequential compression devices)	
	Assessment tools Client assessment Client education Client safety Community resources Contraindications Devices used to promote venous return Disease process Facility resources Lab results Measurement techniques

Domains and Activity Statements	Knowledge
	Medical history Medication reconciliation Risk assessment/management Skin integrity Staff education Tissue perfusion Venous thromboembolism prophylaxis
124 Manage client following a procedure with moderate sedation	Airway management Assessment tools Client assessment Client education Client safety Controlled substances Delegation Emergency response Equipment management Fluid and electrolyte imbalance Focused assessments Hemodynamics Interdisciplinary team Lab results Medical procedures and treatments Moderate sedation Pharmacology Prioritization of care Scope of practice Staff education Vital signs
125 Maintain percutaneous feeding tube	Barriers to learning Chain of command Client assessment Client education Collaboration Communication methods Delegation Diagnostic testing Equipment management Facility resources Infection prevention

Domains and Activity Statements	Knowledge
	Intake and output management Interdisciplinary team Lab results Medication administration Nutrition Percutaneous feeding devices Policies and procedures Psychosocial health Roles and responsibilities Scope of practice Skin integrity Tube placement verification Wound management
8. Physiological Adaptation	
126 Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	
	Biohazardous materials Chest tube management Client dignity Client education Client privacy Collaboration Communication methods Delegation Drainage devices Dressing management Emergency response Equipment management Event reporting Facility resources Fluid and electrolyte imbalance Health information technology Hemodynamics Infection prevention Interdisciplinary team Negative pressure wound therapy Output measurements Policies and procedures PPE Provider orders Referral process Risk assessment/management

Domains and Activity Statements	Knowledge
	Scope of practice Skin integrity Therapeutic environment Wound management
127 Perform emergency care procedures	
	Advanced directives Airway management Care goals Caregiver support Client confidentiality Client dignity Client education Client privacy Client safety Communication methods Cultural considerations De-escalation techniques Emergency equipment Emergency response Equipment management Facility resources Family dynamics Hemodynamics Informed consent Interdisciplinary team Pharmacology Prioritization of care Provider orders Receiving orders Risk assessment/management Roles and responsibilities Scope of practice Spiritual considerations Staff education Verifying orders
128 Monitor and care for clients on a ventilator	
	Activities of daily living Advanced directives Airway management Aspiration precautions Assessment tools

Domains and Activity Statements	Knowledge
	Caregiver support Client advocacy Client assessment Collaboration Cultural considerations Delegation Devices used to promote venous return Disease process Emergency response Equipment management Health information technology Hemodynamics Hygiene Infection prevention Informed consent Interdisciplinary team Lab results Medical history Nutrition Pain management Pharmacology Pressure injury prevention Professional accountability Range of motion Restraint types Roles and responsibilities Scope of practice Skin integrity Spiritual considerations Suctioning Vital signs
129 Perform wound care and dressing change	Aseptic technique Assessment tools Biohazardous materials Client assessment Client education Community resources Dressing management Equipment management Facility resources

Domains and Activity Statements	Knowledge
	Health information technology Infection prevention Pain management Policies and procedures PPE Pressure injury prevention Referral process Roles and responsibilities Scope of practice Skin integrity Sterile technique Waste management Wound management
130 Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	
	Airway management Client advocacy Client assessment Complications of invasive procedures Contraindications Diagnostic testing Dressing management Hemodynamics Indications for specific invasive procedures Infection prevention Informed consent Lab results Medical procedures and treatments Medication administration Output management Pain management PPE Pressure injury prevention Roles and responsibilities Scope of practice Skin integrity Specimen collection Sterile technique Vital signs
131 Provide ostomy care and education (e.g., tracheal, enteral)	
	Aspiration precautions Assessment tools

Domains and Activity Statements	Knowledge
	Barriers to learning Biohazardous materials Client education Communication methods Community resources Cultural considerations Delegation Disease process Dressing management Emergency response Facility resources Infection prevention Irrigation Nutrition Ostomy care PPE Psychosocial health Roles and responsibilities Scope of practice Skin integrity Suctioning Waste management
132 Provide postoperative care	Airway management Assessment tools Client assessment Client education Client resources Complications of anesthesia Continuum of care Cultural considerations Diagnostic testing Discharge planning Equipment management Facility resources Health information technology Hemodynamics Infection prevention Interdisciplinary team Lab results Medical history

Domains and Activity Statements	Knowledge
	Medication reconciliation Nutrition Pain management Policies and procedures Postoperative care Pressure injury prevention Restraint types Scope of practice Skin integrity Vital signs Wound management
133 Perform and manage care of client receiving peritoneal dialysis	
	Aseptic technique Assessment tools Barriers to learning Catheter care and positioning Client assessment Client dignity Client education Client identification Client privacy Communication methods Community resources Complications of peritoneal dialysis Developmental stages Discharge planning Emergency response Facility resources Fluid and electrolyte imbalance Infection prevention Intake management Lab results Nutrition Output management Peritoneal dialysis Pharmacology PPE Referral process Skin integrity Vital signs

Domains and Activity Statements	Knowledge
134 Perform suctioning	<ul style="list-style-type: none"> Airway management Biohazardous materials Client assessment Client education Contraindications Disease process Equipment management Focused assessments Infection prevention Policies and procedures PPE Scope of practice Skin integrity Specimen collection Sterile technique Suctioning Suctioning devices Vital signs
135 Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	<ul style="list-style-type: none"> Barriers to learning Chest physiotherapy Client education Client positioning Communication methods Early ambulation Equipment management Ergonomic principles Focused assessments Incentive spirometry Interdisciplinary team Pulmonary hygiene Staff education Vital signs
136 Manage the care of a client on telemetry	<ul style="list-style-type: none"> Airway management Alarm fatigue Assessment tools Cardiac arrhythmias Chain of command Client assessment

Domains and Activity Statements	Knowledge
	Client education Delegation Diagnostic testing Electrolyte imbalance Emergency response Equipment management Event reporting Focused assessments Health information technology Hemodynamics Interdisciplinary team Lab results Medical history Pharmacology Policies and procedures Provider orders Risk assessment/management Skin integrity Staff education Telemetry Vital signs
137 Manage the care of a client with impaired ventilation/oxygenation	
	Advanced directives Airway management Care goals Client advocacy Client assessment Client safety Community resources Cultural considerations Determinants of health Developmental stages Diagnostic testing Discharge planning Disease process Emergency response Facility resources Health information technology Hemodynamics Interdisciplinary team Lab results

Domains and Activity Statements	Knowledge
	Medical history Oxygenation Pharmacology Policies and procedures Professional accountability Risk assessment/management Roles and responsibilities Scope of practice Suctioning Tissue perfusion Ventilation Vital signs
138 Maintain optimal temperature of client	
	Assessment tools Client assessment Developmental stages Disease process Environmental assessment Equipment management Methods of heat transfer Nonpharmacological interventions Pharmacology Scope of practice Therapeutic environment Thermoregulation techniques Vital signs
139 Implement and monitor phototherapy	
	Caregiver support Client assessment Client education Client positioning Client safety Disease process Equipment management Health information technology Intake management Lab results Nutrition Output management Phototherapy Skin integrity

Domains and Activity Statements	Knowledge
	Staff education Thermoregulation techniques
140 Manage the care of a client with a pacing device	Cardiac monitoring Client education Client plan of care Client safety Community resources Cultural considerations Diagnostic testing Discharge planning Disease process Emergency response Equipment management Facility resources Hemodynamics Lifestyle changes Pacing devices Pharmacology Referral process Risk assessment/management Roles and responsibilities Scope of practice Skin integrity Telemetry lead management Vital signs
141 Monitor and maintain arterial lines	Arterial lines Client acuity Client education Complications with arterial lines Contraindications Dressing management Emergency response Equipment management Hemodynamics Indications for arterial lines Infection prevention Interdisciplinary team Lab results Policies and procedures

Domains and Activity Statements	Knowledge
	PPE Scope of practice Skin integrity Specimen collection Staff education Sterile technique Tissue perfusion Vital signs
142 Manage the care of a client with a fluid and electrolyte imbalance	
	Assessment tools Cardiac monitoring Client assessment Disease process Fluid and electrolyte imbalance Hemodynamics Intake management Interdisciplinary team Lab results Nutrition Output management Pharmacology Vital signs
143 Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis	
	Assessment tools Cardiac monitoring Client assessment Client education Diagnostic testing Disease process Emergency response Equipment management Hemodynamics Hemostasis Intake management Lab results Output management Pharmacology Policies and procedures Scope of practice Skin integrity Thermoregulation techniques

Domains and Activity Statements	Knowledge
	Tissue perfusion Vital signs
144 Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	Advanced directives Assessment tools Client assessment Client education Client plan of care Client safety Community resources Coping techniques Cultural considerations Determinants of health Developmental stages Diagnostic testing Discharge planning Disease process Facility resources Health information technology Health promotion Hospice care Lab results Medical history Pain management Palliative care Pharmacology Psychosocial health Stages of grief
145 Identify pathophysiology related to an acute or chronic condition	Assessment tools Barriers to learning Client assessment Client education Collaboration Diagnostic testing Disease process Evidence-based practice Hemodynamics Interdisciplinary team Lab results Lifestyle changes

Domains and Activity Statements	Knowledge
	Medical history Pathophysiology Referral process Staff education
146 Manage the care of a client receiving hemodialysis or continuous renal replacement therapy	Access device care Client advocacy Client assessment Client education Community resources Continuous renal replacement therapy Coping techniques Fistula management Fluid and electrolyte imbalance Hemodialysis Hemodynamics Infection prevention Informed consent Intake management Interdisciplinary team Lab results Lifestyle changes Medical history Nutrition Organ transplant Output management Pain management Pharmacology Psychosocial health Referral process Risk assessment/management Types of venous access Vital signs Weight management
147 Recognize signs and symptoms of client complications and intervene	Advanced directives Airway management Assessment tools Chain of command Client assessment Client safety

Domains and Activity Statements	Knowledge
	Collaboration Communication methods Diagnostic testing Disease process Emergency response Facility resources Focused assessments Health information technology Informed consent Interdisciplinary team Lab results Medical history Pharmacology Policies and procedures Staff education Vital signs
148 Educate client regarding an acute or chronic condition	Barriers to learning Client acuity Client advocacy Client assessment Client education Communication methods Community resources Coping techniques Cultural considerations Determinants of health Disease process Facility resources Family dynamics Health information technology Interdisciplinary team Lifestyle changes Medical history Medication management Referral process
149 Monitor and maintain internal monitoring devices (e.g., intracranial pressure monitor, intrauterine pressure catheter)	Airway management Alarm fatigue Client assessment Client education

Domains and Activity Statements	Knowledge
	Contraindications Disease process Dressing management Emergency response Equipment management Facility resources Infection prevention Internal monitoring devices Lab results Medical history Skin integrity Staff education Vital signs



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