



NCSBN

National Council of State Boards of Nursing

NCSBN RESEARCH BRIEF

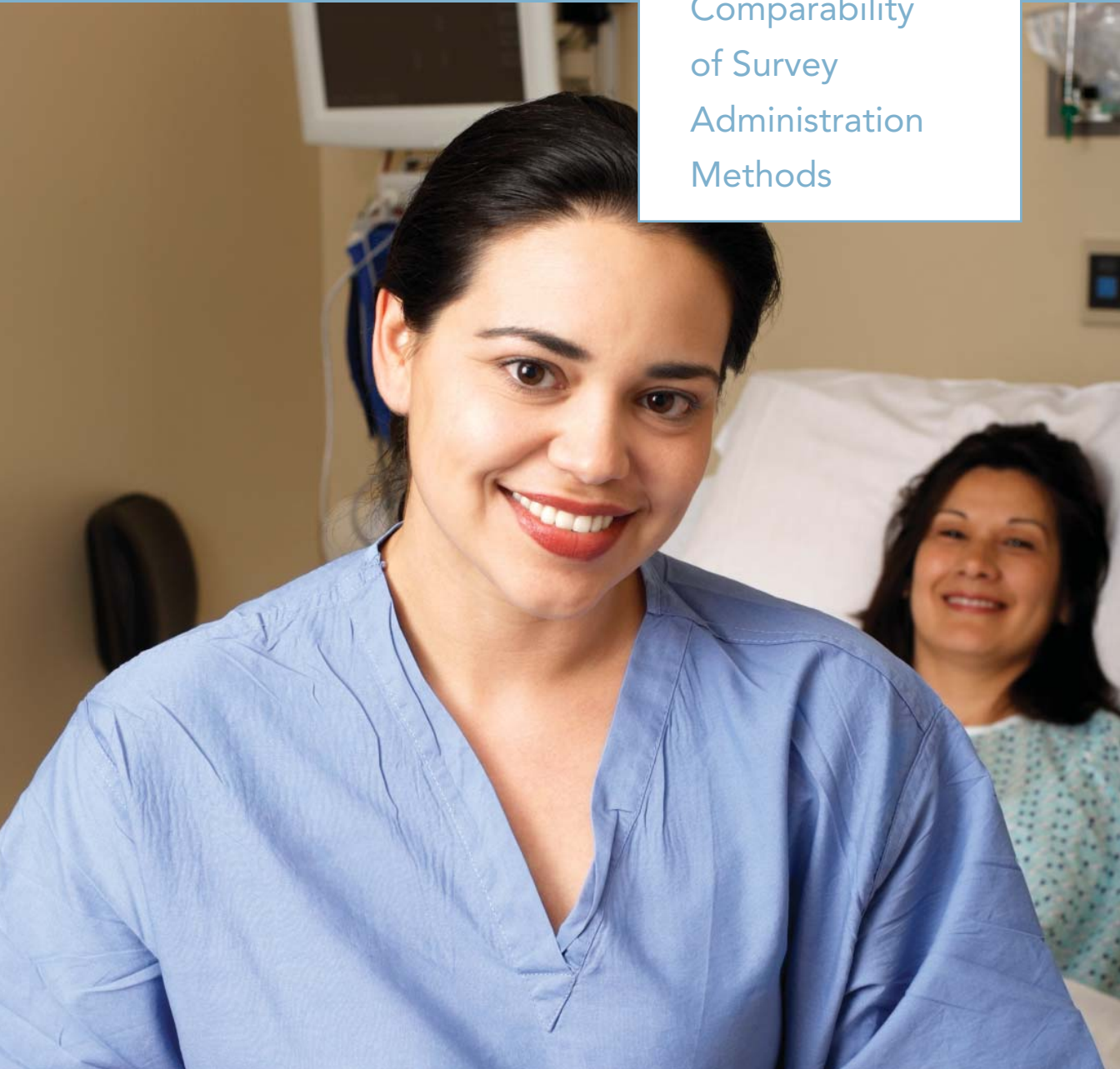
Volume 32 | February 2008

2005 RN

Practice Analysis:

Comparability
of Survey

Administration
Methods



Report of Findings from the

2005 RN Practice Analysis: Comparability of Survey Administration Methods

Anne Wendt, PhD, RN, CAE
Michelle Eich, MS

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

Mission Statement

The National Council of State Boards of Nursing, composed of member boards, provides leadership to advance regulatory excellence for public protection.

Copyright © 2008 National Council of State Boards of Nursing, Inc. (NCSBN®)

All rights reserved. The NCSBN logo, NCLEX®, NCLEX-RN® and NCLEX-PN® are registered trademarks of NCSBN and this document may not be used, reproduced or disseminated to any third party without written permission from NCSBN.

Permission is granted to boards of nursing to use or reproduce all or parts of this document for licensure related purposes only. Nonprofit education programs have permission to use or reproduce all or parts of this document for educational purposes only. Use or reproduction of this document for commercial or for-profit use is strictly prohibited. Any authorized reproduction of this document shall display the notice: "Copyright by the National Council of State Boards of Nursing, Inc. All rights reserved." Or, if a portion of the document is reproduced or incorporated in other materials, such written materials shall include the following credit: "Portions copyrighted by the National Council of State Boards of Nursing, Inc. All rights reserved."

Address inquiries in writing to NCSBN Permissions, 111 E. Wacker Drive, Suite 2900, Chicago, IL 60601-4277.

Suggested Citation: National Council of State Boards of Nursing. (2008). *Report of Findings from the 2005 RN Practice Analysis: Comparability of Survey Administration Methods*. (Research Brief Vol. 32). Chicago: Author.

Printed in the United States of America

ISBN# 0-9796795-0-8

TABLE OF CONTENTS

List of Tables	v
List of Figures	vi
Acknowledgments	vii
Executive Summary	1
I. Background of Study	8
II. Methodology	9
Subject Matter Expert Panel (SME)	9
Questionnaire Development	9
Survey Process	10
Sample Selection	10
Representativeness	10
Mailing Procedure	10
Confidentiality	11
Return Rates	11
Methodology Summary	11
III. Demographics, Experiences and Practice Environments of Participants	12
Age and Gender	12
Racial/Ethnic Background	12
Nursing Education Background	12
Work Experience	13
Orientation	14
Certifications Earned	14
Work Environment	14
Primary Facility	14
Practice Setting	15
Types and Ages of Clients	15
Shifts Worked	16
Time Spent in Different Categories of Nursing Activities	16
Administrative Responsibilities/Primary Administrative Position	19
Demographic Summary	20
IV. Activity Performance Findings	21
Overview of Methods	21
Activity Performance Characteristics	21
Representativeness of Activity Statements	21
Applicability of Activities to Practice Setting	21
Frequency of Activity Performance	21
Priority of Activity Performance	22
Subject Matter Expert (SME) Panel Validation of Survey Findings	40
Summary of Activity Findings	40

V. Comparability of Average Frequency and Priority Ratings Across Methods of Administration . . .	52
Impact on Test Plan Decisions	53
VI. Conclusions	53
VII. References	55
Appendix A: Subject Matter Expert Panel	56
Appendix B: Survey Questionnaire Forms	57
Form 1	57
Form 2	65
Appendix C: Activities Rank Ordered by Paper: Average Setting-Specific Frequency	73
Appendix D: Activities Rank Ordered by Web: Average Setting-Specific Frequency	79
Appendix E: Activities Rank Ordered by Paper: Average Total Group Frequency	85
Appendix F: Activities Rank Ordered by Web: Average Total Group Frequency	91
Appendix G: Activities Ordered by Paper: Average Setting-Specific Priority	97
Appendix H: Activities Rank Ordered by Web: Average Setting-Specific Priority	103
Appendix I: Activities Rank Ordered by Paper: Average Total Group Priority	109
Appendix J: Activities Rank Ordered by Web: Average Total Group Priority	115

LIST OF TABLES

Table 1. Representativeness of the Data with regard to NCSBN Geographic Area	10
Table 2. Type and Length of Orientation	14
Table 3. Additional Coursework/Certifications	14
Table 4. Employment Facilities	14
Table 5. Employment Setting Characteristics.	15
Table 6. Specialty Practice Areas	15
Table 7. Average Time Spent in Different Categories of Nursing Activities	18
Table 8. Percentages of Newly Licensed RNs with Administrative Responsibilities and Positions. . .	20
Table 9a. Activity Applicability to Setting and Average Frequency of Performance and Priority Ratings.	24
Table 9b. Activity Average Total Group and Setting-Specific Priority Ratings	34
Table 10. Average Frequency and Priority Rating Differences	41

LIST OF FIGURES

Figure 1. Gender of Newly Licensed Nurses	12
Figure 2. Race/Ethnicity of Newly Licensed Nurses.	12
Figure 3. Educational Programs of Newly Licensed Nurses	13
Figure 4. Average Months Since Graduation and Months Employed	13
Figure 5a. Percent of Newly Licensed RNs with Previous LPN/VN or Nurse Aide (NA) Experience .	13
Figure 5b. Average Years LPN/VN or Nurse Aide (NA) Experience	13
Figure 6. Health Conditions of Clients for Whom RNs Provided Care	16
Figure 7. Ages of Clients for Whom RNs Provided Care	17
Figure 8. Newly Licensed RN Shifts Worked	17
Figure 9. Frequency: Setting Specific.	52
Figure 10. Priority: Setting Specific	52

ACKNOWLEDGMENTS

This study would not have been possible without support from a large number of newly licensed registered nurses from all parts of the United States and territories. The time and attention they gave to completing the survey is greatly appreciated and the information they provided has increased NCSBN's understanding of the work performed by entry-level registered nurses. Additionally, the authors wish to thank Chelsea Ives for her diligent review of the document.

A.W., M.E.

EXECUTIVE SUMMARY

The National Council of State Boards of Nursing (NCSBN) is responsible to its members, the boards of nursing in the U.S. and its territories, for the preparation of psychometrically sound and legally defensible licensure examinations. The periodic performance of practice analysis (i.e., job analysis) studies assists NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure examination. Because changes can occur in registered nurse (RN) practice over time, practice analysis studies are conducted on a three-year cycle.

In order to improve the process of conducting practice analyses, NCSBN undertook this comparability study to investigate two different survey administration methods: the traditional paper-and-pencil, mail-based survey versus an electronic, Web-based survey. Prior to this study, NCSBN used a paper-and-pencil, mail-based survey for entry-level practice analyses. The purpose of this study was two-fold. First, this study investigated demographic characteristics of participants responding to the traditional paper-based method (paper) and the Web-based method (Web). Second, and perhaps more important, this study investigated whether there was a significant difference in how Web versus paper participants rated the activity statements, because different ratings of activity performance could have a significant impact on a test plan.

A number of steps were necessary for the completion of this comparability study. A panel of subject matter experts was assembled, a list of RN activities was created and incorporated into a questionnaire that was sent to randomly drawn samples of newly licensed nurses (Web and paper), and data were collected and analyzed.

Panel of Subject Matter Experts (SMEs)

A panel of 10 subject matter experts (SMEs) was assembled to assist with the practice analysis. All panel members worked with and/or supervised registered nurses who were within their first six months of practice.

The panel members created a category structure describing the types of activities performed by RNs and identified the RN activities performed within each category of the structure.

Questionnaire Development

A total of 150 activity statements were incorporated into a practice analysis survey. The survey also included questions about the nurses' practice settings, past experiences and demographics. Two forms of the survey were created to decrease the number of activity statements contained on each form. Twenty-three of the activity statements were common to both survey forms. The remaining 127 activity statements were randomly selected for placement on the two survey forms. The resulting surveys contained 87 activity statements on Form 1 and 86 activity statements on Form 2. Except for the 64 activity statements unique to Form 1 and the 63 activity statements unique to Form 2, the two survey questionnaires were identical.

Survey Process

Sample Selection

A stratified random sample of 12,000 RNs was selected from lists of candidates who were successful on the NCLEX-RN® examinations from Jan. 1, 2005, through May 31, 2005. A total of 6,000 practitioners were selected to be in each group (paper and Web). Furthermore, in each group, 3,000 practitioners were selected for each survey form (Form 1 and Form 2).

Representativeness

The sample was stratified by NCSBN geographic areas, with processes implemented to include representative numbers of subjects from each NCSBN jurisdiction. The sample selected for this study was proportionally equivalent to the population from which the sample was drawn.

Mailing Procedure

The survey was administered by a traditional paper-based approach via postal delivery and electronically by means of the internet with e-mail notification. For the paper-based survey, a five-stage mailing process was used to engage the participants in the study. The Web-based participants received notification of the survey by Web via the e-mail address that was provided at the time of registration for the NCLEX examination. The same process that was followed for paper was followed for Web except that all correspondence was sent electronically by e-mail rather than the postal service. All potential participants were promised confidentiality with regard to their participation and their responses. Both paper and Web surveys were conducted from June through July 2005.

Return Rates

Paper

Of the 6,000 survey invitations that were mailed, 53 surveys were returned due to incorrect addresses. There were 253 respondents who did not qualify for the study because they were either: (a) not currently working in the U.S., (b) working less than 20 hours per week as an RN or (c) failed to answer the previous two demographic questions. This exclusion resulted in 1,666 RN respondents for an analyzable response rate of 29.2% for paper.

Web

Of the 6,000 surveys that were e-mailed, 873 were sent to invalid e-mail addresses. There were 322 respondents who did not qualify for inclusion in the study because they were either: (a) not currently working in the U.S., (b) working less than 20 hours per week as an RN or (c) failed to answer the previous two demographic questions. This resulted in 1,114 analyzable responses and an analyzable response rate of 23.2% for Web.

Demographics, Experiences and Practice Environments of Participants

Age and Gender

The majority of RN respondents reported that they were female (91.9% paper, 88.3% Web). The reported ages of respondent RNs averaged 32.3 years ($SD = 9.1$) for paper as compared to 31.4 years ($SD = 8.7$) for Web.

Racial/Ethnic Background

The majority (70.5% paper, 73.0% Web) of RN respondents reported White as their racial/ethnic background. Approximately 10.8% paper and 9.9% Web respondents selected Asian, 8.0% paper and 6.9% Web selected African American and 7.8% paper and 8.0% Web were of Latino or Hispanic descent.

Nursing Education Background

Overall, the highest percentage of RNs indicated associate degree (58.4% paper and 52.5% Web) as their highest level of nursing education. Of the respondents, 30.0% paper and 34.3% Web reported having a baccalaureate degree. Approximately 5.1% paper and 4.6% Web reported education outside the U.S. and 4.1% paper and 5.4% Web were diploma graduates.

Work Experience

On average, paper respondents reported that they were 7.2 months post-graduation and had worked an average of 3.6 months as RNs in the U.S.; while Web respondents reported an average of 7.7 months since graduation and had been working an average of 4.1 months as RNs in the U.S. About 7.3% of paper and 6.6% Web survey respondents reported having worked outside the U.S. as an RN. An average of 19.4% paper respondents reported working an average of 7.0 years as an LPN/VN; while 15.6% of Web respondents reported working an average of 6.2 years as an LPN/VN. An average of 3.4 years of work as a nurse aide was reported by 56.8% of paper respondents and an average of 2.8 years of work as a nurse aide was reported by 56.5% of Web respondents.

Orientation

Most of the respondents to the current study reported receiving some type of orientation. The percentage of paper respondents who reported receiving no formal orientation was 4.7% compared to 2.8% Web, while those who reported having only classroom instruction or skills lab work for their orientation was very similar for both methods of administration (0.4% paper, 0.5% Web). Respondents reported performing supervised work with clients (11.9% paper, 11.3% Web) for an average of 8 weeks paper and 9 weeks Web. The majority of respondents (72.7% paper, 73.4% Web) reported working with an assigned mentor or preceptor for an average of 9 weeks paper and 10 weeks Web. Approximately 8% (8.3% paper, 8.1% Web) of all respondents reported having a formal internship. Those respondents who reported a formal internship program spent an average of 15 weeks paper versus 14 weeks Web in orientation.

Certifications Earned

Overall, fewer paper respondents than Web respondents reported earning an additional certification or completing coursework since graduation. Of the 1,666 paper respondents 25.0% reported that they had not earned an additional certification or completed coursework compared to 18.0% of the 1,114 Web respondents. Basic life support (52.0% paper, 56.8% Web), Intravenous therapy (23.5% paper, 29.9% Web) and Advanced cardiac life support (20.9% paper, 22.6% Web) were the most frequently reported certifications.

Work Environment

Primary Facility

The majority of newly licensed nurses in this study reported working in hospitals (85.6% paper, 90.2% Web). About 5.0% overall reported working in community-based facilities. The percentage of Web respondents who reported working in long-term care facilities (3.7%) was lower than that of paper respondents (7.6%).

The numbers of beds reported by the respondents employed in hospitals or nursing homes were distributed as follows: 100-299 beds (32.4% paper, 29.9%

Web), 300-499 beds (21.4% paper, 20.6% Web) and 500 or more beds (19.4% paper, 24.4% Web), with only 11.0% paper and 10.4% Web reporting work in facilities with less than 100 beds. The overwhelming majority of all respondents reported working in urban or metropolitan areas while approximately 25% work in suburban areas with the remaining respondents working in rural areas.

Practice Setting

About 40.5% of those RNs who responded work in the medical-surgical specialty, and 31.3% paper and 36.7% Web, work in critical care. Nursing homes were reported as the specialty practice setting by 6.2% of paper respondents and 3.5% of Web respondents. Additionally 6.7% of Web respondents and 7.4% of paper respondents indicated working in pediatrics or nursery.

Types and Ages of Clients

The newly licensed nurses reported caring most frequently for acutely ill clients (66.9% paper, 72.3% Web), clients with stable chronic conditions (33.6% paper, 27.2% Web), clients with unstable chronic conditions (28.5% paper, 26.1% Web) and clients at end of life (20.4% paper, 17.3% Web).

The majority of respondents reported caring for adult clients aged 31 to 64 (58.0% paper, 60.5% Web), older adults clients aged 65 to 85 (61.3% paper, 57.1% Web), young adult clients aged 19 to 30 (23.5% paper, 23.1% Web) and older adults clients over the age of 85 (24.8% paper, 20.3% Web).

Shifts Worked

The shifts most commonly worked were days (41.3% paper, 37.4% Web) and nights (34.2% paper, 37.7% Web). About 13% of all respondents reported working rotating shifts.

Time Spent in Different Categories of Nursing Activities

RNs reported spending the greatest amount of time performing activities related to pharmacological and parenteral therapies (16%), basic care and comfort (14%), performing safety and infection control activities (14%), management of care (13%) and physiological adaptation (13%). The respondents

reported spending the least amount of time on psychosocial integrity activities (8%). It is important to note that these proportions are the same regardless of survey administration method.

Administrative Responsibilities/Primary Administrative Position

Of paper respondents, 18.3% reported having administrative responsibilities within their nursing position and of these, 36.6% reported having a primary administrative position. A smaller percentage of Web respondents reported having administrative responsibilities (16.3%) while 23.7% of those reported having a primary administrative position. Those newly licensed RNs working in long-term care facilities (54.0% paper, 70.0% Web) were much more likely to have administrative responsibilities when compared to those working in hospitals (13.1% paper, 11.7% Web). Newly licensed RNs working in long-term care with administrative responsibilities were about three times more likely to report having a primary administrative position (67.2% paper, 51.5% Web) compared to those working in hospitals (21.7% paper, 15.6% Web). Of those newly licensed RNs working in community-based settings, 42.2% paper and 53.1% Web reported having administrative responsibilities; and 50.0% paper and 37.5% Web reported holding a primary administrative position.

Activity Performance Findings

Representativeness of Activity Statements

The participants were asked whether the activities on their questionnaire form represented the activities they actually performed in their positions. A large majority (95.8% paper, 92.1% Web) indicated that the activities were representative of their current practice. This finding shows respondents found the survey to be a sufficient or reasonable representation of their work. The representativeness of activity statements is important for establishing the content validity of the survey. In addition, the respondents were asked to list any activity statements that were “missing.” These comments were reviewed by NCSBN nursing content staff and no additional activities were noted to be “missing.” The written

comments listed activities that were included on the “other” survey form. This representativeness further helps to establish the content validity of the survey.

Applicability of Activities to Practice Setting

Respondents indicated an activity was not applicable to his or her work setting by choosing the “never performed in work setting” response. The activities ranged from 10.85% applicable or was performed within their work settings to 100% (all of the respondents reported the activity was performed within their work setting) for paper. The applicability rating for Web respondents had a similar range of 10.21% to 99.81%.

Frequency of Activity Performance

Respondents were asked to rate the frequency of performance of all activities that were applicable to their work settings. They reported how frequently they performed the activity on the last day they worked on a six point scale: “0 times” to “5 times or more.” Average frequency statistics were calculated in two ways: setting-specific frequency of activity performance and total group frequency. Average setting-specific frequency ratings ranged from 0.31 to 4.77 for paper and from 0.25 to 4.85 for Web. Average total group frequency ratings ranged from 0.03 to 4.84 and varied minimally across the two different administration methods of the survey.

Priority of Activity Performance

The priority of performing each nursing activity was rated by participants with respect to the maintenance of client safety and/or threat of complications or distress using a 1 to 4 scale with “4” reflecting the highest priority. Average priority ratings were calculated in two ways: setting-specific priority of activity performance and total group priority. The average setting-specific priority values for the 150 nursing activities ranged from a low of 2.14 to a high of 3.80 for paper while the range for Web was 2.05 to 3.83. Average total group priority ratings ranged from 1.73 to 3.80 for paper and 1.72 to 3.83 for Web.

Comparability of Average Frequency and Priority Ratings Across Methods of Administration

All ratings obtained from the practice analysis survey were averaged across methods of administration, (paper and Web) and differences between the two were calculated. The differences for all 150 activities across the 3 ratings (Average Frequency Setting-Specific, Average Frequency Total Group and Priority Total Group) were well below one point.

Impact on Test Plan Decisions

There is a strong correlation between average ratings for setting-specific frequency ($r = .988$) across survey modalities and setting-specific priority ($r = .976$). In addition, the correlations between average ratings for the total group (paper versus Web) were $r = .994$ for the frequency scale and $r = .985$ for the priority scale. When the results of the activity statements ratings were rank ordered by Web and paper, they were almost identical. Minor differences in the activity statement ratings would not make a difference at the overall test plan level.

Summary

A non-experimental study investigated survey administration methods (paper versus Web) comparing differences in demographic characteristics of respondents as well as priority and frequency of nursing activities. There was a significantly higher response rate for paper over Web administration method. There were some differences in the demographics of the participants across the two administration methods which were not practically significant. The small differences in activity ratings across the administration methods would not produce a different test plan. Findings revealed a strong correlation between Web and paper activity statement ratings.

Conclusion

1. Using the Web may allow for continuous (ongoing) data collection rather than snapshots of practice every three years.
2. Results may not generalize. Additional studies should be conducted to affirm that findings are consistent across various settings and over time.
3. Due to differences in response rates and the high-stakes nature of the NCLEX examination, it is recommended that Web data collection be conducted for a full practice analysis data collection cycle and the study be repeated to investigate the potential long-term impact of moving to an exclusively Web-based system.

Report of Findings from the

2005 RN Practice Analysis: Comparability of Survey Administration Methods

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

BACKGROUND OF STUDY

The National Council of State Boards of Nursing (NCSBN) is responsible to its members, the boards of nursing in the U.S. and territories, for the preparation of psychometrically sound and legally defensible licensure examinations. The periodic performance of practice analyses (i.e., job analysis) studies assists NCSBN in evaluating the validity of the test plan that guides the content distribution of the licensure examination (AERA, APA, NCME, 1999; Raymond, 2001; CLEAR, 2004). Because changes can occur in registered nurse (RN) practice over time, practice analysis studies are conducted on a three-year cycle.

In order to improve the process of conducting practice analyses, NCSBN undertook this comparability study to investigate two different survey administration methods: the traditional paper-and-pencil, mail-based survey versus an electronic, Web-based survey. Prior to this study, NCSBN used a paper-and-pencil, mail-based survey for entry-level practice analyses. However, the cost difference of paper versus an electronic, Web-based survey can be quite significant. Additionally, Web-based surveys can: reduce the wait time for responses; reduce the time needed for data entry; increase the response rate due to the ease in sending e-mail reminders; and increase flexibility in revising the questionnaire without reprinting the entire survey (Fetterman, 2002). Provided that a unique user identification is assigned and monitored, the concerns of imposter respondents and/or multiple-responses from the same respondent can be overcome. Thus, there can be several advantages to Web-based surveys.

Despite the aforementioned advantages to a Web-based survey and given that a practice analysis is often used to provide validity evidence to support a test plan, the results of the two different administration methods should be compared in terms of impact on a test plan. If the two different methodologies yield similar results and have no effect on a test plan, then either Web or paper can be used.

In summary, the purpose of this study was two-fold. First, this study investigated demographic characteristics of participants responding to the traditional paper-based method (paper) and the Web-based method (Web). Second, and more important, the study investigated whether there was a significant difference in how Web versus paper participants rated the activity statements in order to determine whether or not the results would produce a distinctively different test plan.

METHODOLOGY

A number of steps are necessary to perform an analysis of entry-level registered nurse (RN) practice. This section provides a description of the methodology used to conduct the 2005 paper-based RN practice analysis survey and 2005 Web-based RN practice analysis survey. Descriptions of subject matter expert panel processes, questionnaire development, methods of administration, sample selection and data collection procedures are provided, as well as information about assurance of confidentiality, response rates and the degree to which the Web-based and paper-based survey participants were representative of the population of newly licensed RNs.

Subject Matter Expert Panel (SME)

A panel of ten RNs was assembled to assist with the practice analysis. All panel members worked with and/or supervised the practice of newly licensed RNs within their first six months of practice and represented all geographic areas of the country and all major nursing specialties. *See Appendix A for a listing of panel members.*

The SMEs performed several tasks crucial to the success of the practice analysis study. They asked entry-level nurses with whom they worked to submit a daily log detailing their activities. Additionally, they submitted various documents containing nursing activities for other various practice settings and specialty areas. At the SME meeting, the panelists received a thorough orientation to the practice analysis process. Then, the panel approved a category structure that could be used to outline the types of activities performed by new nurses. The panelists were careful to approve a category structure that was clear, understandable and logical.

Once the category structure was approved, the panel members worked to create a list of nursing activities performed within each category. Then the SMEs met and reviewed summaries from activity logs completed by 31 newly licensed RNs working in various practice settings across the U.S. The group developed the nursing activities using the findings from the activity logs, past practice analysis task statements, job descriptions, job orientation

guidelines and performance evaluation documents, as well as their own intimate knowledge of entry-level nurse practice. Each nursing activity was reviewed for applicability to entry-level practice and for its relationship to the delivery of safe care to the public. Care was taken to create the list of nursing activities at approximately the same level of specificity and to avoid redundancy within and between categories.

Next, panel members provided information necessary for validation of the practice analysis survey. After the activity statements had undergone review and editing by the 2005 NCSBN Examination Committee, each panel member was asked to provide three estimates for each activity. They estimated the percentage of nurses in the country that would perform the activity within their practice settings, the average frequency with which each activity was performed daily (on a six-point scale) and the average priority the activity would have in relation to the provision of safe client care (on a four-point scale).

Questionnaire Development

A number of processes were used to create, evaluate and refine the survey instrument used for the 2005 RN Practice Analysis study. First, the activity statements created by the SMEs were reviewed and edited by the 2005 NCSBN Examination Committee. The resulting 150 activity statements were incorporated into a survey format.

A total of 150 activity statements were incorporated into a practice analysis survey. The survey also included questions about the nurses' practice settings, past experiences and demographics. Two forms of the survey were created (Form 1 and Form 2) to decrease the number of activity statements contained on each and increase the likelihood of respondents completing the survey. Of the activity statements, 23 were included on both survey forms, while the remaining 127 activity statements were randomly selected for placement on the survey forms. The resulting surveys contained 87 activity statements on Form 1 and 86 activity statements on Form 2. Except for the 64 activity statements unique to Form 1 and the 63 activity statements

unique to Form 2, the two survey questionnaires were identical.

The survey contained six sections. In the first section, questions related to the participant's work experience, including months of work as an RN and type and length of work orientation were asked. The second section contained questions about the respondents' work environments including questions about work settings, client characteristics and work schedules. The third section focused on nursing activity performance needed to practice entry-level nursing. The fourth section requested information on the respondents' last day of work including numbers of hours worked, number of clients for whom care was provided and the amount of time spent in various types of nursing activities. The fifth section asked for basic demographic information. The sixth and final section provided space for respondents to write comments or suggestions about the study. Form 1 and Form 2 of the survey questionnaire used in the 2005 RN Practice Analysis can be found in Appendix B.

Survey Process

Sample Selection

A stratified random sample of 12,000 RNs was selected from lists of candidates who were successful on the NCLEX-RN® examinations from Jan. 1, 2005,

through May 31, 2005. The sample was stratified by NCSBN geographic areas, with processes being used to include representative numbers of subjects from each NCSBN jurisdiction. A total of 6,000 practitioners were selected to be in each group (Web and paper). Furthermore, in each group, 3,000 practitioners were selected for each survey form (Form 1 and Form 2).

Representativeness

The sample selected for this study was proportionally equivalent to the population from which the sample was drawn as shown in Table 1.

Mailing Procedure

The survey was administered by traditional paper-based approach via postal delivery and electronically by means of the internet with e-mail notification.

For the paper-based survey, a five-stage mailing process was used to engage the participants in the study by paper. A pre-survey postcard was sent to each person selected for the sample. One week later, the survey was mailed with a cover letter and postage-paid return envelope. The following week, a postcard was sent to all participants reiterating the importance of the study and urging participation. Approximately one week after the first postcard, a second reminder postcard was sent

Table 1. Representativeness of the Data with regard to NCSBN Geographic Area

NCSBN Area	Jurisdictions	Paper Survey Respondents	Web Survey Respondents	Sampling Frame*
I	Alaska, American Samoa, Arizona, California, Colorado, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, N. Mariana Islands, Oregon, Utah, Washington and Wyoming	20.8%	23.2%	24.5%
II	Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, West Virginia and Wisconsin	29.3%	23.6%	22.6%
III	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas and Virginia	35.8%	33.7%	35.4%
IV	Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont and Virgin Islands	14.1%	19.6%	17.5%

* There were 25,310 passing candidates in the sampling frame for this period of time, of which 12,000 were included in the actual sample. Of the 12,000 people surveyed, 1,666 responded via paper and 1,114 via the Web. The percentage of respondents from each geographic area roughly corresponds to the percentage of people in the sampling frame for those geographic areas.

and two weeks later, the third and final reminder postcard was mailed.

For the Web-based method, the participants received notification of the survey by Web via the e-mail address that was provided at the time of registration for the NCLEX examination. A similar process and timeline was followed as stated above with the exception that all correspondence was sent electronically by e-mail rather than the postal service. Both formats of the survey were conducted simultaneously from June through July 2005.

Confidentiality

All potential participants were promised confidentiality with regard to their participation and responses. Pre-assigned code numbers were used to facilitate cost-effective follow-up mailings (postal and electronic) and the files that contained mailing information were kept separate from the data files. The study protocol was reviewed and approved by NCSBN's executive director for compliance with organizational guidelines for research studies involving human subjects.

Return Rates

Paper

Of the 6,000 surveys that were mailed, 53 surveys were returned due to incorrect addresses. There were 253 respondents who did not qualify for the study because they were either: (a) not currently working in the U.S., (b) working less than 20 hours per week as an RN or (c) failed to answer the previous two demographic questions. This exclusion resulted in an analyzable response of 1,666 RNs and a return rate of 29.2% for paper.

Web

Of the 6,000 surveys that were e-mailed, 873 were sent to invalid e-mail addresses. There were 322 respondents who did not qualify for inclusion in the study because they were either: (a) not currently working in the U.S., (b) working less than 20 hours per week as an RN or (c) failed to answer the previous two demographic questions. This resulted in 1,114 analyzable responses and a return rate of 23.2% for Web.

Methodology Summary

A panel of ten RNs with expertise in the practice of newly licensed nurses met and created a list of nurse activities performed by newly licensed RNs. A data collection instrument was sent to 6,000 individuals via paper as well as another 6,000 sent via Web. The subjects were selected at random from among all RNs who passed the NCLEX-RN® examination between Jan. 1, 2005 and May 31, 2005. The sample was proportionately equivalent to the population from which it was drawn. The analyzable response rate for paper was 29.2% and for Web was 23.2%. Although the difference in response rates across paper and Web is not likely due just to chance, the magnitude of the difference is not very large.

DEMOGRAPHICS, EXPERIENCES AND PRACTICE ENVIRONMENTS OF PARTICIPANTS

The following section presents demographic information about the 2,780 RN respondents (1,666, paper, 1,114, Web) including age, gender, racial/ethnic backgrounds, educational preparation and experiences. Following the demographic analysis, descriptions of RN respondents' work environment including primary facility, specialty practice area, shifts worked and client characteristics are presented by type of survey administration method.

Age and Gender

The majority of RN respondents reported that they were female (91.9% paper, 88.3% Web). See Figure 1. The reported ages of respondent RNs averaged 32.3 years ($SD = 9.1$) for paper as compared to 31.4 years ($SD = 8.7$) for Web.

Racial/Ethnic Background

Participants in this study were ethnically and racially diverse, with a majority (70.5% paper, 73.0% Web) of respondents reporting they were White. Other ethnicities were reported as follows: 10.8% paper and 9.9% Web reported being of Asian descent; 8.0% paper and 6.9% Web were African American; and 7.8% paper and 8.0% Web were of Latino or Hispanic descent. See Figure 2 for a complete list of the racial/ethnic backgrounds of survey respondents.

Nursing Education Background

The majority of newly licensed nurses held associate or baccalaureate degrees. Associate degree-level education was reported by 58.4% paper and 52.5% Web respondents. Of the respondents, 30.0% paper

Figure 1. Gender of Newly Licensed Nurses

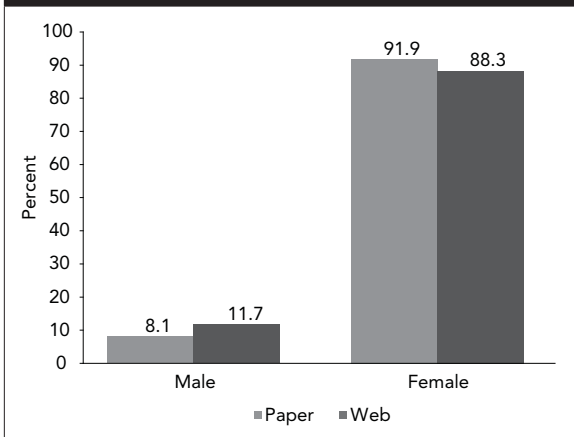


Figure 2. Race/Ethnicity of Newly Licensed Nurses

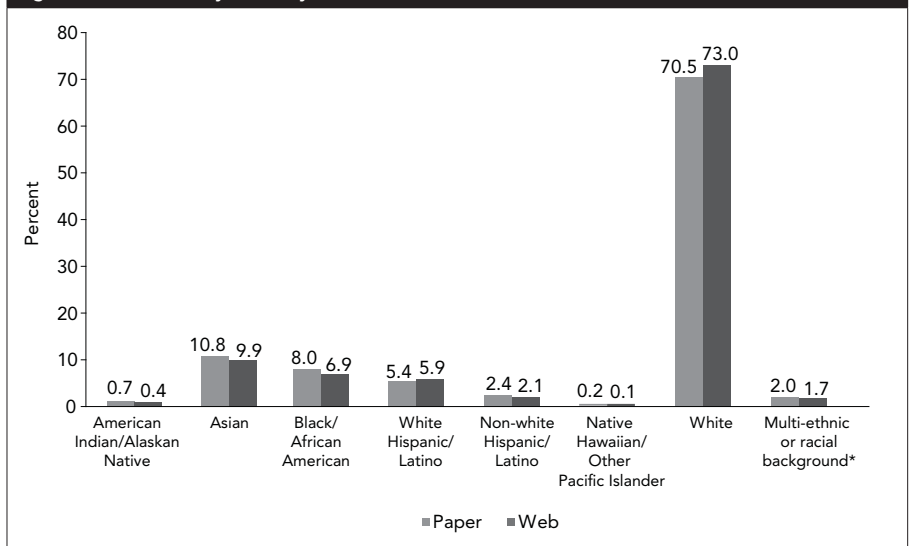
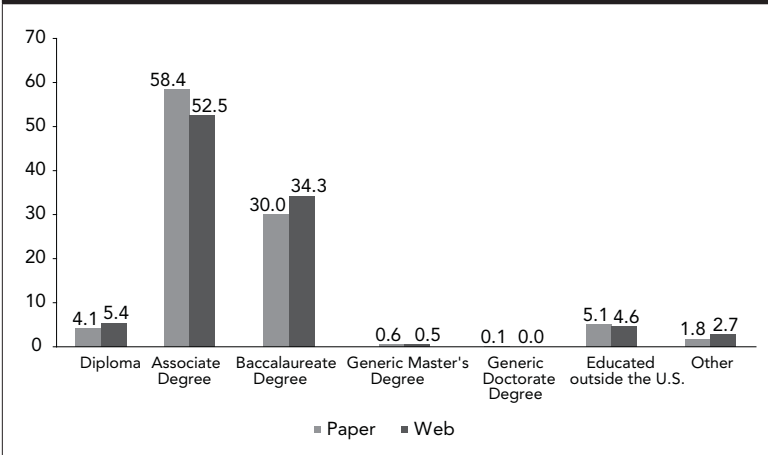


Figure 3. Educational Programs of Newly Licensed Nurses

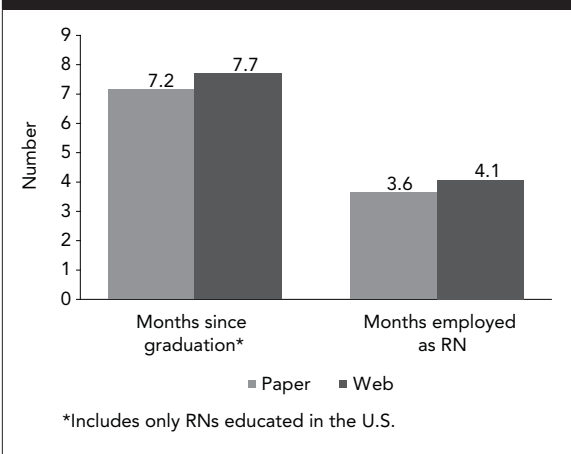


and 34.3% Web reported having baccalaureate degrees. Approximately 5.1% paper and 4.6% Web respondents reported education outside the U.S. and 4.1% paper and 5.4% Web were diploma graduates. See Figure 3.

Work Experience

Paper respondents, on average, reported that they were 7.2 months post-graduation and worked an average of 3.6 months as RNs in the U.S., while Web respondents reported an average of 7.7 months since graduation and had been working an average of 4.1 months as RNs in the U.S.

Figure 4. Average Months Since Graduation and Months Employed



See Figure 4.

A small percentage of the newly licensed RNs had prior experience as LPN/VNs or Nurse Aides. An average of 19.4% paper respondents reported working an average of 7.0 years as an LPN/VN; while 15.6% of Web respondents reported working an average of 6.2 years as an LPN/VN. An average of 3.4 years of work as a nurse aide was reported by 56.8% of paper respondents and an average of 2.8 years of work as a nurse aide was reported by 56.5% of Web respondents. See Figures 5a and 5b.

Figure 5a. Percent of Newly Licensed RNs with Previous LPN/VN or Nurse Aide (NA) Experience

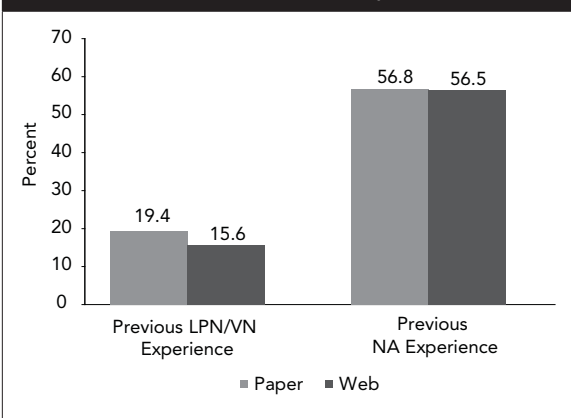
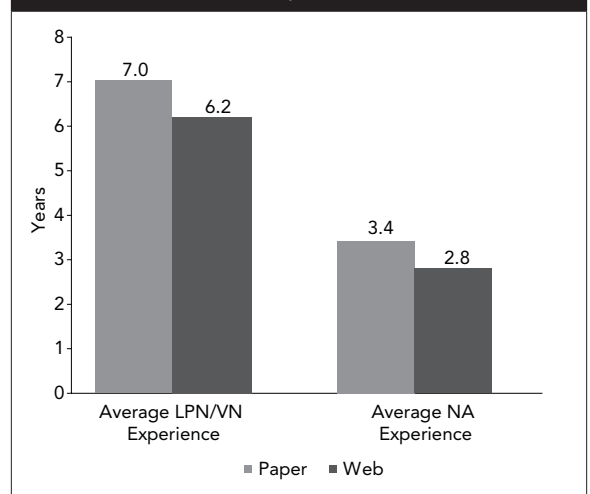


Figure 5b. Average Years LPN/VN or Nurse Aide (NA) Experience



Orientation

Most of the respondents to the current study reported receiving some type of orientation. The percentage of paper respondents who reported receiving no formal orientation was 4.7% compared to 2.8% Web, while those who reported having only classroom instruction or skills lab work for their orientation was very similar for both methods of administration (0.4% paper, 0.5% Web). Respondents reported performing supervised work with clients (11.9% paper, 11.3% Web) for an average of 8 weeks paper and 9 weeks Web. The majority of respondents (72.7% paper, 73.4% Web) reported working with an assigned mentor or preceptor for an average of 9 weeks paper and 10 weeks Web. Approximately 8% (8.3 paper, 8.1 Web) of all respondents reported having a formal internship. Those respondents who reported a formal internship program spent an average of 15 weeks paper versus 14 weeks Web in orientation. See Table 2 for more information on the type and length of respondent orientation, including the average number of weeks respondents spent in each type of orientation.

Certifications Earned

Overall, fewer paper than Web respondents reported earning an additional certification or completing coursework since graduation. Of the 1,666 paper respondents, 25.0% reported that they had not earned an additional certification or completed coursework compared to 18.0% of the 1,114 Web respondents. Basic Life Support (52.0% paper, 56.8% Web), Intravenous Therapy (23.5% paper, 29.9% Web) and Advanced Cardiac Life Support (20.9% paper, 22.6% Web) were the most frequently reported certifications. See Table 3 for a complete listing of additional coursework and/or certifications completed by survey respondents.

Work Environment

Primary Facility

The majority of newly licensed nurses in this study reported working in hospitals (85.6% paper $n = 1,666$, 90.2% Web $n = 1,077$). Of respondents, 5.5% paper and 4.5% Web reported working in

Table 2. Type and Length of Orientation

Type of Orientation	Paper		Web	
	%	Avg Weeks	%	Avg Weeks
No Formal Orientation	4.7	NA	2.8	NA
Classroom Instruction/skills lab only	0.4	5	0.5	3
Classroom and/or skills lab plus supervised work with patients	11.9	8	11.3	9
Work with an assigned preceptor with or without additional classroom or skills lab work	72.7	9	73.4	10
Formal internship with or without additional classroom or skills lab work	8.3	15	8.1	14
Other	1.9	8	4.0	10

Table 3. Additional Coursework/Certifications

Type of Additional Coursework/Certification	Paper %	Web %
Advanced Cardiac Life Support	20.9	22.6
Basic Life Support	52.0	56.8
Chemotherapy	1.6	2.4
Conscious Sedation	10.5	12.2
Coronary Care	5.2	5.4
Critical Care	12.2	15.0
Intravenous Therapy	23.5	29.9
Neonatal Resuscitation Program	9.3	10.5
Pediatric Advanced Life Support	6.5	9.0
Peritoneal Dialysis	3.1	3.1
Rehabilitation	0.7	1.0
None	25.0	18.0
Other	13.0	10.4

Table 4. Employment Facilities

Type of Facility/Organization	Paper %	Web %
Hospital	85.6	90.2
Long-term care	7.6	3.7
Community-based care	5.5	4.5
Other	1.3	1.6

community-based facilities. The percentage of Web respondents who reported working in long-term care facilities (3.7%) was lower than that of paper respondents (7.6%). See Table 4.

The numbers of beds reported by the respondents employed in hospitals or nursing homes were distributed as follows (paper *n* = 1,666, Web *n* = 1,060): 50-99 beds (5.5% paper, 5.0% Web); 100-199 beds (13.9% paper, 11.5% Web); 200-299 beds (18.5% paper, 18.4% Web); 300-499 beds (21.4% paper, 20.6% Web) and 500 or more beds (19.4% paper, 24.4% Web), with only 5.5% paper and 5.4% Web reporting work in facilities with less than 50 beds. The overwhelming majority of all respondents reported working in urban or metropolitan areas while 25.6% paper and 27.5% Web work in suburban areas with the remaining respondents working in rural areas. See Table 5.

Practice Setting

About 40.5% of those RNs who responded (both paper and Web) worked in the medical-surgical

specialty and 31.3% paper and 36.7% Web, worked in critical care. Nursing homes were reported as the specialty practice setting by 6.2% of paper respondents and 3.5% of Web respondents. Additionally, 7.4% of paper respondents indicated working in pediatrics or nursery while 6.7% indicated for Web. See Table 6 for more information on respondent specialty practice settings.

Types and Ages of Clients

The newly licensed nurses reported caring most frequently for acutely ill clients (66.9% paper, 72.3% Web), clients with stable chronic conditions (33.6%, 27.2% Web), clients with unstable chronic conditions

Table 5. Employment Setting Characteristics

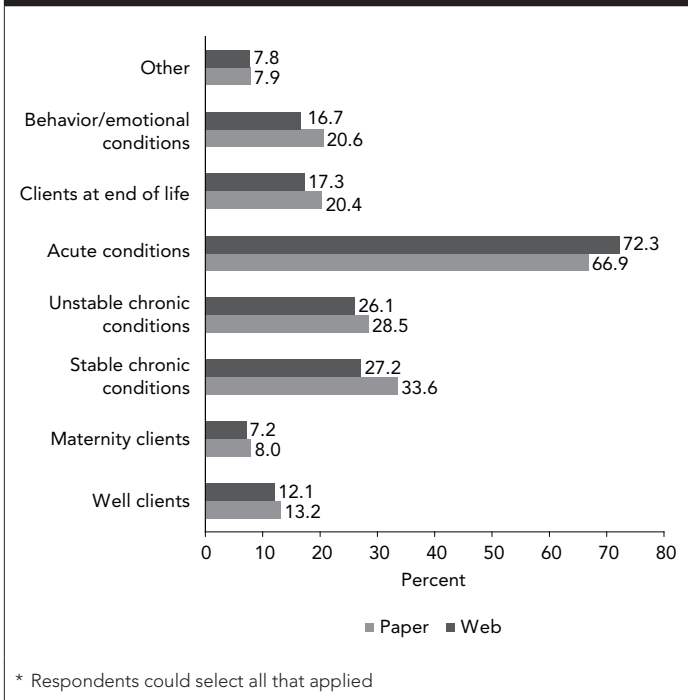
Setting Characteristic	Paper (n=1,666) %	Web (n=1,060) %
Number of Hospital or Nursing Home Beds		
Under 50 Beds	5.5	5.4
50 to 99 Beds	5.5	5.0
100 to 199 Beds	13.9	11.5
200 to 299 Beds	18.5	18.4
300 - 499 beds	21.4	20.6
500 or More Beds	19.4	24.4
Don't Know	11.3	11.3
Other Work Setting	4.6	3.4
Location of Employment Setting		
Urban/Metropolitan area	62.3	63.0
Suburban	25.6	27.5
Rural	12.2	9.4
Population of Employment Setting		
Less than 20,000	7.9	11.8
20,000 to 49,999	9.8	10.7
50,000 to 99,999	13.4	10.9
100,000 to 500,000	20.2	18.8
Greater than 500,000	23.9	19.9
Don't know	24.7	27.9

Table 6. Specialty Practice Areas

Employment Setting*	Paper %	Web %
Critical Care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, post-anesthesia recovery, etc.)	31.3	36.7
Medical-surgical unit or any of its sub-specialties	40.4	40.5
Pediatrics or nursery	7.4	6.7
Labor and delivery	4.0	3.4
Postpartum unit	3.4	2.9
Psychiatry or any of its sub-specialties	2.3	1.6
Operating room, including outpatient surgery and surgicenters	4.4	4.0
Nursing home, skilled or intermediate care	6.2	3.5
Other long term care (e.g., residential care, developmental disability/mental retardation care, etc.)	1.3	0.7
Rehabilitation	3.2	1.6
Subacute unit	2.6	1.0
Transitional care unit^	0.7	0.6
Physician's/dentist's office	0.6	0.6
Occupational health	0.0	0.2
Outpatient clinic	1.4	0.8
Home health, including visiting nurses associations	2.1	1.6
Public health	0.4	0.0
Student/school health	0.2	0.0
Hospice care	1.3	0.8
Prison	0.3	0.6
Other	4.2	3.7

* Survey participants could select no more than two settings to describe their specialty practice area.

Figure 6. Health Conditions of Clients for Whom RNs Provided Care*



(28.5% paper, 26.1% Web) and clients at end of life (20.4% paper, 17.3% Web). See Figure 6.

The majority of respondents reported caring for adult clients aged 31 to 64 (58.0% paper, 60.5% Web), older adult clients aged 65 to 85 (61.3% paper, 57.1% Web), young adult clients aged 19 to 30 (23.5% paper, 23.1% Web) and older adult clients over the age of 85 (24.8% paper, 20.3% Web). See Figure 7.

Shifts Worked

As can be seen in Figure 8, the shifts most commonly worked are days (41.3%, paper, 37.4% Web) and nights (34.2% paper, 37.7% Web). About 13% of all respondents reported working rotating shifts.

Time Spent in Different Categories of Nursing Activities

The respondents were asked to record the number of hours they spent performing activities in specific categories (see Table 7). These intervals were then converted to proportions of time expended by dividing the number of hours worked by the hours

performing each activity. Because nurses often perform more than one type of activity at a time (e.g., teaching while giving medications or providing emotional support while giving routine care), these proportions totaled more than 100%. In order to make the proportions of time spent in activities useful to the task of validating the NCLEX-RN® test plan, the measurements were standardized by dividing the time spent in each category of activity by the sum of hours reportedly spent in all of the activities. These standardized proportions have the advantage of being easier to interpret. (Note: Due to rounding error, the sum of the standardized proportions in Table 7 only approximate 100%.)

RNs reported spending the greatest amount of time performing activities related to pharmacological and parenteral therapies (16%), basic care and comfort (14%), performing safety and infection control activities (14%), management of care (13%) and physiological adaptation (13%). The respondents reported spending the least amount of time on psychosocial integrity activities (8%). It is important to note that these proportions are the same regardless of method of survey administration.

Figure 7. Ages of Clients for Whom RNs Cared*

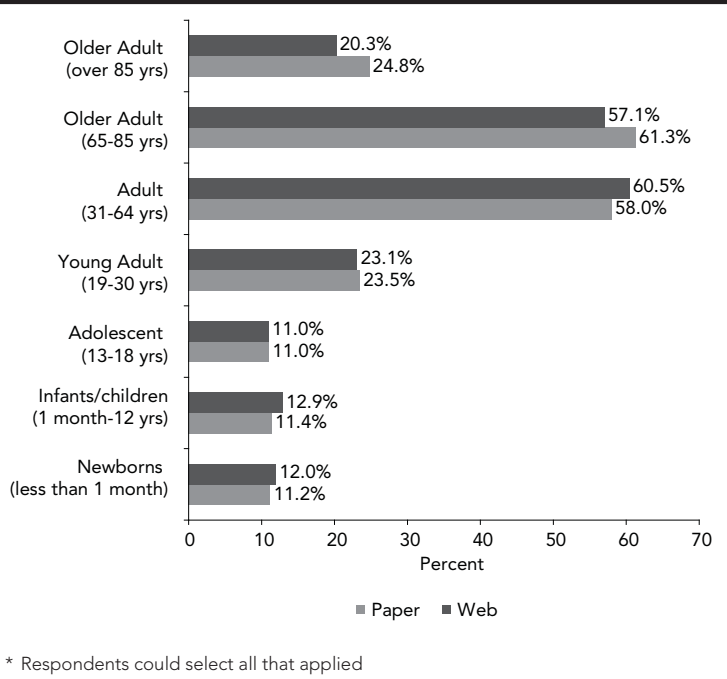


Figure 8. Newly Licensed RN Shifts Worked

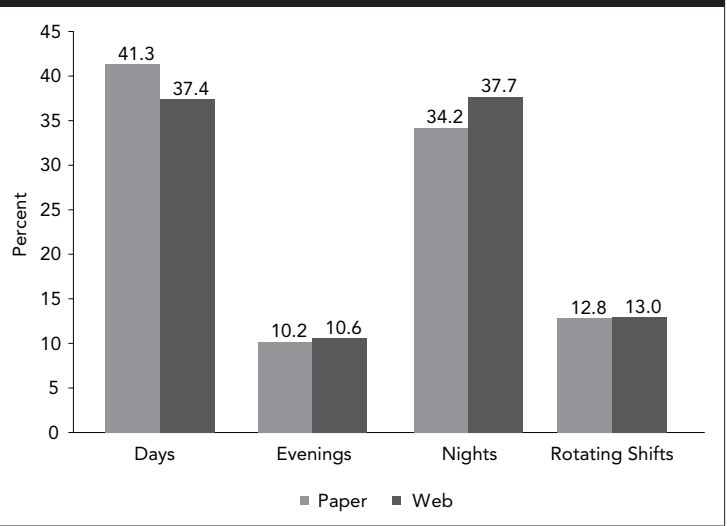


Table 7. Average Time Spent in Different Categories of Nursing Activities

Categories of Activities	Activity	Paper		Web			
		Average Hours	Proportion of Work Hours*	Standardized Proportion**	Average Hours	Proportion of Work Hours*	Standardized Proportion**
Management of Care	Perform and direct activities that manage client care within the healthcare delivery setting (e.g. delegation, supervision, prioritizing care of multiple clients, making referrals, resource management, collaborating with multidisciplinary team, meeting legal and ethical responsibility, performance improvement, staff education, client advocacy).	2.72	0.25	0.13	3.38	0.29	0.13
Safety and Infection Control	Perform and direct activities that protect client/family health care personnel from hazards encountered in the health care setting (e.g., medical/surgical asepsis, incident reporting, disaster/security planning, injury/fall prevention, correct use of equipment, restraints/safety devices/standard/universal precautions, accident prevention).	2.96	0.27	0.14	3.76	0.32	0.14
Health Promotion and Maintenance	Perform and direct activities that promote and maintain the health of client/family (e.g., self-care, physical assessment techniques, health screening/promotion, growth and development across the life span from birth to advanced old age, disease prevention, family planning, lifestyle choices, health and wellness).	2.12	0.19	0.10	2.82	0.24	0.10
Psychosocial Integrity	Perform and direct activities related to caring for client/family with emotional, mental and social problems/issues, including providing behavioral interventions (e.g. therapeutic communication, mental health concepts, acute or chronic mental illness, stress management chemical dependency, crisis intervention, sensory/perceptual alteration, therapeutic environment, unexpected body image change, end-of-life care, religious/spiritual influences on health, family dynamics, support systems, abuse/neglect, grief/loss).	1.72	0.16	0.08	2.18	0.18	0.08
Basic Care and Comfort	Provide and direct basic care and comfort measures including promoting client's ability to perform activities of daily living (e.g. palliative/comfort care, use of assistive devices; nutrition/oral hydration, mobility/immobility, personal hygiene, rest/sleep).	3.04	0.27	0.14	3.89	0.33	0.14
Pharmacological and Parenteral Therapies	Perform and direct activities necessary for safe administration of medications and intravenous therapies (e.g., dosage calculation, expected outcomes/effects, side-effects, contraindications, adverse effects, interactions or medications, start/maintain IVs, blood/blood products, total parenteral nutrition, pharmacological pain management, central venous access devices).	3.25	0.30	0.16	4.17	0.35	0.16
Reduction of Risk Potential	Perform and direct activities to prepare for and care for clients undergoing a treatment/procedure/surgery to reduce the likelihood that client will develop a complication or health problem related to existing condition, (e.g., diagnostic tests, laboratory values, conscious/moderate sedation, vital signs, system specific assessments, reduce potential for complications).	2.3	0.21	0.11	3.10	0.26	0.11

Table 7. Average Time Spent in Different Categories of Nursing Activities

Categories of Activities	Activity	Paper			Web		
		Average Hours	Proportion of Work Hours*	Standardized Proportion**	Average Hours	Proportion of Work Hours*	Standardized Proportion**
Physiological Adaptation	Provide and direct care for client with acute, chronic or life threatening physical health condition (e.g., alteration in body system/abnormal pathophysiology, fluid/electrolyte imbalance, hemodynamics, illness management, infectious disease, medical emergency, radiation therapy, unexpected response to therapy).	2.78	0.25	0.13	3.66	0.31	0.13

* Hours spent in each category divided by the number of hours worked.

** Hours spent in each category divided by sum of hours spent in all categories.

Administrative Responsibilities/ Primary Administrative Position

The newly licensed nurses responding to the practice analysis survey were asked if they had administrative responsibilities within their nursing position (e.g., being a unit manager, a team leader, charge nurse, coordinator, etc). If they reported such responsibilities, they were asked if they had a primary administrative position. Of paper respondents, 18.3% reported having such responsibilities and of these, 36.6% reported having a primary administrative position. A smaller percentage of Web respondents reported having administrative responsibilities (16.3%) while just 23.7% of those reported having a primary administrative position. The percentages of nurses reporting such responsibilities and positions varied by type of employing facility. Newly licensed RNs working in long-term care facilities (54.0% paper, 70.0% Web) were much more likely to have administrative responsibilities than those working in hospitals (13.1% paper, 11.7% Web). Newly licensed RNs working in long-term care with administrative responsibilities were about three times more likely to report having a primary administrative position in long-term care (67.2% paper, 51.5% Web) compared to 21.7% paper and 15.6% Web in hospitals. Of those newly licensed RNs working in community-based settings, 42.2% paper and 53.1% Web reported having administrative responsibilities. Of those respondents, 50.0% paper and 37.5% Web reported holding a primary administrative position. See Table 8.

Table 8. Percentages of Newly Licensed RNs with Administrative Responsibilities and Positions

Type of facilities	Paper		Web	
	% with Administrative Responsibility	% with Primary Administrative Position*	% with Administrative Responsibility	% with Primary Administrative Position*
All Facilities	18.3	36.6	16.3	23.7
Hospital	13.1	21.7	11.7	15.6
Long term care	54.0	67.2	70.0	51.5
Community-based care	42.2	50.0	53.1	37.5
Other	50.0	63.7	41.2	62.5

* Percent of all relevant respondents

Demographic Summary

Overall, the demographic and practice settings of paper and Web respondents were similar. In general, the nurses responding to the 2005 RN Practice Analysis Survey were primarily female, with an average age of approximately 32 years. Most of the respondents worked days or nights in medical-surgical and critical care specialty areas, caring for adult clients with acute and chronic conditions. There were minor differences in demographic characteristics between the Web versus paper respondents. Although there were differences between the two groups that were unlikely to have occurred by chance, the magnitude of those differences was typically small. In terms of amount of time spent in categories of nursing activities, the findings between the Web and paper respondents were alike. For both administration methods, the respondents spent most of their time (16%) performing pharmacological and parenteral therapies. The differences in demographic characteristics did not seem to impact the amount of time spent in performing nursing activities.

ACTIVITY PERFORMANCE FINDINGS

Findings pertaining to the activities performed by newly licensed nurses are presented in this section of the report. The methods used to collect and analyze activity findings, the representativeness of activity statements and applicability to practice settings are discussed. In addition, the frequency of performance and priority of the activities for paper and Web are described. The RN SMEs validated the findings of the participants (NCSBN, 2006).

Overview of Methods

The 2005 RN Practice Analysis Survey (Appendix B) asked respondents to answer two questions about each activity. Question A addressed the frequency of activity performance. The scale of frequency ranged from "Never Performed in Work Setting" to "5 or More Times." Respondents were instructed to mark "Never Performed in Work Setting" and then move to the next activity if an activity did not apply to their work setting. If the activity did apply to their work setting they were asked to mark a six-point scale (0-5), reflecting the frequency with which they had performed the activity on their last day of work. They were then asked to rate the overall priority of the activity considering client safety and/or threat of complications or distress on a four point scale (1-lowest priority, 4-highest priority). The respondent ratings were analyzed in three parts. Applicability to practice setting was assessed by analyzing the number of respondents who did not choose the "Never Performed in Work Setting" response. Frequency of activity performance was analyzed using the six-point scale, on which respondents recorded their last day's frequency of activity performance. Priority was evaluated by analyzing the four-point priority scale.

Activity Performance Characteristics

Representativeness of Activity Statements

The participants were asked whether the activities on their questionnaire form represented the activities they actually performed in their positions. A large majority (95.8% paper, 92.1% Web) indicated that the activities were representative of their current

practice. This finding indicates respondents found the survey to be a sufficient or reasonable representation of their work. This outcome is important for establishing the validity of the survey.

Applicability of Activities to Practice Setting

Respondents indicated if each of the activities was applicable to his or her work setting by choosing the "Never Performed in Work Setting" response. The percentages of newly licensed nurses indicating that the activities were applicable are reported in Table 9a (Activity Applicability to Setting and Average Frequency of Performance and Priority Ratings). The applicability index ranged from 10.85% (10.85% of the respondents reported that the activity was performed within their work settings) to 100% (all of the respondents reported the activity was performed within their work setting) for paper. The applicability rating for Web respondents had a similar range of 10.21% to 99.81%.

Of the 150 activities included in the study, the nursing activities reported to apply to the work settings of the lowest numbers of all participants were those related to performing microdermabrasion, botox and laser treatments; providing intrapartum care (e.g., care provided during labor and birth); providing pre-natal care and leading group therapy sessions. The activities with the highest number of participants reporting performance applied to their work setting were those related to the maintenance of client confidentiality and privacy and the application of principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic and sterile). See *Table 9a*.

Frequency of Activity Performance

Respondents were asked to rate the frequency of performance of all activities that were applicable to their work settings. They reported how frequently they performed the activity on the last day they worked on a six point scale: "0 Times" to "5 Times or More." Average frequency statistics were calculated in two ways. The setting-specific frequency was calculated by averaging the frequency ratings of those respondents providing ratings (e.g., respondents

indicating that the activity applied to their work setting). The total group frequency was calculated by including the missing frequency ratings (e.g., respondents indicating that the activity did not apply to their work setting) before averaging the rating. To do this, the missing frequency ratings were converted to zero ("0 Times" on the rating scale) for inclusion in the total group frequency calculation. See Table 9a for setting-specific and total group frequency statistics.

Setting Specific

Average setting-specific frequencies (Appendix C and Appendix D) ranged from 0.31 to 4.77 for paper and from 0.25 to 4.85 for Web. The four activities performed with the lowest frequencies were the same across both survey administrations; "Perform micro-dermabrasion, botox and laser treatments" (0.31 paper, 0.25 Web), "Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)" (0.47 paper, 0.50 Web) and "Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)" (0.48 paper, 0.50 Web). The activities with the highest setting-specific average frequencies of performance were the same across both survey administrations; "Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)" (4.77 paper, 4.85 Web), "Ensure proper identification of client when providing care" (4.69 paper, 4.69 Web) and "Assess client's vital signs" (4.64 paper, 4.62 Web).

Total Group

Average total group frequencies (Appendix E and Appendix F) ranged from 0.03 to 4.76. Similar to the setting-specific frequencies, the total group frequencies, both those performed frequently and those rarely completed, varied minimally across the two different administration methods of the survey. The three activities performed with the lowest total group frequency were the same for both paper and Web. "Perform micro-dermabrasion, botox and laser treatments" was ranked the lowest for both methods (0.03 paper, 0.03 Web), followed by "Implement and monitor phototherapy" (0.16 paper, 0.21 Web) and "Perform peritoneal dialysis" (0.17 paper,

0.10 Web). The three activities performed with the overall highest frequencies were "Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)" (4.76 paper, 4.84 Web), "Ensure proper identification of client when providing care" (4.64 paper, 4.67 Web) and "Assess client's vital signs" (4.61 paper, 4.59 Web).

Priority of Activity Performance

The priority of performing each nursing activity in regard to the maintenance of client safety and/or threat of complications or distress was determined by participants' responses to the following question: "What is the priority of performing this nursing activity compared to the performance of other nursing activities?" Participants were asked to consider the priority of activity performance in terms of client safety, such as, the risk of unnecessary complications, impairment of function, or serious distress to clients. Priority ratings were recorded using a four-point scale: "1" (lowest priority) to "4" (highest priority). Average priority ratings were calculated in two ways. The setting-specific priority of activity performance was calculated by averaging the frequency ratings of only those respondents providing frequency ratings for a practice activity (those indicating that the activity applied to their work setting). The total group priority was calculated by including all priority ratings regardless of applicability to work setting. The average priority rating for each of the 150 activities is reported in Table 9b.

Setting Specific

Average setting-specific priority ratings (Appendix G and Appendix H) ranged from 2.14 to 3.80 on the four-point scale for paper respondents while the range for Web was 2.05 to 3.83. The activities with the lowest priority ratings for both methods of survey administration were "Perform micro-dermabrasion, botox and laser treatments" (2.14 paper, 1.72 Web) and "Participate in group sessions" (2.21 paper, 1.72 Web). The activities with the highest priority ratings across both paper and Web were "Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)" (3.80 paper, 3.83 Web), and

“Ensure proper identification of client when providing care” (3.79 paper, 3.81 Web).

Total Group

Average total group priority ratings (Appendix I and Appendix J) ranged from 1.73 to 3.80 for paper and 1.72 to 3.83 for Web. The activities with the lowest priority ratings for both methods of survey administration were “Perform micro-dermabrasion, botox and laser treatments” (1.73 paper, 1.72 Web) and “Participate in group sessions (e.g. support groups)” (1.81 paper, 1.72 Web). The activities with the highest priority ratings were the same for both paper and Web respondents. The activities were “Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, and universal/standard precautions)” (3.80 paper, 3.83 Web) and “Ensure proper identification of client when providing care” (3.79 paper, 3.80 Web).

Table 9a. Activity Applicability to Setting and Average Frequency of Performance and Priority Ratings

Activity #	Practice Analysis Survey Form	Activity	Paper				Web			
			Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4	Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4
1	Both	Perform procedures necessary for admitting, transferring or discharging a client	97.08	2.46	2.38	2.84	95.66	2.52	2.41	2.86
2	Both	Provide and receive report on assigned clients	98.83	3.33	3.29	3.15	98.52	3.40	3.35	3.17
3	Both	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	88.51	2.88	2.55	2.75	88.59	2.90	2.57	2.69
4	Both	Act as a client advocate	98.74	3.35	3.30	3.39	98.51	3.28	3.23	3.42
5	Both	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	99.88	4.77	4.76	3.80	99.72	4.85	4.84	3.83
6	Both	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	96.81	3.73	3.61	3.64	98.05	3.63	3.56	3.61
7	Both	Provide pre-natal care	17.68	1.32	0.23	2.10	16.90	1.34	0.23	1.93
8	Both	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education, drug education, sexually transmitted diseases)	29.16	1.26	0.37	2.07	35.06	1.51	0.53	2.16
9	Both	Provide intrapartum care (e.g., care provided during labor and birth)	13.64	1.54	0.21	2.15	11.84	1.52	0.18	1.98
10	Both	Provide care that meets the special needs of the school age client ages 5 to 12 years	23.26	1.84	0.43	2.20	23.28	2.24	0.52	2.20
11	Both	Participate in group sessions (e.g., support groups)	19.56	1.00	0.20	1.81	22.81	0.92	0.21	1.72
12	Both	Assess psychosocial, spiritual, cultural and occupational factors affecting care	94.46	2.97	2.81	2.76	92.77	2.84	2.64	2.74
13	Both	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	99.21	4.31	4.28	3.34	98.51	4.43	4.36	3.47
14	Both	Assist client in the performance of activities of daily living	92.12	3.28	3.02	2.65	91.05	3.32	3.02	2.78
15	Both	Evaluate and document client's response to medication	98.34	4.28	4.21	3.47	98.42	4.35	4.28	3.57

Table 9a. Activity Applicability to Setting and Average Frequency of Performance and Priority Ratings

Activity #	Practice Analysis Survey Form	Activity	Paper				Web			
			Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4	Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4
16	Both	Evaluate appropriateness/accuracy of medication order for client	99.07	4.31	4.27	3.64	98.05	4.36	4.27	3.68
17	Both	Administer and document medications given by common routes (e.g., oral, topical)	97.71	4.47	4.37	3.52	97.96	4.55	4.46	3.61
18	Both	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	97.56	4.14	4.04	3.55	97.49	4.38	4.27	3.62
19	Both	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	85.09	1.83	1.56	3.09	84.87	2.47	2.10	3.19
20	Both	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated external defibrillator)	77.08	0.82	0.63	3.64	74.05	0.94	0.70	3.60
21	Both	Assess client's vital signs	99.51	4.64	4.61	3.53	99.30	4.62	4.59	3.49
22	Both	Perform focused assessment or re-assessment (e.g., gastrointestinal, respiratory, cardiac)	96.39	4.22	4.07	3.52	98.09	4.39	4.31	3.56
23	Both	Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	53.68	1.95	1.05	3.04	53.47	2.01	1.07	2.91
24	1	Assess/triage client(s) to prioritize the order of care delivery	67.06	2.96	1.99	3.10	72.71	3.23	2.35	3.19
25	1	Participate in performance improvement/quality assurance process (formally collect data or participate on a team)	67.25	1.76	1.19	2.45	66.52	1.99	1.33	2.49
26	1	Collaborate with healthcare members in other disciplines when providing client care	96.17	3.58	3.44	3.09	97.46	3.67	3.58	3.16
27	1	Receive and/or transcribe primary healthcare provider orders	96.50	3.64	3.51	3.34	95.12	3.58	3.41	3.39
28	1	Provide client or family with information about advance directives	82.40	1.53	1.26	2.62	83.09	1.58	1.31	2.69
29	1	Report unsafe practice of healthcare personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	70.67	0.70	0.50	3.08	67.59	0.80	0.54	3.05

Table 9a. Activity Applicability to Setting and Average Frequency of Performance and Priority Ratings

Activity #	Practice Analysis Survey Form	Activity	Paper				Web			
			Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4	Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4
30	1	Ensure that client has given informed consent for treatment	92.84	2.21	2.05	3.40	93.58	2.39	2.24	3.47
31	1	Serve as a resource person to other staff	89.49	2.26	2.02	2.61	90.66	2.44	2.21	2.74
32	1	Integrate advance directives into client's plan of care	80.16	1.42	1.14	2.86	80.21	1.46	1.17	2.89
33	1	Plan safe, cost-effective care for the client	91.30	3.21	2.93	3.04	91.90	3.22	2.96	3.04
34	1	Verify appropriateness and/or accuracy of a treatment order	97.92	3.57	3.49	3.50	97.22	3.76	3.65	3.57
35	1	Teach clients and families about the safe use of equipment needed for healthcare	91.78	2.19	2.01	2.98	89.53	2.39	2.14	3.11
36	1	Follow procedures for handling biohazardous materials	93.95	2.98	2.80	3.33	93.63	3.19	2.99	3.38
37	1	Participate in maintaining institution's security plan (e.g., newborn nursery security, bomb threats)	75.12	1.42	1.06	3.07	74.58	1.41	1.05	3.06
38	1	Report error/event/occurrence per protocol (e.g., medication error, client fall)	87.59	0.86	0.75	3.19	84.65	0.82	0.70	3.21
39	1	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	96.40	3.42	3.30	3.17	94.88	3.46	3.28	3.20
40	1	Ensure proper identification of client when providing care	99.07	4.69	4.64	3.79	99.57	4.69	4.67	3.80
41	1	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	47.78	1.22	0.58	2.29	40.00	1.02	0.41	2.26
42	1	Provide newborn care	28.22	2.29	0.65	2.54	25.52	1.76	0.45	2.43
43	1	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice)	76.74	1.71	1.32	2.64	76.38	1.65	1.26	2.70
44	1	Provide information about health maintenance recommendations (e.g., physician visits, immunizations, screening exams)	79.46	1.95	1.55	2.62	78.62	1.98	1.56	2.79
45	1	Provide post-partum care	20.73	1.77	0.37	2.28	21.25	1.55	0.33	2.22

Table 9a. Activity Applicability to Setting and Average Frequency of Performance and Priority Ratings

Activity #	Practice Analysis Survey Form	Activity	Paper				Web			
			Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4	Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4
46	1	Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavior/physical development	73.72	1.98	1.46	2.46	76.43	2.01	1.54	2.69
47	1	Provide care that meets the special needs of the preschool client ages 1 month to 4 years	29.50	2.06	0.61	2.46	29.20	1.99	0.58	2.47
48	1	Provide care that meets the special needs of the adult client ages 19 to 64 years	85.48	3.54	3.03	3.01	84.47	3.49	2.95	3.03
49	1	Assess client's risk for abuse/neglect	89.83	2.11	1.89	3.09	88.74	2.09	1.86	3.20
50	1	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	84.34	1.65	1.39	2.92	84.56	1.80	1.53	3.05
51	1	Provide client and family with information about acute and chronic mental illness	65.39	1.22	0.80	2.53	65.98	1.35	0.89	2.61
52	1	Provide a therapeutic environment for clients with emotional/behavioral issues	76.42	1.77	1.35	2.81	75.68	1.85	1.40	2.89
53	1	Incorporate client's cultural practice and beliefs when planning and providing care	93.73	2.14	2.00	2.89	92.20	2.14	1.98	2.93
54	1	Provide end of life care to clients and families	73.81	1.25	0.92	3.03	69.86	1.11	0.77	3.07
55	1	Lead group therapy sessions	15.77	1.16	0.18	1.81	17.59	0.92	0.16	1.93
56	1	Evaluate and monitor client's height and weight	88.94	2.69	2.39	2.73	93.36	2.75	2.57	2.75
57	1	Provide client nutrition through continuous or intermittent tube feedings	81.23	1.94	1.58	3.07	79.50	1.63	1.30	2.95
58	1	Perform post-mortem care	65.06	0.69	0.45	2.37	64.22	0.63	0.41	2.33
59	1	Perform irrigations (e.g., of bladder, ear, eye)	75.88	1.03	0.78	2.56	76.15	1.05	0.80	2.63
60	1	Incorporate alternative/complementary therapies into client's plan of care (e.g., music therapy, relaxation therapy)	68.24	1.45	0.99	2.30	72.06	1.24	0.89	2.29
61	1	Assist client to compensate for a sensory impairment (e.g., assistive devices, compensatory techniques)	77.48	1.62	1.26	2.70	77.56	1.69	1.31	2.77

Table 9a. Activity Applicability to Setting and Average Frequency of Performance and Priority Ratings										
Activity #	Practice Analysis Survey Form	Activity	Paper				Web			
			Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4	Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4
62	1	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	93.78	3.84	3.60	3.45	93.19	3.73	3.47	3.47
63	1	Prepare medication for administration	99.31	4.55	4.52	3.65	97.82	4.56	4.46	3.69
64	1	Perform calculations needed for medication administration	96.54	3.00	2.89	3.60	94.87	3.30	3.13	3.70
65	1	Monitor and maintain infusion site(s) and rate(s)	94.08	4.08	3.83	3.57	92.44	4.30	3.97	3.63
66	1	Insert/remove a peripheral intravenous line	90.39	2.49	2.25	3.12	90.27	2.43	2.20	3.15
67	1	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	95.01	3.41	3.24	3.40	95.15	3.54	3.37	3.49
68	1	Maintain epidural infusion	49.07	0.97	0.48	2.83	53.77	0.73	0.39	2.76
69	1	Monitor and maintain clients on a ventilator	45.96	1.90	0.87	3.23	46.60	1.64	0.76	3.20
70	1	Perform or assist with dressing change (e.g., central line dressing)	85.45	1.94	1.66	3.01	89.90	1.79	1.61	3.11
71	1	Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	66.01	1.09	0.72	2.90	67.96	1.13	0.76	2.90
72	1	Perform oral or nasopharyngeal suctioning	84.28	1.93	1.62	3.19	81.31	1.69	1.38	3.17
73	1	Provide ostomy care	75.12	1.08	0.81	2.64	74.51	0.97	0.72	2.64
74	1	Perform gastric lavage	56.08	0.74	0.41	2.64	59.46	0.65	0.39	2.60
75	1	Provide postoperative care	73.40	1.96	1.44	3.20	75.67	2.04	1.54	3.24
76	1	Perform peritoneal dialysis	33.84	0.51	0.17	2.51	30.86	0.31	0.10	2.40
77	1	Perform suctioning via endotracheal or tracheostomy tube	71.21	1.69	1.21	3.22	66.26	1.53	1.01	3.19
78	1	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	71.35	1.93	1.37	2.96	68.15	2.01	1.37	2.94
79	1	Provide wound care	92.45	2.33	2.16	3.12	88.75	2.27	2.01	3.09
80	1	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	94.61	3.35	3.17	3.38	96.09	3.27	3.14	3.41

Table 9a. Activity Applicability to Setting and Average Frequency of Performance and Priority Ratings

Activity #	Practice Analysis Survey Form	Activity	Paper				Web			
			Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4	Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4
81	1	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	95.42	3.84	3.67	3.31	94.13	3.88	3.66	3.37
82	1	Perform an electrocardiogram test	55.36	1.38	0.76	2.88	54.99	1.48	0.81	2.89
83	1	Evaluate and document responses to procedures and treatments	95.48	3.72	3.56	3.31	95.10	3.84	3.65	3.40
84	1	Provide preoperative care	75.41	1.49	1.12	2.98	76.16	1.36	1.03	2.90
85	1	Provide pre and/or postoperative education	81.04	1.95	1.58	3.03	81.75	1.85	1.51	3.00
86	1	Perform fetal heart monitoring	20.35	1.77	0.36	2.59	22.20	1.08	0.24	2.48
87	1	Educate client and family about home management of care (e.g., tracheostomy and ostomy)	70.13	1.29	0.91	2.89	69.40	1.14	0.79	2.86
88	2	Educate client and family about client's rights and responsibilities	94.79	2.05	1.94	2.74	95.97	2.21	2.12	2.90
89	2	Make appropriate referrals to community resources	79.82	1.02	0.82	2.37	81.23	1.22	0.99	2.51
90	2	Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	93.65	3.09	2.90	2.74	93.56	3.11	2.91	2.81
91	2	Maintain continuity of care between/among healthcare agencies	83.97	1.87	1.57	2.61	83.72	2.01	1.69	2.73
92	2	Maintain client confidentiality/privacy	100.00	4.48	4.48	3.59	99.81	4.50	4.49	3.54
93	2	Recognize tasks/assignments you are not prepared to perform and seek assistance	98.02	2.25	2.21	3.45	98.67	2.53	2.49	3.47
94	2	Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	77.41	0.59	0.45	3.10	76.62	0.82	0.63	3.18
95	2	Participate in educating staff (e.g., inservice, orientation)	72.26	0.82	0.59	2.54	72.78	0.92	0.67	2.45
96	2	Apply principles of conflict resolution as needed when working with healthcare staff	85.26	0.78	0.67	2.44	82.86	0.96	0.80	2.55

Table 9a. Activity Applicability to Setting and Average Frequency of Performance and Priority Ratings

Activity #	Practice Analysis Survey Form	Activity	Paper				Web			
			Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4	Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4
97	2	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	95.01	2.70	2.57	2.65	92.78	2.86	2.66	2.65
98	2	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	99.21	3.81	3.78	3.41	98.29	3.85	3.78	3.42
99	2	Educate client/family on home safety issues	87.76	1.32	1.16	2.78	86.91	1.67	1.46	2.88
100	2	Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	77.34	0.48	0.37	3.09	76.57	0.50	0.39	3.06
101	2	Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	89.43	1.44	1.28	3.16	89.02	1.57	1.40	3.17
102	2	Educate client/family/staff on infection control measures	94.30	1.91	1.81	3.15	95.07	2.17	2.06	3.26
103	2	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	97.38	2.83	2.75	3.51	96.58	2.74	2.65	3.46
104	2	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	96.03	2.83	2.72	3.25	94.46	2.90	2.74	3.29
105	2	Assess and intervene in client's performance of instrumental activities of daily living (e.g., using telephone, shopping, preparing meals)	72.23	1.42	1.03	2.28	67.54	1.55	1.04	2.30
106	2	Provide education on age specific growth and development to clients and family	66.67	1.24	0.83	2.33	66.89	1.35	0.90	2.42
107	2	Provide peri-natal education	20.89	1.13	0.24	2.34	21.49	1.39	0.30	2.13
108	2	Assess readiness to learn, learning preferences and barriers to learning	92.73	2.48	2.30	2.71	92.32	2.52	2.32	2.75
109	2	Provide care that meets the special needs of the older adult, over 85 years	79.44	2.28	1.81	2.87	73.52	2.12	1.56	2.83
110	2	Assist client/family to cope with life transitions	88.04	1.56	1.37	2.76	89.27	1.71	1.53	2.81
111	2	Provide care that meets the special needs of the adolescent client ages 13 to 18 years	49.21	0.95	0.47	2.56	45.04	1.05	0.47	2.47

Table 9a. Activity Applicability to Setting and Average Frequency of Performance and Priority Ratings

Activity #	Practice Analysis Survey Form	Activity	Paper				Web			
			Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4	Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4
112	2	Provide care that meets the special needs of the older adult client ages 65 to 85 years	83.03	3.02	2.51	2.92	78.23	2.97	2.32	2.85
113	2	Assess the need for, initiate, and maintain suicide precautions	69.84	0.63	0.44	3.26	68.32	0.73	0.50	3.12
114	2	Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	87.84	1.82	1.60	2.60	89.22	2.04	1.82	2.70
115	2	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	93.70	2.01	1.89	2.93	93.53	2.21	2.07	2.98
116	2	Assess and plan interventions that meet the client's emotional and spiritual needs	93.26	2.05	1.92	2.70	93.07	2.06	1.91	2.79
117	2	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	44.08	0.47	0.21	2.10	44.52	0.50	0.22	2.01
118	2	Use therapeutic communication techniques to provide support to client and/or family	97.76	3.40	3.32	3.08	96.77	3.34	3.23	3.05
119	2	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	87.42	2.30	2.01	2.71	84.82	2.32	1.97	2.77
120	2	Assess and intervene with the client who has an alteration in elimination	93.26	2.27	2.12	3.02	92.49	2.57	2.37	3.00
121	2	Insert/remove nasogastric, urethral catheter or other tubes	92.84	1.46	1.35	2.85	93.80	1.61	1.51	2.92
122	2	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces casts)	70.67	0.99	0.70	2.64	69.74	1.05	0.73	2.59
123	2	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	90.43	2.21	2.00	2.94	89.46	2.41	2.15	2.95
124	2	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	97.40	3.50	3.41	3.38	96.77	3.73	3.61	3.38

Table 9a. Activity Applicability to Setting and Average Frequency of Performance and Priority Ratings

Activity #	Practice Analysis Survey Form	Activity	Paper				Web			
			Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Group) 1-4	Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Group) 1-4
125	2	Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	91.30	1.84	1.68	2.84	91.34	2.21	2.02	2.86
126	2	Assess client's need for sleep/rest and intervene as needed	91.78	2.30	2.11	2.70	93.38	2.31	2.16	2.74
127	2	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	99.35	4.29	4.26	3.71	99.54	4.17	4.15	3.64
128	2	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	93.77	2.80	2.63	3.60	94.75	3.06	2.89	3.55
129	2	Administer blood products and evaluate client's response	87.43	0.95	0.83	3.59	89.79	1.14	1.03	3.58
130	2	Access implanted venous access devices	83.00	1.90	1.57	3.16	86.21	2.20	1.90	3.05
131	2	Start a peripherally inserted central catheter (PICC)	36.63	0.57	0.21	2.66	45.54	0.60	0.27	2.54
132	2	Educate client/family about medications	95.81	2.99	2.87	3.17	97.00	3.14	3.05	3.15
133	2	Initiate, maintain and/or evaluate telemetry monitoring	71.69	3.03	2.17	3.26	78.31	3.43	2.68	3.27
134	2	Perform tracheostomy care	76.12	0.81	0.62	2.99	78.06	0.87	0.68	2.96
135	2	Administer oxygen therapy and evaluate response	95.55	2.90	2.77	3.47	96.79	3.21	3.11	3.46
136	2	Maintain desired temperature of client using external devices (e.g., cooling and/or warming blanket)	84.02	1.28	1.08	2.86	84.17	1.55	1.31	2.98
137	2	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	91.67	1.77	1.62	2.75	89.91	1.82	1.64	2.82
138	2	Implement and monitor phototherapy	29.61	0.52	0.16	2.31	33.79	0.61	0.21	2.14

Table 9a. Activity Applicability to Setting and Average Frequency of Performance and Priority Ratings

Activity #	Practice Analysis Survey Form	Activity	Paper				Web			
			Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4	Apply to Setting (%)	Average Frequency (Setting Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority (Total Group) 1-4
139	2	Remove sutures or staples	67.24	0.54	0.36	2.20	64.06	0.65	0.42	2.25
140	2	Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	45.35	0.53	0.24	3.09	45.92	0.67	0.31	2.97
141	2	Monitor and maintain arterial lines	51.66	1.47	0.76	3.14	55.87	1.76	0.99	3.18
142	2	Perform micro-dermabrasion/botox/laser treatments	10.85	0.31	0.03	1.73	10.21	0.25	0.03	1.72
143	2	Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	37.12	1.08	0.40	3.13	42.56	1.40	0.60	3.12
144	2	Monitor client's physiologic response during and after moderate/conscious sedation	61.38	1.18	0.73	3.34	63.11	1.24	0.78	3.23
145	2	Obtain blood specimens peripherally or through central line	84.83	1.84	1.56	2.92	87.84	2.23	1.96	2.99
146	2	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	86.46	1.84	1.59	3.23	85.25	1.99	1.70	3.19
147	2	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	95.84	3.41	3.27	3.42	96.78	3.52	3.41	3.40
148	2	Educate client and family about treatments and procedures	97.38	2.98	2.90	3.11	97.47	3.02	2.95	3.11
149	2	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	96.46	3.56	3.43	3.29	96.09	3.35	3.22	3.18
150	2	Obtain specimens other than blood for diagnostic testing (e.g., wound cultures, stool, urine specimens)	96.36	1.96	1.88	2.81	96.06	1.95	1.87	2.93

Activity #	Practice Analysis Form	Activity	Paper		Web	
			Avg Priority (Total Group) 1-4	Avg Priority (Setting Specific) 1-4	Avg Priority (Total Group) 1-4	Avg Priority (Setting Specific) 1-4
1	Both	Perform procedures necessary for admitting, transferring or discharging a client	2.84	2.84	2.86	2.88
2	Both	Provide and receive report on assigned clients	3.15	3.15	3.17	3.18
3	Both	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	2.75	2.80	2.69	2.77
4	Both	Act as a client advocate	3.39	3.39	3.42	3.43
5	Both	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	3.80	3.80	3.83	3.83
6	Both	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	3.64	3.66	3.61	3.62
7	Both	Provide pre-natal care	2.10	2.64	1.93	2.62
8	Both	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education, drug education, sexually transmitted diseases)	2.07	2.34	2.16	2.59
9	Both	Provide intrapartum care (e.g., care provided during labor and birth)	2.15	2.95	1.98	3.05
10	Both	Provide care that meets the special needs of the school age client ages 5 to 12 years	2.20	2.74	2.20	2.99
11	Both	Participate in group sessions (e.g., support groups)	1.81	2.21	1.72	2.27
12	Both	Assess psychosocial, spiritual, cultural and occupational factors affecting care	2.76	2.78	2.74	2.78
13	Both	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	3.34	3.34	3.47	3.48
14	Both	Assist client in the performance of activities of daily living	2.65	2.69	2.78	2.84
15	Both	Evaluate and document client's response to medication	3.47	3.48	3.57	3.59
16	Both	Evaluate appropriateness/accuracy of medication order for client	3.64	3.64	3.68	3.70
17	Both	Administer and document medications given by common routes (e.g., oral, topical)	3.52	3.54	3.61	3.62
18	Both	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	3.55	3.56	3.62	3.64
19	Both	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	3.09	3.15	3.19	3.30
20	Both	Perform emergency care procedures (e.g., cardiopulmonary resuscitation, Heimlich maneuver, respiratory support, automated external defibrillator)	3.64	3.72	3.60	3.74
21	Both	Assess client's vital signs	3.53	3.54	3.49	3.49
22	Both	Perform focused assessment or re-assessment (e.g., gastrointestinal, respiratory, cardiac)	3.52	3.54	3.56	3.56

Table 9b. Activity Average Total Group and Setting-Specific Priority Ratings

Activity #	Practice Analysis Form	Activity	Paper		Web	
			Avg Priority (Total Group) 1-4	Avg Priority (Setting Specific) 1-4	Avg Priority (Total Group) 1-4	Avg Priority (Setting Specific) 1-4
23	Both	Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	3.04	3.19	2.91	3.15
24	1	Assess/triage client(s) to prioritize the order of care delivery	3.10	3.22	3.19	3.35
25	1	Participate in performance improvement/quality assurance process (formally collect data or participate on a team)	2.45	2.52	2.49	2.63
26	1	Collaborate with healthcare members in other disciplines when providing client care	3.09	3.09	3.16	3.17
27	1	Receive and/or transcribe primary healthcare provider orders	3.34	3.34	3.39	3.42
28	1	Provide client or family with information about advance directives	2.62	2.64	2.69	2.77
29	1	Report unsafe practice of healthcare personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	3.08	3.14	3.05	3.20
30	1	Ensure that client has given informed consent for treatment	3.40	3.41	3.47	3.49
31	1	Serve as a resource person to other staff	2.61	2.61	2.74	2.78
32	1	Integrate advance directives into client's plan of care	2.86	2.89	2.89	2.99
33	1	Plan safe, cost-effective care for the client	3.04	3.06	3.04	3.06
34	1	Verify appropriateness and/or accuracy of a treatment order	3.50	3.50	3.57	3.57
35	1	Teach clients and families about the safe use of equipment needed for healthcare	2.98	3.00	3.11	3.15
36	1	Follow procedures for handling biohazardous materials	3.33	3.35	3.38	3.44
37	1	Participate in maintaining institution's security plan (e.g., newborn nursery security, bomb threats)	3.07	3.14	3.06	3.13
38	1	Report error/event/occurrence per protocol (e.g., medication error, client fall)	3.19	3.21	3.21	3.21
39	1	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	3.17	3.18	3.20	3.24
40	1	Ensure proper identification of client when providing care	3.79	3.79	3.80	3.81
41	1	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	2.29	2.48	2.26	2.58
42	1	Provide newborn care	2.54	3.13	2.43	3.04
43	1	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice)	2.64	2.68	2.70	2.82
44	1	Provide information about health maintenance recommendations (e.g., physician visits, immunizations, screening exams)	2.62	2.67	2.79	2.86
45	1	Provide post-partum care	2.28	2.88	2.22	2.88

Activity #	Practice Analysis Form	Activity	Paper		Web	
			Avg Priority (Total Group) 1-4	Avg Priority (Setting Specific) 1-4	Avg Priority (Total Group) 1-4	Avg Priority (Setting Specific) 1-4
46	1	Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavior/physical development	2.46	2.54	2.69	2.78
47	1	Provide care that meets the special needs of the preschool client ages 1 month to 4 years	2.46	2.98	2.47	3.01
48	1	Provide care that meets the special needs of the adult client ages 19 to 64 years	3.01	3.06	3.03	3.12
49	1	Assess client's risk for abuse/neglect	3.09	3.11	3.20	3.23
50	1	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	2.92	2.94	3.05	3.12
51	1	Provide client and family with information about acute and chronic mental illness	2.53	2.62	2.61	2.76
52	1	Provide a therapeutic environment for clients with emotional/behavioral issues	2.81	2.88	2.89	3.04
53	1	Incorporate client's cultural practice and beliefs when planning and providing care	2.89	2.91	2.93	2.95
54	1	Provide end of life care to clients and families	3.03	3.13	3.07	3.27
55	1	Lead group therapy sessions	1.81	2.33	1.93	2.77
56	1	Evaluate and monitor client's height and weight	2.73	2.75	2.75	2.77
57	1	Provide client nutrition through continuous or intermittent tube feedings	3.07	3.15	2.95	3.10
58	1	Perform post-mortem care	2.37	2.46	2.33	2.47
59	1	Perform irrigations (e.g., of bladder, ear, eye)	2.56	2.63	2.63	2.77
60	1	Incorporate alternative/complementary therapies into client's plan of care (e.g., music therapy, relaxation therapy)	2.30	2.40	2.29	2.44
61	1	Assist client to compensate for a sensory impairment (e.g., assistive devices, compensatory techniques)	2.70	2.76	2.77	2.94
62	1	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	3.45	3.47	3.47	3.52
63	1	Prepare medication for administration	3.65	3.65	3.69	3.70
64	1	Perform calculations needed for medication administration	3.60	3.60	3.70	3.73
65	1	Monitor and maintain infusion site(s) and rate(s)	3.57	3.59	3.63	3.69
66	1	Insert/remove a peripheral intravenous line	3.12	3.14	3.15	3.18
67	1	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	3.40	3.42	3.49	3.52
68	1	Maintain epidural infusion	2.83	3.09	2.76	3.09
69	1	Monitor and maintain clients on a ventilator	3.23	3.53	3.20	3.52
70	1	Perform or assist with dressing change (e.g., central line dressing)	3.01	3.06	3.11	3.14
71	1	Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	2.90	3.03	2.90	3.03
72	1	Perform oral or nasopharyngeal suctioning	3.19	3.25	3.17	3.31

Table 9b. Activity Average Total Group and Setting-Specific Priority Ratings

Activity #	Practice Analysis Form	Activity	Paper		Web	
			Avg Priority (Total Group) 1-4	Avg Priority (Setting Specific) 1-4	Avg Priority (Total Group) 1-4	Avg Priority (Setting Specific) 1-4
73	1	Provide ostomy care	2.64	2.71	2.64	2.78
74	1	Perform gastric lavage	2.64	2.75	2.60	2.80
75	1	Provide postoperative care	3.20	3.28	3.24	3.39
76	1	Perform peritoneal dialysis	2.51	2.85	2.40	2.74
77	1	Perform suctioning via endotracheal or tracheostomy tube	3.22	3.33	3.19	3.40
78	1	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	2.96	3.06	2.94	3.16
79	1	Provide wound care	3.12	3.14	3.09	3.16
80	1	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	3.38	3.40	3.41	3.44
81	1	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	3.31	3.33	3.37	3.39
82	1	Perform an electrocardiogram test	2.88	3.03	2.89	3.20
83	1	Evaluate and document responses to procedures and treatments	3.31	3.31	3.40	3.42
84	1	Provide preoperative care	2.98	3.05	2.90	3.02
85	1	Provide pre and/or postoperative education	3.03	3.09	3.00	3.11
86	1	Perform fetal heart monitoring	2.59	3.23	2.48	3.17
87	1	Educate client and family about home management of care (e.g., tracheostomy and ostomy)	2.89	3.00	2.86	3.01
88	2	Educate client and family about client's rights and responsibilities	2.74	2.76	2.90	2.91
89	2	Make appropriate referrals to community resources	2.37	2.42	2.51	2.58
90	2	Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	2.74	2.76	2.81	2.86
91	2	Maintain continuity of care between/among healthcare agencies	2.61	2.66	2.73	2.80
92	2	Maintain client confidentiality/privacy	3.59	3.59	3.54	3.54
93	2	Recognize tasks/assignments you are not prepared to perform and seek assistance	3.45	3.45	3.47	3.48
94	2	Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	3.10	3.15	3.18	3.26
95	2	Participate in educating staff (e.g., inservice, orientation)	2.54	2.61	2.45	2.51
96	2	Apply principles of conflict resolution as needed when working with healthcare staff	2.44	2.48	2.55	2.61
97	2	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	2.65	2.66	2.65	2.68

Activity #	Practice Analysis Form	Activity	Paper		Web	
			Avg Priority (Total Group) 1-4	Avg Priority (Setting Specific) 1-4	Avg Priority (Total Group) 1-4	Avg Priority (Setting Specific) 1-4
98	2	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	3.41	3.41	3.42	3.44
99	2	Educate client/family on home safety issues	2.78	2.84	2.88	2.97
100	2	Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	3.09	3.17	3.06	3.13
101	2	Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	3.16	3.18	3.17	3.21
102	2	Educate client/family/staff on infection control measures	3.15	3.18	3.26	3.29
103	2	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	3.51	3.51	3.46	3.49
104	2	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	3.25	3.27	3.29	3.32
105	2	Assess and intervene in client's performance of instrumental activities of daily living (e.g., using telephone, shopping, preparing meals)	2.28	2.37	2.30	2.44
106	2	Provide education on age specific growth and development to clients and family	2.33	2.44	2.42	2.58
107	2	Provide peri-natal education	2.34	2.71	2.13	2.89
108	2	Assess readiness to learn, learning preferences and barriers to learning	2.71	2.74	2.75	2.80
109	2	Provide care that meets the special needs of the older adult, over 85 years	2.87	2.95	2.83	3.02
110	2	Assist client/family to cope with life transitions	2.76	2.80	2.81	2.87
111	2	Provide care that meets the special needs of the adolescent client ages 13 to 18 years	2.56	2.70	2.47	2.78
112	2	Provide care that meets the special needs of the older adult client ages 65 to 85 years	2.92	2.99	2.85	3.02
113	2	Assess the need for, initiate, and maintain suicide precautions	3.26	3.36	3.12	3.32
114	2	Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	2.60	2.63	2.70	2.73
115	2	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	2.93	2.96	2.98	3.00
116	2	Assess and plan interventions that meet the client's emotional and spiritual needs	2.70	2.72	2.79	2.80
117	2	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	2.10	2.29	2.01	2.28
118	2	Use therapeutic communication techniques to provide support to client and/or family	3.08	3.09	3.05	3.08
119	2	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	2.71	2.77	2.77	2.86

Table 9b. Activity Average Total Group and Setting-Specific Priority Ratings

Activity #	Practice Analysis Form	Activity	Paper		Web	
			Avg Priority (Total Group) 1-4	Avg Priority (Setting Specific) 1-4	Avg Priority (Total Group) 1-4	Avg Priority (Setting Specific) 1-4
120	2	Assess and intervene with the client who has an alteration in elimination	3.02	3.04	3.00	3.03
121	2	Insert/remove nasogastric, urethral catheter or other tubes	2.85	2.87	2.92	2.95
122	2	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces casts)	2.64	2.73	2.59	2.77
123	2	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	2.94	2.98	2.95	3.01
124	2	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	3.38	3.40	3.38	3.39
125	2	Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	2.84	2.88	2.86	2.91
126	2	Assess client's need for sleep/rest and intervene as needed	2.70	2.74	2.74	2.78
127	2	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	3.71	3.72	3.64	3.64
128	2	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	3.60	3.65	3.55	3.57
129	2	Administer blood products and evaluate client's response	3.59	3.64	3.58	3.62
130	2	Access implanted venous access devices	3.16	3.22	3.05	3.12
131	2	Start a peripherally inserted central catheter (PICC)	2.66	2.98	2.54	2.87
132	2	Educate client/family about medications	3.17	3.20	3.15	3.18
133	2	Initiate, maintain and/or evaluate telemetry monitoring	3.26	3.37	3.27	3.38
134	2	Perform tracheostomy care	2.99	3.10	2.96	3.08
135	2	Administer oxygen therapy and evaluate response	3.47	3.51	3.46	3.48
136	2	Maintain desired temperature of client using external devices (e.g., cooling and/or warming blanket)	2.86	2.90	2.98	3.03
137	2	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	2.75	2.78	2.82	2.87
138	2	Implement and monitor phototherapy	2.31	2.70	2.14	2.70
139	2	Remove sutures or staples	2.20	2.24	2.25	2.45
140	2	Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	3.09	3.31	2.97	3.29
141	2	Monitor and maintain arterial lines	3.14	3.33	3.18	3.38

Table 9b. Activity Average Total Group and Setting-Specific Priority Ratings

Activity #	Practice Analysis Form	Activity	Paper		Web	
			Avg Priority (Total Group) 1-4	Avg Priority (Setting Specific) 1-4	Avg Priority (Total Group) 1-4	Avg Priority (Setting Specific) 1-4
142	2	Perform micro-dermabrasion/botox/laser treatments	1.73	2.14	1.72	2.05
143	2	Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	3.13	3.50	3.12	3.44
144	2	Monitor client's physiologic response during and after moderate/conscious sedation	3.34	3.48	3.23	3.42
145	2	Obtain blood specimens peripherally or through central line	2.92	2.97	2.99	3.03
146	2	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	3.23	3.29	3.19	3.28
147	2	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	3.42	3.44	3.40	3.43
148	2	Educate client and family about treatments and procedures	3.11	3.12	3.11	3.12
149	2	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	3.29	3.31	3.18	3.19
150	2	Obtain specimens other than blood for diagnostic testing (e.g., wound cultures, stool, urine specimens)	2.81	2.84	2.93	2.93

Subject Matter Expert (SME) Panel Validation of Survey Findings

The SME Panel for the 2005 RN Practice Analysis was asked to provide independent ratings of the 150 activity statements. They estimated the percentage of newly licensed RNs performing the activities within their practice settings, the average setting-specific frequency with which the activities were performed during a typical day and the average priority of the activities. After the ratings were obtained, average total group frequency estimates were calculated by prorating the setting-specific frequencies with the estimates of setting applicability. All SME ratings were averaged across panel members and compared to the ratings obtained from the practice analysis respondents.

The average priority ratings estimated by the SMEs were compared to the average priority ratings from the practice analysis respondents and noted to

be similar (NCSBN, 2006, p. 42). The estimates of activity ratings provided by the experts were similar to how the job incumbents actually responded which helps to provide evidence for the validity of the instrument.

Summary of Activity Findings

All respondents, regardless of the method of survey administration, found the activities listed in the survey to be representative of the work they performed in their practice settings. When estimates of the average priority ratings from paper were compared to those estimates obtained from Web, none of the 150 activity statements differed by more than one point and a vast majority of the activity statement ratings (Web and paper) were very similar as shown in Table 10. Thus there was not a significant difference in how Web versus paper respondents rated the activity statement.

Table 10. Average Frequency and Priority Rating Differences

Activity #	Practice Analysis Survey Form	Activity	Paper				Web				Rating Differences		
			Apply to Setting (%)	Avg Freq (SS)* 0-5	Avg Freq (TG)** 0-5	Avg Priority (TG)† 1-4	Apply to Setting (%)	Avg Freq (SS) 0-5	Avg Freq (TG) 0-5	Avg Priority (TG) 1-4	Freq (SS)	Freq (TG)	Priority (TG)
1	Both	Perform procedures necessary for admitting, transferring or discharging a client	97.08	2.46	2.38	2.84	95.66	2.52	2.41	2.86	-0.06	-0.03	-0.02
2	Both	Provide and receive report on assigned clients	98.83	3.33	3.29	3.15	98.52	3.40	3.35	3.17	-0.07	-0.06	-0.02
3	Both	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	88.51	2.88	2.55	2.75	88.59	2.90	2.57	2.69	-0.02	-0.02	0.06
4	Both	Act as a client advocate	98.74	3.35	3.30	3.39	98.51	3.28	3.23	3.42	0.07	0.07	-0.03
5	Both	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	99.88	4.77	4.76	3.80	99.72	4.85	4.84	3.83	-0.08	-0.07	-0.03
6	Both	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	96.81	3.73	3.61	3.64	98.05	3.63	3.56	3.61	0.10	0.05	0.03
7	Both	Provide pre-natal care	17.68	1.32	0.23	2.10	16.90	1.34	0.23	1.93	-0.03	0.01	0.16
8	Both	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education, drug education, sexually transmitted diseases)	29.16	1.26	0.37	2.07	35.06	1.51	0.53	2.16	-0.25	-0.16	-0.09
9	Both	Provide intrapartum care (e.g., care provided during labor and birth)	13.64	1.54	0.21	2.15	11.84	1.52	0.18	1.98	0.02	0.03	0.18
10	Both	Provide care that meets the special needs of the school age client ages 5 to 12 years	23.26	1.84	0.43	2.20	23.28	2.24	0.52	2.20	-0.40	-0.09	0.00
11	Both	Participate in group sessions (e.g., support groups)	19.56	1.00	0.20	1.81	22.81	0.92	0.21	1.72	0.08	-0.01	0.09
12	Both	Assess psychosocial, spiritual, cultural and occupational factors affecting care	94.46	2.97	2.81	2.76	92.77	2.84	2.64	2.74	0.13	0.17	0.02
13	Both	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	99.21	4.31	4.28	3.34	98.51	4.43	4.36	3.47	-0.12	-0.09	-0.14
14	Both	Assist client in the performance of activities of daily living	92.12	3.28	3.02	2.65	91.05	3.32	3.02	2.78	-0.04	0.00	-0.13

Table 10. Average Frequency and Priority Rating Differences													
Activity #	Practice Analysis Survey Form	Activity	Paper				Web				Rating Differences		
			Apply to Setting (%)	Avg Freq (SS)* 0-5	Avg Freq (TG)** 0-5	Avg Priority (TG) 1-4	Apply to Setting (%)	Avg Freq (SS) 0-5	Avg Freq (TG) 0-5	Avg Priority (TG) 1-4	Freq (SS)	Freq (TG)	Priority (TG)
15	Both	Evaluate and document client's response to medication	98.34	4.28	4.21	3.47	98.42	4.35	4.28	3.57	-0.07	-0.08	-0.10
16	Both	Evaluate appropriateness/accuracy of medication order for client	99.07	4.31	4.27	3.64	98.05	4.36	4.27	3.68	-0.04	0.00	-0.04
17	Both	Administer and document medications given by common routes (e.g., oral, topical)	97.71	4.47	4.37	3.52	97.96	4.55	4.46	3.61	-0.08	-0.09	-0.09
18	Both	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	97.56	4.14	4.04	3.55	97.49	4.38	4.27	3.62	-0.24	-0.23	-0.07
19	Both	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	85.09	1.83	1.56	3.09	84.87	2.47	2.10	3.19	-0.64	-0.54	-0.09
20	Both	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated external defibrillator)	77.08	0.82	0.63	3.64	74.05	0.94	0.70	3.60	-0.13	-0.07	0.04
21	Both	Assess client's vital signs	99.51	4.64	4.61	3.53	99.30	4.62	4.59	3.49	0.02	0.03	0.04
22	Both	Perform focused assessment or re-assessment (e.g., gastrointestinal, respiratory, cardiac)	96.39	4.22	4.07	3.52	98.09	4.39	4.31	3.56	-0.17	-0.24	-0.04
23	Both	Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	53.68	1.95	1.05	3.04	53.47	2.01	1.07	2.91	-0.06	-0.03	0.13
24	1	Assess/triage client(s) to prioritize the order of care delivery	67.06	2.96	1.99	3.10	72.71	3.23	2.35	3.19	-0.26	-0.36	-0.08
25	1	Participate in performance improvement/quality assurance process (formally collect data or participate on a team)	67.25	1.76	1.19	2.45	66.52	1.99	1.33	2.49	-0.23	-0.14	-0.05
26	1	Collaborate with healthcare members in other disciplines when providing client care	96.17	3.58	3.44	3.09	97.46	3.67	3.58	3.16	-0.09	-0.13	-0.07
27	1	Receive and/or transcribe primary healthcare provider orders	96.50	3.64	3.51	3.34	95.12	3.58	3.41	3.39	0.06	0.11	-0.05

Table 10. Average Frequency and Priority Rating Differences

Activity #	Practice Analysis Survey Form	Activity	Paper				Web				Rating Differences		
			Apply to Setting (%)	Avg Freq (SS)* 0-5	Avg Freq (TG)** 0-5	Avg Priority (TG)† 1-4	Apply to Setting (%)	Avg Freq (SS) 0-5	Avg Freq (TG) 0-5	Avg Priority (TG) 1-4	Freq (SS)	Freq (TG)	Priority (TG)
28	1	Provide client or family with information about advance directives	82.40	1.53	1.26	2.62	83.09	1.58	1.31	2.69	-0.05	-0.05	-0.08
29	1	Report unsafe practice of healthcare personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	70.67	0.70	0.50	3.08	67.59	0.80	0.54	3.05	-0.10	-0.05	0.03
30	1	Ensure that client has given informed consent for treatment	92.84	2.21	2.05	3.40	93.58	2.39	2.24	3.47	-0.18	-0.18	-0.07
31	1	Serve as a resource person to other staff	89.49	2.26	2.02	2.61	90.66	2.44	2.21	2.74	-0.19	-0.20	-0.13
32	1	Integrate advance directives into client's plan of care	80.16	1.42	1.14	2.86	80.21	1.46	1.17	2.89	-0.05	-0.04	-0.03
33	1	Plan safe, cost-effective care for the client	91.30	3.21	2.93	3.04	91.90	3.22	2.96	3.04	-0.01	-0.03	0.01
34	1	Verify appropriateness and/or accuracy of a treatment order	97.92	3.57	3.49	3.50	97.22	3.76	3.65	3.57	-0.19	-0.16	-0.07
35	1	Teach clients and families about the safe use of equipment needed for healthcare	91.78	2.19	2.01	2.98	89.53	2.39	2.14	3.11	-0.20	-0.13	-0.13
36	1	Follow procedures for handling biohazardous materials	93.95	2.98	2.80	3.33	93.63	3.19	2.99	3.38	-0.21	-0.18	-0.05
37	1	Participate in maintaining institution's security plan (e.g., newborn nursery security, bomb threats)	75.12	1.42	1.06	3.07	74.58	1.41	1.05	3.06	0.01	0.01	0.02
38	1	Report error/event/occurrence per protocol (e.g., medication error, client fall)	87.59	0.86	0.75	3.19	84.65	0.82	0.70	3.21	0.03	0.05	-0.01
39	1	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	96.40	3.42	3.30	3.17	94.88	3.46	3.28	3.20	-0.04	0.02	-0.03
40	1	Ensure proper identification of client when providing care	99.07	4.69	4.64	3.79	99.57	4.69	4.67	3.80	0.00	-0.02	-0.01
41	1	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	47.78	1.22	0.58	2.29	40.00	1.02	0.41	2.26	0.19	0.17	0.03
42	1	Provide newborn care	28.22	2.29	0.65	2.54	25.52	1.76	0.45	2.43	0.53	0.20	0.11

Table 10. Average Frequency and Priority Rating Differences

Activity #	Practice Analysis Survey Form	Activity	Paper				Web				Rating Differences		
			Apply to Setting (%)	Avg Freq (SS)* 0-5	Avg Freq (TG)** 0-5	Avg Priority (TG)† 1-4	Apply to Setting (%)	Avg Freq (SS) 0-5	Avg Freq (TG) 0-5	Avg Priority (TG) 1-4	Freq (SS)	Freq (TG)	Priority (TG)
43	1	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice)	76.74	1.71	1.32	2.64	76.38	1.65	1.26	2.70	0.06	0.05	-0.06
44	1	Provide information about health maintenance recommendations (e.g., physician visits, immunizations, screening exams)	79.46	1.95	1.55	2.62	78.62	1.98	1.56	2.79	-0.03	-0.01	-0.17
45	1	Provide post-partum care	20.73	1.77	0.37	2.28	21.25	1.55	0.33	2.22	0.21	0.04	0.06
46	1	Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavior/physical development	73.72	1.98	1.46	2.46	76.43	2.01	1.54	2.69	-0.03	-0.08	-0.23
47	1	Provide care that meets the special needs of the preschool client ages 1 month to 4 years	29.50	2.06	0.61	2.46	29.20	1.99	0.58	2.47	0.06	0.02	-0.01
48	1	Provide care that meets the special needs of the adult client ages 19 to 64 years	85.48	3.54	3.03	3.01	84.47	3.49	2.95	3.03	0.05	0.08	-0.02
49	1	Assess client's risk for abuse/neglect	89.83	2.11	1.89	3.09	88.74	2.09	1.86	3.20	0.01	0.04	-0.12
50	1	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	84.34	1.65	1.39	2.92	84.56	1.80	1.53	3.05	-0.15	-0.13	-0.14
51	1	Provide client and family with information about acute and chronic mental illness	65.39	1.22	0.80	2.53	65.98	1.35	0.89	2.61	-0.13	-0.09	-0.08
52	1	Provide a therapeutic environment for clients with emotional/behavioral issues	76.42	1.77	1.35	2.81	75.68	1.85	1.40	2.89	-0.08	-0.05	-0.08
53	1	Incorporate client's cultural practice and beliefs when planning and providing care	93.73	2.14	2.00	2.89	92.20	2.14	1.98	2.93	-0.01	0.03	-0.04
54	1	Provide end of life care to clients and families	73.81	1.25	0.92	3.03	69.86	1.11	0.77	3.07	0.14	0.15	-0.04
55	1	Lead group therapy sessions	15.77	1.16	0.18	1.81	17.59	0.92	0.16	1.93	0.23	0.02	-0.12
56	1	Evaluate and monitor client's height and weight	88.94	2.69	2.39	2.73	93.36	2.75	2.57	2.75	-0.06	-0.17	-0.02
57	1	Provide client nutrition through continuous or intermittent tube feedings	81.23	1.94	1.58	3.07	79.50	1.63	1.30	2.95	0.31	0.28	0.12

Table 10. Average Frequency and Priority Rating Differences

Activity #	Practice Analysis Survey Form	Activity	Paper				Web				Rating Differences		
			Apply to Setting (%)	Avg Freq (SS)* 0-5	Avg Freq (TG)** 0-5	Avg Priority (TG)† 1-4	Apply to Setting (%)	Avg Freq (SS) 0-5	Avg Freq (TG) 0-5	Avg Priority (TG) 1-4	Freq (SS)	Freq (TG)	Priority (TG)
58	1	Perform post-mortem care	65.06	0.69	0.45	2.37	64.22	0.63	0.41	2.33	0.06	0.04	0.04
59	1	Perform irrigations (e.g., of bladder, ear, eye)	75.88	1.03	0.78	2.56	76.15	1.05	0.80	2.63	-0.02	-0.02	-0.07
60	1	Incorporate alternative/complementary therapies into client's plan of care (e.g., music therapy, relaxation therapy)	68.24	1.45	0.99	2.30	72.06	1.24	0.89	2.29	0.21	0.10	0.01
61	1	Assist client to compensate for a sensory impairment (e.g., assistive devices, compensatory techniques)	77.48	1.62	1.26	2.70	77.56	1.69	1.31	2.77	-0.07	-0.06	-0.07
62	1	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	93.78	3.84	3.60	3.45	93.19	3.73	3.47	3.47	0.11	0.13	-0.02
63	1	Prepare medication for administration	99.31	4.55	4.52	3.65	97.82	4.56	4.46	3.69	0.00	0.06	-0.04
64	1	Perform calculations needed for medication administration	96.54	3.00	2.89	3.60	94.87	3.30	3.13	3.70	-0.31	-0.24	-0.10
65	1	Monitor and maintain infusion site(s) and rate(s)	94.08	4.08	3.83	3.57	92.44	4.30	3.97	3.63	-0.22	-0.14	-0.06
66	1	Insert/remove a peripheral intravenous line	90.39	2.49	2.25	3.12	90.27	2.43	2.20	3.15	0.05	0.05	-0.02
67	1	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	95.01	3.41	3.24	3.40	95.15	3.54	3.37	3.49	-0.13	-0.12	-0.09
68	1	Maintain epidural infusion	49.07	0.97	0.48	2.83	53.77	0.73	0.39	2.76	0.24	0.08	0.07
69	1	Monitor and maintain clients on a ventilator	45.96	1.90	0.87	3.23	46.60	1.64	0.76	3.20	0.26	0.11	0.03
70	1	Perform or assist with dressing change (e.g., central line dressing)	85.45	1.94	1.66	3.01	89.90	1.79	1.61	3.11	0.15	0.05	-0.09
71	1	Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	66.01	1.09	0.72	2.90	67.96	1.13	0.76	2.90	-0.03	-0.04	0.00
72	1	Perform oral or nasopharyngeal suctioning	84.28	1.93	1.62	3.19	81.31	1.69	1.38	3.17	0.23	0.25	0.02
73	1	Provide ostomy care	75.12	1.08	0.81	2.64	74.51	0.97	0.72	2.64	0.11	0.09	0.00

Table 10. Average Frequency and Priority Rating Differences													
Activity #	Practice Analysis Survey Form	Activity	Paper				Web				Rating Differences		
			Apply to Setting (%)	Avg Freq (SS)* 0-5	Avg Freq (TG)** 0-5	Avg Priority (TG)† 1-4	Apply to Setting (%)	Avg Freq (SS) 0-5	Avg Freq (TG) 0-5	Avg Priority (TG) 1-4	Freq (SS)	Freq (TG)	Priority (TG)
74	1	Perform gastric lavage	56.08	0.74	0.41	2.64	59.46	0.65	0.39	2.60	0.09	0.03	0.04
75	1	Provide postoperative care	73.40	1.96	1.44	3.20	75.67	2.04	1.54	3.24	-0.08	-0.11	-0.04
76	1	Perform peritoneal dialysis	33.84	0.51	0.17	2.51	30.86	0.31	0.10	2.40	0.19	0.07	0.11
77	1	Perform suctioning via endotracheal or tracheostomy tube	71.21	1.69	1.21	3.22	66.26	1.53	1.01	3.19	0.16	0.19	0.02
78	1	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	71.35	1.93	1.37	2.96	68.15	2.01	1.37	2.94	-0.08	0.01	0.02
79	1	Provide wound care	92.45	2.33	2.16	3.12	88.75	2.27	2.01	3.09	0.06	0.14	0.02
80	1	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	94.61	3.35	3.17	3.38	96.09	3.27	3.14	3.41	0.08	0.03	-0.03
81	1	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	95.42	3.84	3.67	3.31	94.13	3.88	3.66	3.37	-0.04	0.01	-0.06
82	1	Perform an electrocardiogram test	55.36	1.38	0.76	2.88	54.99	1.48	0.81	2.89	-0.10	-0.05	-0.02
83	1	Evaluate and document responses to procedures and treatments	95.48	3.72	3.56	3.31	95.10	3.84	3.65	3.40	-0.12	-0.10	-0.10
84	1	Provide preoperative care	75.41	1.49	1.12	2.98	76.16	1.36	1.03	2.90	0.13	0.09	0.08
85	1	Provide pre and/or postoperative education	81.04	1.95	1.58	3.03	81.75	1.85	1.51	3.00	0.10	0.07	0.03
86	1	Perform fetal heart monitoring	20.35	1.77	0.36	2.59	22.20	1.08	0.24	2.48	0.69	0.12	0.11
87	1	Educate client and family about home management of care (e.g., tracheostomy and ostomy)	70.13	1.29	0.91	2.89	69.40	1.14	0.79	2.86	0.16	0.12	0.04
88	2	Educate client and family about client's rights and responsibilities	94.79	2.05	1.94	2.74	95.97	2.21	2.12	2.90	-0.16	-0.18	-0.16
89	2	Make appropriate referrals to community resources	79.82	1.02	0.82	2.37	81.23	1.22	0.99	2.51	-0.20	-0.17	-0.14

Table 10. Average Frequency and Priority Rating Differences

Activity #	Practice Analysis Survey Form	Activity	Paper				Web				Rating Differences		
			Apply to Setting (%)	Avg Freq (SS)* 0-5	Avg Freq (TG)** 0-5	Avg Priority (TG) 1-4	Apply to Setting (%)	Avg Freq (SS) 0-5	Avg Freq (TG) 0-5	Avg Priority (TG) 1-4	Freq (SS)	Freq (TG)	Priority (TG)
90	2	Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	93.65	3.09	2.90	2.74	93.56	3.11	2.91	2.81	-0.02	-0.01	-0.07
91	2	Maintain continuity of care between/ among health-care agencies	83.97	1.87	1.57	2.61	83.72	2.01	1.69	2.73	-0.15	-0.12	-0.12
92	2	Maintain client confidentiality/privacy	100.00	4.48	4.48	3.59	99.81	4.50	4.49	3.54	-0.02	-0.01	0.05
93	2	Recognize tasks/assignments you are not prepared to perform and seek assistance	98.02	2.25	2.21	3.45	98.67	2.53	2.49	3.47	-0.28	-0.29	-0.02
94	2	Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	77.41	0.59	0.45	3.10	76.62	0.82	0.63	3.18	-0.23	-0.17	-0.08
95	2	Participate in educating staff (e.g., inservice, orientation)	72.26	0.82	0.59	2.54	72.78	0.92	0.67	2.45	-0.10	-0.08	0.09
96	2	Apply principles of conflict resolution as needed when working with healthcare staff	85.26	0.78	0.67	2.44	82.86	0.96	0.80	2.55	-0.18	-0.13	-0.10
97	2	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	95.01	2.70	2.57	2.65	92.78	2.86	2.66	2.65	-0.16	-0.09	0.00
98	2	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	99.21	3.81	3.78	3.41	98.29	3.85	3.78	3.42	-0.04	0.00	-0.01
99	2	Educate client/family on home safety issues	87.76	1.32	1.16	2.78	86.91	1.67	1.46	2.88	-0.35	-0.30	-0.10
100	2	Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	77.34	0.48	0.37	3.09	76.57	0.50	0.39	3.06	-0.02	-0.01	0.04
101	2	Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	89.43	1.44	1.28	3.16	89.02	1.57	1.40	3.17	-0.13	-0.11	-0.01
102	2	Educate client/family/staff on infection control measures	94.30	1.91	1.81	3.15	95.07	2.17	2.06	3.26	-0.25	-0.26	-0.11
103	2	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	97.38	2.83	2.75	3.51	96.58	2.74	2.65	3.46	0.08	0.10	0.05

Table 10. Average Frequency and Priority Rating Differences

Activity #	Practice Analysis Survey Form	Activity	Paper				Web				Rating Differences		
			Apply to Setting (%)	Avg Freq (SS)* 0-5	Avg Freq (TG)** 0-5	Avg Priority (TG)† 1-4	Apply to Setting (%)	Avg Freq (SS) 0-5	Avg Freq (TG) 0-5	Avg Priority (TG) 1-4	Freq (SS)	Freq (TG)	Priority (TG)
104	2	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	96.03	2.83	2.72	3.25	94.46	2.90	2.74	3.29	-0.07	-0.02	-0.04
105	2	Assess and intervene in client's performance of instrumental activities of daily living (e.g., using telephone, shopping, preparing meals)	72.23	1.42	1.03	2.28	67.54	1.55	1.04	2.30	-0.12	-0.02	-0.02
106	2	Provide education on age specific growth and development to clients and family	66.67	1.24	0.83	2.33	66.89	1.35	0.90	2.42	-0.11	-0.07	-0.09
107	2	Provide peri-natal education	20.89	1.13	0.24	2.34	21.49	1.39	0.30	2.13	-0.26	-0.06	0.21
108	2	Assess readiness to learn, learning preferences and barriers to learning	92.73	2.48	2.30	2.71	92.32	2.52	2.32	2.75	-0.03	-0.02	-0.04
109	2	Provide care that meets the special needs of the older adult, over 85 years	79.44	2.28	1.81	2.87	73.52	2.12	1.56	2.83	0.16	0.25	0.03
110	2	Assist client/family to cope with life transitions	88.04	1.56	1.37	2.76	89.27	1.71	1.53	2.81	-0.15	-0.16	-0.05
111	2	Provide care that meets the special needs of the adolescent client ages 13 to 18 years	49.21	0.95	0.47	2.56	45.04	1.05	0.47	2.47	-0.11	-0.01	0.09
112	2	Provide care that meets the special needs of the older adult client ages 65 to 85 years	83.03	3.02	2.51	2.92	78.23	2.97	2.32	2.85	0.05	0.19	0.06
113	2	Assess the need for, initiate, and maintain suicide precautions	69.84	0.63	0.44	3.26	68.32	0.73	0.50	3.12	-0.10	-0.06	0.14
114	2	Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	87.84	1.82	1.60	2.60	89.22	2.04	1.82	2.70	-0.22	-0.22	-0.10
115	2	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	93.70	2.01	1.89	2.93	93.53	2.21	2.07	2.98	-0.20	-0.18	-0.05
116	2	Assess and plan interventions that meet the client's emotional and spiritual needs	93.26	2.05	1.92	2.70	93.07	2.06	1.91	2.79	0.00	0.00	-0.09

Table 10. Average Frequency and Priority Rating Differences

Activity #	Practice Analysis Survey Form	Activity	Paper				Web				Rating Differences		
			Apply to Setting (%)	Avg Freq (SS)* 0-5	Avg Freq (TG)** 0-5	Avg Priority (TG)† 1-4	Apply to Setting (%)	Avg Freq (SS) 0-5	Avg Freq (TG) 0-5	Avg Priority (TG) 1-4	Freq (SS)	Freq (TG)	Priority (TG)
117	2	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	44.08	0.47	0.21	2.10	44.52	0.50	0.22	2.01	-0.02	-0.01	0.09
118	2	Use therapeutic communication techniques to provide support to client and/or family	97.76	3.40	3.32	3.08	96.77	3.34	3.23	3.05	0.05	0.08	0.02
119	2	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	87.42	2.30	2.01	2.71	84.82	2.32	1.97	2.77	-0.01	0.05	-0.06
120	2	Assess and intervene with the client who has an alteration in elimination	93.26	2.27	2.12	3.02	92.49	2.57	2.37	3.00	-0.30	-0.26	0.02
121	2	Insert/remove nasogastric, urethral catheter or other tubes	92.84	1.46	1.35	2.85	93.80	1.61	1.51	2.92	-0.15	-0.15	-0.07
122	2	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces casts)	70.67	0.99	0.70	2.64	69.74	1.05	0.73	2.59	-0.06	-0.03	0.04
123	2	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	90.43	2.21	2.00	2.94	89.46	2.41	2.15	2.95	-0.20	-0.15	-0.01
124	2	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	97.40	3.50	3.41	3.38	96.77	3.73	3.61	3.38	-0.23	-0.20	0.01
125	2	Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	91.30	1.84	1.68	2.84	91.34	2.21	2.02	2.86	-0.37	-0.34	-0.02
126	2	Assess client's need for sleep/rest and intervene as needed	91.78	2.30	2.11	2.70	93.38	2.31	2.16	2.74	0.00	-0.04	-0.04
127	2	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	99.35	4.29	4.26	3.71	99.54	4.17	4.15	3.64	0.13	0.12	0.07

Table 10. Average Frequency and Priority Rating Differences

Activity #	Practice Analysis Survey Form	Activity	Paper				Web				Rating Differences		
			Apply to Setting (%)	Avg Freq (SS)* 0-5	Avg Freq (TG)** 0-5	Avg Priority (TG) 1-4	Apply to Setting (%)	Avg Freq (SS) 0-5	Avg Freq (TG) 0-5	Avg Priority (TG) 1-4	Freq (SS)	Freq (TG)	Priority (TG)
128	2	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	93.77	2.80	2.63	3.60	94.75	3.06	2.89	3.55	-0.25	-0.27	0.06
129	2	Administer blood products and evaluate client's response	87.43	0.95	0.83	3.59	89.79	1.14	1.03	3.58	-0.20	-0.20	0.01
130	2	Access implanted venous access devices	83.00	1.90	1.57	3.16	86.21	2.20	1.90	3.05	-0.30	-0.32	0.11
131	2	Start a peripherally inserted central catheter (PICC)	36.63	0.57	0.21	2.66	45.54	0.60	0.27	2.54	-0.03	-0.06	0.13
132	2	Educate client/family about medications	95.81	2.99	2.87	3.17	97.00	3.14	3.05	3.15	-0.15	-0.18	0.01
133	2	Initiate, maintain and/or evaluate telemetry monitoring	71.69	3.03	2.17	3.26	78.31	3.43	2.68	3.27	-0.39	-0.51	-0.01
134	2	Perform tracheostomy care	76.12	0.81	0.62	2.99	78.06	0.87	0.68	2.96	-0.06	-0.06	0.03
135	2	Administer oxygen therapy and evaluate response	95.55	2.90	2.77	3.47	96.79	3.21	3.11	3.46	-0.31	-0.34	0.01
136	2	Maintain desired temperature of client using external devices (e.g., cooling and/or warming blanket)	84.02	1.28	1.08	2.86	84.17	1.55	1.31	2.98	-0.27	-0.23	-0.12
137	2	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	91.67	1.77	1.62	2.75	89.91	1.82	1.64	2.82	-0.05	-0.01	-0.07
138	2	Implement and monitor phototherapy	29.61	0.52	0.16	2.31	33.79	0.61	0.21	2.14	-0.09	-0.05	0.17
139	2	Remove sutures or staples	67.24	0.54	0.36	2.20	64.06	0.65	0.42	2.25	-0.12	-0.06	-0.05
140	2	Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	45.35	0.53	0.24	3.09	45.92	0.67	0.31	2.97	-0.14	-0.07	0.11
141	2	Monitor and maintain arterial lines	51.66	1.47	0.76	3.14	55.87	1.76	0.99	3.18	-0.30	-0.23	-0.04
142	2	Perform micro-dermabrasion/botox/laser treatments	10.85	0.31	0.03	1.73	10.21	0.25	0.03	1.72	0.06	0.01	0.01

Table 10. Average Frequency and Priority Rating Differences

Activity #	Practice Analysis Survey Form	Activity	Paper				Web				Rating Differences		
			Apply to Setting (%)	Avg Freq (SS)* 0-5	Avg Freq (TG)** 0-5	Avg Priority (TG)† 1-4	Apply to Setting (%)	Avg Freq (SS) 0-5	Avg Freq (TG) 0-5	Avg Priority (TG) 1-4	Freq (SS)	Freq (TG)	Priority (TG)
143	2	Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	37.12	1.08	0.40	3.13	42.56	1.40	0.60	3.12	-0.32	-0.20	0.01
144	2	Monitor client's physiologic response during and after moderate/conscious sedation	61.38	1.18	0.73	3.34	63.11	1.24	0.78	3.23	-0.06	-0.06	0.11
145	2	Obtain blood specimens peripherally or through central line	84.83	1.84	1.56	2.92	87.84	2.23	1.96	2.99	-0.39	-0.40	-0.07
146	2	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	86.46	1.84	1.59	3.23	85.25	1.99	1.70	3.19	-0.16	-0.11	0.04
147	2	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	95.84	3.41	3.27	3.42	96.78	3.52	3.41	3.40	-0.12	-0.14	0.02
148	2	Educate client and family about treatments and procedures	97.38	2.98	2.90	3.11	97.47	3.02	2.95	3.11	-0.04	-0.05	0.00
149	2	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	96.46	3.56	3.43	3.29	96.09	3.35	3.22	3.18	0.21	0.21	0.11
150	2	Obtain specimens other than blood for diagnostic testing (e.g., wound cultures, stool, urine specimens)	96.36	1.96	1.88	2.81	96.06	1.95	1.87	2.93	0.01	0.01	-0.11

COMPARABILITY OF AVERAGE FREQUENCY AND PRIORITY RATINGS ACROSS METHODS OF ADMINISTRATION

All ratings obtained from the practice analysis survey were averaged across methods of administration, (paper and Web) and differences between the two were calculated. The differences for all 150 activities across the 3 ratings (Average Frequency Setting-Specific, Average Frequency Total Group and Priority Total Group) were well below one point. See *Figures 9 & 10, Table 10*. Moreover, there were only three activities that were more than

a 0.5 point difference using the setting-specific frequency ratings: "Provide newborn care" (paper 2.29, Web 1.76), "Monitor and maintain devices and equipment used for drainage (e.g., cardiopulmonary resuscitation, Heimlich maneuver, respiratory support, automated external defibrillator)" (paper 1.83, Web 2.47), and perform fetal heart monitoring (paper 1.77, Web 1.08).

Figure 9. Frequency: Setting Specific

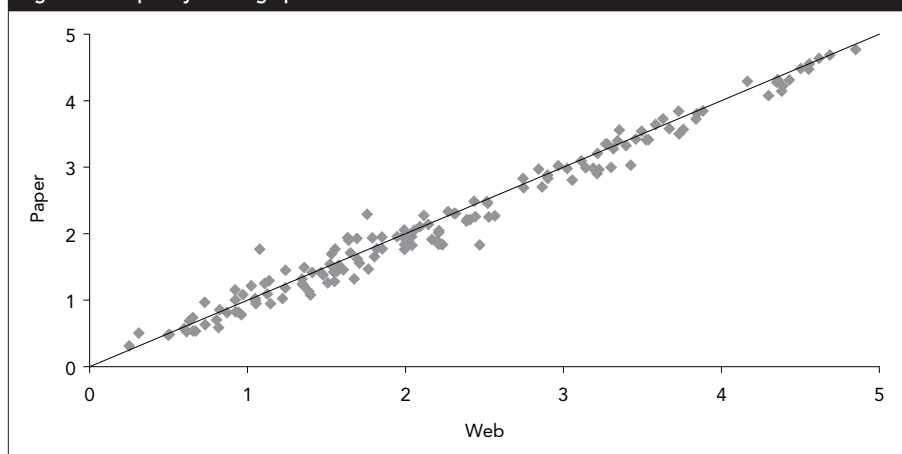
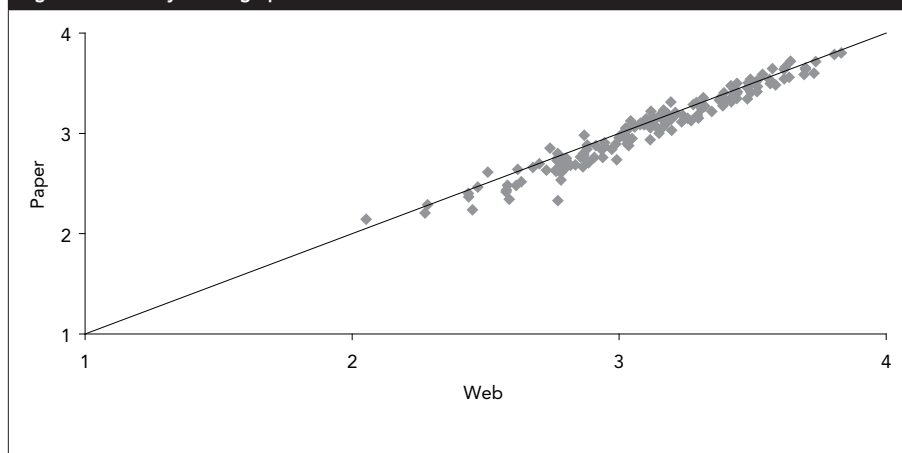


Figure 10. Priority: Setting Specific



Impact on Test Plan Decisions

As can be seen in Figure 9, setting-specific frequency, paper versus Web ($r = .988$), and Figure 10, setting-specific priority, paper versus Web ($r = .976$), there is a strong correlation between the activity statement ratings Web versus paper. In addition, the correlations for the average ratings for the total group (paper versus Web) were $r = .994$ for the frequency scale and $r = .985$ for the priority rating scale. When the activity statements were rank ordered by paper and Web, the rank orders are almost identical. When the results of activity statement ratings were rank ordered and then used to make decisions about test specifications, the results are the same for both administration methods (Castle & Marks, 2006). Thus any minor differences with the activity statement rating would not make a difference at the overall test plan level.

Conclusions

Response Rate

The paper method of administration had a higher response rate than the Web administration method and this difference is unlikely to be attributed to chance. Reasons for this disparity are unknown. Although the response rates were adjusted for faulty e-mail addresses, it is not known how many e-mail invitations were blocked due to spam filters or sent to e-mail addresses that still existed, but were not frequently used by their owners. The spam filters may have contributed to the difference in response rates.

Demographics

Demographic findings across the two administration methods appeared to be similar on some levels. Based on the demographics, there were some differences across the administration methods. The discrepancies did not have any practical impact on the subsequent evaluation of the test plan. Additionally, a deeper evaluation of the demographic variations between paper and Web revealed few practical differences in terms of test plan content specifications.

Activity Statements and Impact on Test Plan

There appear to be very small differences in activity statement ratings for frequency and priority. These would not impact a final test plan outline. Given the 150 activity statement list, only two statements had a 0.50 point difference in priority between paper and Web and none were more than a one point difference. Owing to the strong correlations associated with the average ratings in this data (and not nearly identical rank order of activity statements), it appears that the resulting test plan content outlines would be identical.

Comparison of Methods

The estimate for printing and mailing of all of the mail-based correspondence was approximately \$6.50 per survey. Given 6,000 sampled for the paper method, the cost could approach \$40,000 while the cost for Web is approximately \$10,000. Thus, there is a considerable cost savings if a Web-based method is used. An additional benefit of Web administration method is the decreased time for respondents to submit the survey: it is almost instantaneous compared to returning a mail-based survey. Finally, using the Web may allow for continuous (ongoing) data collection, rather than snapshots of nursing practice every three years.

Given the benefits of the Web administration method and the results of this study, it may be argued that a Web administration method should be used.

Recommendations

Because this is just one study, results may not generalize. Additional studies should be conducted to investigate whether the findings here are consistent across various settings and over time. Specifically, a study should be conducted that controls or monitors the results of all e-mailed invitations in order to better understand response rate differences. If results are favorable then it may be possible to have continuous (ongoing) data collection rather than snapshots of practice every three years.

Moreover, the results of this study may not generalize to LPN/VN practice. Thus, a similar study should be conducted to examine the differences between administration methods for entry-level LPN/VNs.

Due to the differences in response rates and the high stakes nature of the NCLEX examination, it is recommended that Web data collection operate for a full practice analysis cycle followed by a comparison study to investigate the potential long-term impact of moving to a Web system exclusively. These potential studies together would provide substantial evidence to support whether a move to exclusive Web data collection is warranted for the NCLEX examinations.

REFERENCES

- American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (1999). *The standards for educational and psychological testing*. Washington, DC: American Psychological Association.
- Castle, R. & Marks, C. (2006) *Comparability of Job Analysis Survey Administration Modes*. Paper Presentation American Educational Research Association Annual Meeting, San Francisco, CA; April.
- Council on Licensure, Enforcement and Regulation (CLEAR). *Development, Administration, Scoring and Reporting of Credentialing Examinations: Recommendations for Board Members Second Edition* (2004). Lexington: The Council on Licensure, Enforcement and Regulation.
- Fetterman, D. M. (2002). Web surveys to digital movies: technological tolls of the trade. *Educational Researcher*, 31(6), 29-37.
- Impara, J. C. (Ed.). (1995). *Licensure testing: Purposes, procedures, and practices*. Lincoln: Buros Institute of Mental Measurements.
- NCSBN. (2006). *Report of Findings from the 2005 RN Practice Analysis: Linking the NCLEX-RN Examination to Practice*. Chicago: NCSBN, 42-55.
- Raymond, M. R. (2001). Job analysis and the specification of content for licensure and certification examinations. *Applied Measurement in Education*, 14(4), 369-415.
- Smith, J. E. & Crawford, L. H. (2003). *Report of Findings from the 2002 RN Practice Analysis*. Chicago: National Council of State Boards of Nursing.

APPENDIX A: SUBJECT MATTER EXPERT PANEL

Area & State	Name	Position	Practice Setting	Specialty	Role with New RNs
Area I					
CA-RN	Ruth Benitez	Pediatric Nurse Practitioner	Acute Care & Community	Pediatric Nursing	Orients Nurses
WA	Cindy Sayre	CNS	Acute Care	Medical-surgical Nursing/Diabetes Management	Preceptor
Area II					
ND	Deborah Johnson	CNS/Private Practice	Community	Psychiatric Nursing	Hospital Liaison
KS	Vicky Portwood	Director of Home Health and Skilled Nursing Facility	Long-term Care	Medical-surgical Nursing/Geriatrics	Preceptor
ND	Deborah Haagensen	Clinic Manager	Community/Home Care	Medical-surgical Nursing/Obstetrical and Pediatric Nursing	Preceptor
Area III					
FL	Debra Stiffler	Director of LDRP	Acute Care	Obstetrical Nursing (LDRP)	Mentor
AR	Amy Triplet	Director of Health Education	Acute Care	Geriatrics	Orients Nurses
Area IV					
MD	Jennifer Janecek	Nurse Manager	Acute Care	Cardiology	Direct Supervisor of Nurses
NJ	Erica Fangione	Charge Nurse	Acute Care	Critical Care	Direct Supervisor of Nurses
VI	Edith Ramsay-Johnson	Professor of Nursing	Nursing Education	Medical-surgical Nursing/Gerontology	Teaches Nursing Students

SECTION 1: EXPERIENCE AND ORIENTATION

1. What is the total number of months you have worked in the U.S. as a licensed Registered Nurse?

Example:

0	8
<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

 Months

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

 Months

2. Have you ever worked outside the U.S. as a Registered Nurse?

- 1 Yes
 2 No → **Skip to question 3**

If yes, what is the total number of months you worked outside the U.S. as a Registered Nurse?

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

 Months

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

(Select only one)

- 1 No formal orientation - **Skip to question 5**
 2 Classroom instruction/skills lab work only
 3 Classroom and/or skills lab plus supervised work with clients
 4 Work with an assigned preceptor(s) or mentor(s) with or without additional classroom or skills lab work
 5 A formal internship with or without additional classroom or skills lab work
 6 Other, please specify: _____

4. If you had an orientation period, how long was it?

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

 Number of weeks in orientation

5. Which of the following types of certificates have you earned or courses have you completed since graduation?

(Select all that apply)

- 1 Advanced Cardiac Life Support
 2 Basic Life Support
 3 Chemotherapy
 4 Moderate/Conscious Sedation
 5 Coronary Care
 6 Critical Care
 7 Intravenous Therapy
 8 Neonatal Resuscitation Program
 9 Pediatric Advanced Life Support
 10 Peritoneal Dialysis
 11 Rehabilitation
 12 None
 13 Other, please specify: _____

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

- 1 Yes
 2 No → **Skip to Section 2**

If yes, is this your primary position?

- 1 Yes
 2 No

SECTION 2: WORK ENVIRONMENT

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

(Select all that apply)

- 1 Well clients, possibly with minor illnesses
 2 OB (Maternity) clients
 3 Clients with stabilized chronic conditions
 4 Clients with unstabilized chronic conditions
 5 Clients with acute conditions, including clients with medical, surgical or critical conditions
 6 Clients at end of life
 7 Clients with behavioral/emotional conditions
 8 Other, please specify: _____

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

(Select all that apply)

- 1 Newborns (less than 1 month)
 2 Infants/children (1 month-12 years)
 3 Adolescent (ages 13-18)
 4 Young Adult (ages 19-30)
 5 Adult (ages 31-64)
 6 Older Adult (ages 65-85)
 7 Older Adult (over 85 years)

3. 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, fill in the appropriate oval for the one setting. If you worked in more than one setting, fill in the appropriate oval for all settings where you spent at least one-half of your time.

(Select no more than two answers)

- Critical care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, post-anesthesia recovery unit)
 Medical-surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology)
 Pediatrics or nursery
 Labor and delivery
 Postpartum unit
 Psychiatry or any of its sub-specialties (e.g., detox)
 Operating room, including outpatient surgery and surgicenters
 Nursing home, skilled or intermediate care
 Other long term care (e.g., residential care, developmental disability care)
 Rehabilitation
 Subacute unit
 Transitional care unit
 Physician/APRN/dentist's office
 Occupational health
 Outpatient clinic
 Home health, including visiting nurses associations
 Public health
 Student/school health
 Hospice care
 Prison
 21 Other, please specify: _____

SECTION 3 PART A: NURSING ACTIVITIES (continued)

Question A - If an activity does not apply to your work setting mark "Never Performed in work setting" then move to next activity.
If activity is performed in your work setting mark 0-5+ reflecting the frequency of performing the activity on your last day of work then complete Question B.

Question B - Rate the overall priority of this activity considering client safety, and/or threat of complications or distress with 1 = lowest, 2 = low, 3 = high, and 4 = highest

	A - Frequency						B - Priority				
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1 = Lowest	2 = Low	3 = High	4 = Highest
13. Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	N	0	1	2	3	4	5	1	2	3	4
14. Assist client in the performance of activities of daily living	N	0	1	2	3	4	5	1	2	3	4
15. Evaluate and document client's response to medication	N	0	1	2	3	4	5	1	2	3	4
16. Evaluate appropriateness/accuracy of medication order for client	N	0	1	2	3	4	5	1	2	3	4
17. Administer and document medications given by common routes (e.g., oral, topical)	N	0	1	2	3	4	5	1	2	3	4
18. Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	N	0	1	2	3	4	5	1	2	3	4
19. Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	N	0	1	2	3	4	5	1	2	3	4
20. Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated external defibrillator)	N	0	1	2	3	4	5	1	2	3	4
21. Assess client's vital signs	N	0	1	2	3	4	5	1	2	3	4
22. Perform focused assessment or re-assessment (e.g., gastrointestinal, respiratory, cardiac)	N	0	1	2	3	4	5	1	2	3	4
23. Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	N	0	1	2	3	4	5	1	2	3	4
24. Assess/triage client(s) to prioritize the order of care delivery	N	0	1	2	3	4	5	1	2	3	4
25. Participate in performance improvement/quality assurance process (e.g., formally collect data or participate on a team)	N	0	1	2	3	4	5	1	2	3	4
26. Collaborate with healthcare members in other disciplines when providing client care	N	0	1	2	3	4	5	1	2	3	4
27. Receive and/or transcribe primary healthcare provider orders	N	0	1	2	3	4	5	1	2	3	4
28. Provide client or family with information about advance directives	N	0	1	2	3	4	5	1	2	3	4
29. Report unsafe practice of healthcare personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	N	0	1	2	3	4	5	1	2	3	4
30. Ensure that client has given informed consent for treatment	N	0	1	2	3	4	5	1	2	3	4
31. Serve as a resource person to other staff	N	0	1	2	3	4	5	1	2	3	4
32. Integrate advance directives into client's plan of care	N	0	1	2	3	4	5	1	2	3	4
33. Plan safe, cost-effective care for the client	N	0	1	2	3	4	5	1	2	3	4
34. Verify appropriateness and/or accuracy of a treatment order	N	0	1	2	3	4	5	1	2	3	4
35. Teach clients and families about the safe use of equipment needed for healthcare	N	0	1	2	3	4	5	1	2	3	4
36. Follow procedures for handling biohazardous materials	N	0	1	2	3	4	5	1	2	3	4
37. Participate in maintaining institution's security plan (e.g., newborn nursery security, bomb threats)	N	0	1	2	3	4	5	1	2	3	4
38. Report error/event/occurrence per protocol (e.g., medication error, client fall)	N	0	1	2	3	4	5	1	2	3	4
39. Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	N	0	1	2	3	4	5	1	2	3	4
40. Ensure proper identification of client when providing care	N	0	1	2	3	4	5	1	2	3	4
41. Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	N	0	1	2	3	4	5	1	2	3	4
42. Provide newborn care	N	0	1	2	3	4	5	1	2	3	4
43. Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice)	N	0	1	2	3	4	5	1	2	3	4
44. Provide information about health maintenance recommendations (e.g., physician visits, immunizations, screening exams)	N	0	1	2	3	4	5	1	2	3	4
45. Provide post-partum care	N	0	1	2	3	4	5	1	2	3	4
46. Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavior/physical development	N	0	1	2	3	4	5	1	2	3	4
47. Provide care that meets the special needs of the newborn/preschool client ages 1 month to 4 years	N	0	1	2	3	4	5	1	2	3	4
48. Provide care that meets the special needs of the adult client ages 19 to 64 years	N	0	1	2	3	4	5	1	2	3	4
49. Assess client's risk for abuse/neglect	N	0	1	2	3	4	5	1	2	3	4
50. Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	N	0	1	2	3	4	5	1	2	3	4
51. Provide client and family with information about acute and chronic mental illness	N	0	1	2	3	4	5	1	2	3	4
52. Provide a therapeutic environment for clients with emotional/behavioral issues	N	0	1	2	3	4	5	1	2	3	4
53. Incorporate client's cultural practice and beliefs when planning and providing care	N	0	1	2	3	4	5	1	2	3	4
54. Provide end of life care to clients and families	N	0	1	2	3	4	5	1	2	3	4
55. Lead group therapy sessions	N	0	1	2	3	4	5	1	2	3	4
56. Evaluate and monitor client's height and weight	N	0	1	2	3	4	5	1	2	3	4
57. Provide client nutrition through continuous or intermittent tube feedings	N	0	1	2	3	4	5	1	2	3	4
58. Perform post-mortem care	N	0	1	2	3	4	5	1	2	3	4
59. Perform irrigations (e.g., of bladder, ear, eye)	N	0	1	2	3	4	5	1	2	3	4
60. Incorporate alternative/complementary therapies into client's plan of care (e.g., music therapy, relaxation therapy)	N	0	1	2	3	4	5	1	2	3	4
61. Assist client to compensate for a sensory impairment (e.g., assistive devices, compensatory techniques)	N	0	1	2	3	4	5	1	2	3	4
62. Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	N	0	1	2	3	4	5	1	2	3	4

SECTION 3 PART A: NURSING ACTIVITIES (continued)

Question A - If an activity does not apply to your work setting mark "Never Performed in work setting" then move to next activity.
 If activity is performed in your work setting mark 0-5+ reflecting the frequency of performing the activity on your last day of work then complete Question B.
Question B - Rate the overall priority of this activity considering client safety, and/or threat of complications or distress with 1 = lowest, 2 = low, 3 = high, and 4 = highest

	A - Frequency						B - Priority				
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1 = Lowest	2 = Low	3 = High	4 = Highest
63. Prepare medication for administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Perform calculations needed for medication administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Monitor and maintain infusion site(s) and rate(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Insert/remove a peripheral intravenous line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Maintain epidural infusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Monitor and maintain clients on a ventilator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Perform or assist with dressing change (e.g., central line dressing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Perform oral or nasopharyngeal suctioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Provide ostomy care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Perform gastric lavage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Provide postoperative care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Perform peritoneal dialysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Perform suctioning via endotracheal or tracheostomy tube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Provide wound care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Evaluate the results of diagnostic testing and intervene as needed (e.g., lab results, electrocardiogram)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Perform an electrocardiogram test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Evaluate and document responses to procedures and treatments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. Provide preoperative care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. Provide pre and/or postoperative education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Perform fetal heart monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Educate client and family about home management of care (e.g., tracheostomy and ostomy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do the activities listed in Section 3 Part A represent what you actually do in your nursing position?

- 1 Yes
- 2 No

If no, what important activity was missing from this survey? (Please specify): _____

continued →

SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK (continued)

4. Some nursing activities are fundamental to the practice of nursing and are integrated into most aspects of client care. How much of your time was spent performing each of the following integrated processes on your last day of work?

Sets of Activities		Approximate Amount of Time (Hours) Spent on Set of Activities																		
		0	1	2	3	4	5	6	7	8	8+									
1	How many hours during your last day of work were spent on the following phases of the nursing process?																			
	a. assessing clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. analyzing client data and identifying problems/nursing diagnosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	c. planning client care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	d. implementing client care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	e. evaluating client care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	How many hours during your last day of work were spent teaching clients (families, groups)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	How many hours during your last day of work were spent documenting care?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	How many hours during your last day of work were spent communicating verbally about client care (not including therapeutic communication)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 5: DEMOGRAPHIC INFORMATION

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

1. Did you work as a nursing assistant/aide, etc, prior to becoming a RN?

- 1 Yes
 - 2 No → **Skip to Question 2**
- If "yes", for how many years and months?

<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>0</td><td>1</td></tr> <tr><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td></tr> </table> years	0	1	2	3	4	5	6	7	8	9	and	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>0</td><td>1</td></tr> <tr><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td></tr> </table> months	0	1	2	3	4	5	6	7	8	9
0	1																					
2	3																					
4	5																					
6	7																					
8	9																					
0	1																					
2	3																					
4	5																					
6	7																					
8	9																					

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

- 1 Yes
 - 2 No → **Skip to Question 3**
- If "yes", for how many years and months?

<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>0</td><td>1</td></tr> <tr><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td></tr> </table> years	0	1	2	3	4	5	6	7	8	9	and	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>0</td><td>1</td></tr> <tr><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td></tr> </table> months	0	1	2	3	4	5	6	7	8	9
0	1																					
2	3																					
4	5																					
6	7																					
8	9																					
0	1																					
2	3																					
4	5																					
6	7																					
8	9																					

3. Gender

- 1 Male
- 2 Female

4. Age in years

0	1	Years
1	1	
2	2	
3	3	
4	4	
5	5	
6	6	
7	7	
8	8	
9	9	

5. Select below the answer **most descriptive** of your racial/ethnic background.

- (Select ONE answer)**
- 1 American Indian/Alaska Native
 - 2 Asian (e.g., Filipino, Japanese, Chinese)
 - 3 Black/African American
 - 4 White Hispanic or Latino
 - 5 Non-white Hispanic or Latino
 - 6 Native Hawaiian/Other Pacific Islander
 - 7 White
 - 8 Multi-ethnic or racial background

6. Is English the first language you learned to speak?

- 1 Yes
- 2 No

7. Type of **basic** nursing education program most recently completed.

- 1 RN - Diploma in U.S.
- 2 RN - Associate Degree in U.S.
- 3 RN - Baccalaureate Degree in U.S.
- 4 RN - Generic Master's Degree in U.S.
- 5 RN - Generic Doctorate in U.S. (e.g., ND)
- 6 Any nursing program NOT located in the U.S.
- 7 Other program (please specify): _____

8. How many months has it been since you graduated from the above nursing education program?

0	0	Months since graduation
1	1	
2	2	
3	3	
4	4	
5	5	
6	6	
7	7	
8	8	
9	9	

continued →

Form 2

NATIONAL COUNCIL OF STATE BOARDS OF NURSING
NURSING ACTIVITY FORM 2

This questionnaire is part of a comprehensive study of the practice of newly licensed nurses in the United States. The study is being performed by the National Council of State Boards of Nursing.

INSTRUCTIONS

Please read each question carefully and respond by filling in the oval of the response that most closely represents your answer. Most questions have several alternative answers. Choose the answer that applies to your practice and fill in the appropriate oval(s). A few questions ask you to write in information. Print your answer legibly in the space provided following the question.

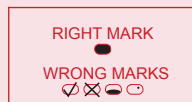
You will notice that many questions ask you to report what you did on your last day of work. It is important that we obtain information from nurses experiencing both typical and unusual workdays, so please answer questions according to what you did on your last day of work even if that day was not typical.

As used in this questionnaire, the "client" can be an individual, individual plus family/significant other, an aggregate/group, or community/population. "Clients" are the same as "residents" or "patients."

Your answers will be kept confidential. Your individual responses to the questions will not be released.

MARKING INSTRUCTIONS:

- Use a No. 2 pencil or blue or black ink pen only.
Do not use pens with ink that soak through the paper.
Make heavy dark marks that fill the oval completely.
If you want to change an answer and used a pencil, erase completely.
If you want to change an answer and used a pen, place an "X" over the first mark, and fill in the oval for your preferred answer.



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

Grid of 100 numbered ovals (1-100) for marking contact information.

2. In order to take advantage of the incentives for participating, we would like your e-mail address.

E-mail address: _____

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

- 1 LPN/VN
2 RN

4. Are you currently working as a Registered Nurse in the United States?

- 1 Yes
2 No -> Skip to Section 5: Demographic Information.

5. In your current position, do you give nursing care directly to clients? Note: Faculty supervision of student clinical experiences is not considered "direct care".

- 1 Yes, 20 or more hours per week, on average -> Continue to Section 1: Experience and Orientation
2 Yes, less than 20 hours per week, on average -> Skip to Section 5: Demographic Information
3 No -> Skip to Section 5: Demographic Information

continued ->

PLEASE DO NOT WRITE IN THIS AREA. A row of 20 empty ovals for marking.

SECTION 1: EXPERIENCE AND ORIENTATION

1. What is the total number of months you have worked in the U.S. as a licensed Registered Nurse?

Example:

0	8
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

 Months

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

 Months

2. Have you ever worked outside the U.S. as a Registered Nurse?
 1 Yes
 2 No → **Skip to question 3**
 If yes, what is the total number of months you worked outside the U.S. as a Registered Nurse?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

 Months

3. Which of the following **best describes** the orientation you received for your current position?
(Select only one)
 1 No formal orientation - **Skip to question 5**
 2 Classroom instruction/skills lab work only
 3 Classroom and/or skills lab plus supervised work with clients
 4 Work with an assigned preceptor(s) or mentor(s) with or without additional classroom or skills lab work
 5 A formal internship with or without additional classroom or skills lab work
 6 Other, please specify: _____

4. If you had an orientation period, how long was it?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

 Number of weeks in orientation

5. Which of the following types of certificates have you earned or courses have you completed since graduation?

(Select all that apply)
 1 Advanced Cardiac Life Support
 2 Basic Life Support
 3 Chemotherapy
 4 Moderate/Conscious Sedation
 5 Coronary Care
 6 Critical Care
 7 Intravenous Therapy
 8 Neonatal Resuscitation Program
 9 Pediatric Advanced Life Support
 10 Peritoneal Dialysis
 11 Rehabilitation
 12 None
 13 Other, please specify: _____

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

1 Yes
 2 No → **Skip to Section 2**

If yes, is this your primary position?

1 Yes
 2 No

SECTION 2: WORK ENVIRONMENT

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

(Select all that apply)

1 Well clients, possibly with minor illnesses
 2 OB (Maternity) clients
 3 Clients with stabilized chronic conditions
 4 Clients with unstabilized chronic conditions
 5 Clients with acute conditions, including clients with medical, surgical or critical conditions
 6 Clients at end of life
 7 Clients with behavioral/emotional conditions
 8 Other, please specify: _____

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

(Select all that apply)

1 Newborns (less than 1 month)
 2 Infants/children (1 month-12 years)
 3 Adolescent (ages 13-18)
 4 Young Adult (ages 19-30)
 5 Adult (ages 31-64)
 6 Older Adult (ages 65-85)
 7 Older Adult (over 85 years)

3. 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, fill in the appropriate oval for the one setting. If you worked in more than one setting, fill in the appropriate oval for all settings where you spent at least one-half of your time.

(Select no more than two answers)

1 Critical care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, post-anesthesia recovery unit)
 2 Medical-surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology)
 3 Pediatrics or nursery
 4 Labor and delivery
 5 Postpartum unit
 6 Psychiatry or any of its sub-specialties (e.g., detox)
 7 Operating room, including outpatient surgery and surgicenters
 8 Nursing home, skilled or intermediate care
 9 Other long term care (e.g., residential care, developmental disability care)
 10 Rehabilitation
 11 Subacute unit
 12 Transitional care unit
 13 Physician/APRN/dentist's office
 14 Occupational health
 15 Outpatient clinic
 16 Home health, including visiting nurses associations
 17 Public health
 18 Student/school health
 19 Hospice care
 20 Prison
 21 Other, please specify: _____

SECTION 2: WORK ENVIRONMENT (continued)

4. Which of the following **best** describes the type of facility/organization in which the previously identified employment setting/specialty area is located? **(Select only one)**
- 1 Hospital
 - 2 Long-term care facility
 - 3 Community-based or ambulatory care facility/organization (including public health department, visiting nurses association, home health, physician/APRN/dentist's office, clinic, school, prison, etc.)
 - 4 Other, please specify: _____
5. If you work in a hospital or nursing home, how large is it? **(Select only one)**
- 1 Under 50 beds
 - 2 50-99 beds
 - 3 100-199 beds
 - 4 200-299 beds
 - 5 300-499 beds
 - 6 500 or more beds
 - 7 Don't know
 - 8 I work in a setting other than a hospital or nursing home

6. Which of the following best describes the shift you work? **(Select only one)**
- 1 Days (8, 10, or 12 hour shift)
 - 2 Evenings (8, 10, or 12 hour shift)
 - 3 Nights (8, 10, or 12 hour shift)
 - 4 Rotating shifts
 - 5 Other, please specify _____
7. Which of the following **best** describes the location and size of your employment setting?
- a. Location**
- 1 Urban/Metropolitan area
 - 2 Suburban
 - 3 Rural
- b. Population**
- 1 Less than 20,000
 - 2 20,000 to 49,999
 - 3 50,000 to 99,999
 - 4 100,000 to 500,000
 - 5 Greater than 500,000
 - 6 Don't know

SECTION 3 PART A: NURSING ACTIVITIES

This section contains a list of activities descriptive of nursing practice in a variety of settings. Do not be surprised if some activities do not apply to your setting. For each activity, two questions are asked:

QUESTION A - FREQUENCY: If the activity is performed in your work setting, how often did you **personally perform the activity on the last day you worked?** If the activity is never performed in your work setting (is not applicable to your type of nursing) then mark the oval in the column with the heading, "NEVER performed in work setting," and go to the next activity. If the activity is applicable to your work setting, mark the oval indicating the approximate total number of times you performed the activity on the last day you worked: Mark "0 Times" if not performed on that last day of work, "1 Time" if performed once, "2 Times" if performed twice, "3 Times" if performed three times, "4 Times" if you performed the activity four times, and "5+ Times" if you performed the activity five or more times on the last day you worked.

QUESTION B - PRIORITY: What is the priority of performing this nursing activity compared to the performance of other nursing activities? All activities are designed to help clients, but some activities are more important than others in regard to client safety. Consider the priority of each activity relative to other nursing activities you perform when considering risk of unnecessary complications, impairment of function, or serious distress to clients. For each activity that is performed in your work setting, mark the oval corresponding to a priority rating, from a 1 (lowest priority) to a 4 (highest priority). Please mark a priority rating for all activities performed in your work setting even if you did not perform the activity on your last day of work.

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

Question A - If an activity does not apply to your work setting, mark "Never Performed in work setting" then move to next activity.
If activity is performed in your work setting mark 0-5+ reflecting the frequency of performing the activity on your last day of work then complete Question B.

Question B - Rate the overall priority of this activity considering client safety, and/or threat of complications or distress with 1 = lowest, 2 = low, 3 = high, and 4 = highest

	A - Frequency					B - Priority				
NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1 = Lowest	2 = Low	3 = High	4 = Highest
1. Perform procedures necessary for admitting, transferring or discharging a client	()	()	()	()	()	()	()	()	()	()
2. Provide and receive report on assigned clients	()	()	()	()	()	()	()	()	()	()
3. Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	()	()	()	()	()	()	()	()	()	()
4. Act as a client advocate	()	()	()	()	()	()	()	()	()	()
5. Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	()	()	()	()	()	()	()	()	()	()
6. Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	()	()	()	()	()	()	()	()	()	()
7. Provide pre-natal care	()	()	()	()	()	()	()	()	()	()
8. Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education, drug education, sexually transmitted diseases)	()	()	()	()	()	()	()	()	()	()
9. Provide intrapartum care (e.g., care provided during labor and birth)	()	()	()	()	()	()	()	()	()	()
10. Provide care that meets the special needs of the school age client ages 5 to 12 years	()	()	()	()	()	()	()	()	()	()
11. Participate in group sessions (e.g., support groups)	()	()	()	()	()	()	()	()	()	()
12. Assess psychosocial, spiritual, cultural and occupational factors affecting care	()	()	()	()	()	()	()	()	()	()

PLEASE DO NOT WRITE IN THIS AREA

SECTION 3 PART A: NURSING ACTIVITIES (continued)

Question A - If an activity does not apply to your work setting mark "Never Performed in work setting" then move to next activity.
 If activity is performed in your work setting mark 0-5+ reflecting the frequency of performing the activity on your last day of work then complete Question B.
Question B - Rate the overall priority of this activity considering client safety, and/or threat of complications or distress with 1 = lowest, 2 = low, 3 = high, and 4 = highest

	A - Frequency						B - Priority				
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1 = Lowest	2 = Low	3 = High	4 = Highest
13. Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
14. Assist client in the performance of activities of daily living	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
15. Evaluate and document client's response to medication	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
16. Evaluate appropriateness/accuracy of medication order for client	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
17. Administer and document medications given by common routes (e.g., oral, topical)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
18. Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
19. Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
20. Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated external defibrillator)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
21. Assess client's vital signs	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
22. Perform focused assessment or re-assessment (e.g., gastrointestinal, respiratory, cardiac)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
23. Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
24. Educate client and family about client's rights and responsibilities	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
25. Make appropriate referrals to community resources	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
26. Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
27. Maintain continuity of care between/among healthcare agencies	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
28. Maintain client confidentiality/privacy	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
29. Recognize tasks/assignments you are not prepared to perform and seek assistance	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
30. Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
31. Participate in educating staff (e.g., inservice, orientation)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
32. Apply principles of conflict resolution as needed when working with healthcare staff	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
33. Use information technology (e.g., computer, video, books) to enhance the care provided to a client	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
34. Ensure appropriate and safe use of equipment in performing client care procedures and treatments	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
35. Educate client/family on home safety issues	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
36. Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
37. Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
38. Educate client/family/staff on infection control measures	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
39. Identify client's allergies and intervene as needed (e.g., food, latex and other environmental allergies)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
40. Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
41. Assess and intervene in client's performance of instrumental activities of daily living (e.g., using telephone, shopping, preparing meals)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
42. Provide education on age specific growth and development to clients and family	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
43. Provide peri-natal education	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
44. Assess readiness to learn, learning preferences and barriers to learning	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
45. Provide care that meets the special needs of the older adult, over 85 years	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
46. Assist client/family to cope with life transitions	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
47. Provide care that meets the special needs of the adolescent client ages 13 to 18 years	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
48. Provide care that meets the special needs of the older adult client ages 65 to 85 years	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
49. Assess the need for, initiate, and maintain suicide precautions	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
50. Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
51. Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
52. Assess and plan interventions that meet the client's emotional and spiritual needs	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
53. Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
54. Use therapeutic communication techniques to provide support to client and/or family	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
55. Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
56. Assess and intervene with the client who has an alteration in elimination	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
57. Insert/remove nasogastric, urethral catheter or other tubes	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
58. Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
59. Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
60. Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	(X)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)

SECTION 3 PART A: NURSING ACTIVITIES (continued)

Question A - If an activity does not apply to your work setting mark "Never Performed in work setting" then move to next activity.
 If activity is performed in your work setting mark 0-5+ reflecting the frequency of performing the activity on your last day of work then complete Question B.

Question B - Rate the overall priority of this activity considering client safety, and/or threat of complications or distress with 1 = lowest, 2 = low, 3 = high, and 4 = highest

	A - Frequency						B - Priority				
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1 = Lowest	2 = Low	3 = High	4 = Highest
61. Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
62. Assess client's need for sleep/rest and intervene as needed	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
63. Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
64. Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
65. Administer blood products and evaluate client's response	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
66. Access implanted venous access devices	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
67. Start a peripherally inserted central catheter (PICC)	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
68. Educate client/family about medications	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
69. Initiate, maintain and/or evaluate telemetry monitoring	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
70. Perform tracheostomy care	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
71. Administer oxygen therapy and evaluate response	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
72. Maintain desired temperature of client using external devices (e.g., cooling and/or warming blanket)	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
73. Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
74. Implement and monitor phototherapy	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
75. Remove sutures or staples	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
76. Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
77. Monitor and maintain arterial lines	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
78. Perform micro-dermabrasion/botox/laser treatments	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
79. Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
80. Monitor client's physiologic response during and after moderate/conscious sedation	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
81. Obtain blood specimens peripherally or through central line	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
82. Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
83. Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
84. Educate client and family about treatments and procedures	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
85. Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)
86. Obtain specimens other than blood for diagnostic testing (e.g., wound cultures, stool, urine specimens)	(A)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)

Do the activities listed in Section 3 Part A represent what you actually do in your nursing position?

- 1 Yes
- 2 No

If no, what important activity was missing from this survey? (Please specify): _____

continued →

SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK

1. How many hours did you work on your last day of work?

Number of hours worked
0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

2. How many clients were you responsible for on your last day of work? This includes clients to whom you were assigned to provide direct care, indirect care (provided through others such as licensed practical nurses or nursing assistants), or any performance of tasks or other responsibility for care during all or any part of your time in the work setting.

Number of clients for whom you were responsible or provided some type of care
0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

3. How much of your time was spent performing each of the following types of activities on your last day of work? For each of the sets of activities please rate the approximate amount of time you spent on that type of activity on your last day of work rounded to the nearest hour. For example if you spent about 2 and 1/4 hours on a set of activities mark the oval of the "2." If you spent 3 and 3/4 hours on another set of activities, mark the oval of the "4" for that set of activities.

Table with 2 columns: Sets of Activities and Approximate Amount of Time (Hours) Spent on Set of Activities. Rows include categories like Management of Care, Safety and Infection Control, Health Promotion and Maintenance, Psychosocial Integrity, Basic Care and Comfort, Pharmacological and Parenteral Therapies, Reduction of Risk Potential, and Physiological Adaptation.

PLEASE DO NOT WRITE IN THIS AREA

Series of empty ovals for writing.

SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK (continued)

4. Some nursing activities are fundamental to the practice of nursing and are integrated into most aspects of client care. How much of your time was spent performing each of the following integrated processes on your last day of work?

Sets of Activities		Approximate Amount of Time (Hours) Spent on Set of Activities																			
		0	1	2	3	4	5	6	7	8	8+										
1	How many hours during your last day of work were spent on the following phases of the nursing process?																				
	a. assessing clients	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
	b. analyzing client data and identifying problems/nursing diagnosis	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
	c. planning client care	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
	d. implementing client care	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
	e. evaluating client care	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
2	How many hours during your last day of work were spent teaching clients (families, groups)?	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
3	How many hours during your last day of work were spent documenting care?	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨
4	How many hours during your last day of work were spent communicating verbally about client care (not including therapeutic communication)?	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⓪	①	②	③	④	⑤	⑥	⑦	⑧	⑨

SECTION 5: DEMOGRAPHIC INFORMATION

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

1. Did you work as a nursing assistant/aide, etc, prior to becoming a RN?
 1 Yes
 2 No → **Skip to Question 2**
 If "yes", for how many years and months?

years and months

⓪	①
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

2. Did you work as a LPN/VN prior to becoming a RN?
 1 Yes
 2 No → **Skip to Question 3**
 If "yes", for how many years and months?

years and months

⓪	①
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

3. Gender
 1 Male
 2 Female

4. Age in years

Years

⓪	①
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

5. Select below the answer **most descriptive** of your racial/ethnic background. (Select ONE answer)
 1 American Indian/Alaska Native
 2 Asian (e.g., Filipino, Japanese, Chinese)
 3 Black/African American
 4 White Hispanic or Latino
 5 Non-white Hispanic or Latino
 6 Native Hawaiian/Other Pacific Islander
 7 White
 8 Multi-ethnic or racial background

6. Is English the first language you learned to speak?
 1 Yes
 2 No

7. Type of basic nursing education program most recently completed.
 1 RN - Diploma in U.S.
 2 RN - Associate Degree in U.S.
 3 RN - Baccalaureate Degree in U.S.
 4 RN - Generic Master's Degree in U.S.
 5 RN - Generic Doctorate in U.S. (e.g., ND)
 6 Any nursing program NOT located in the U.S.
 7 Other program (please specify): _____

8. How many months has it been since you graduated from the above nursing education program?

Months since graduation

⓪	①
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

continued →

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

Activities Rank Ordered by Paper: Average Setting-Specific Frequency				
Activity #	Activity	Avg SS Frequency (0-5)	Rank (Paper)	Rank (Web)
142	Perform micro-dermabrasion/botox/laser treatments	0.31	1	1
117	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	0.47	2	3
100	Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	0.48	3	3
76	Perform peritoneal dialysis	0.51	4	2
138	Implement and monitor phototherapy	0.52	5	6
140	Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	0.53	6	10
139	Remove sutures or staples	0.54	7	8
131	Start a peripherally inserted central catheter (PICC)	0.57	8	5
94	Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	0.59	9	14
113	Assess the need for, initiate, and maintain suicide precautions	0.63	10	11
58	Perform post-mortem care	0.69	11	7
29	Report unsafe practice of healthcare personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	0.70	12	13
74	Perform gastric lavage	0.74	13	8
96	Apply principles of conflict resolution as needed when working with healthcare staff	0.78	14	21
134	Perform tracheostomy care	0.81	15	16
20	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated external defibrillator)	0.82	16	20
95	Participate in educating staff (e.g., inservice, orientation)	0.82	16	17
38	Report error/event/occurrence per protocol (e.g., medication error, client fall)	0.86	18	14
111	Provide care that meets the special needs of the adolescent client ages 13 to 18 years	0.95	19	24
129	Administer blood products and evaluate client's response	0.95	19	30
68	Maintain epidural infusion	0.97	21	11
122	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces casts)	0.99	22	24
11	Participate in group sessions (e.g., support groups)	1.00	23	17
89	Make appropriate referrals to community resources	1.02	24	32
59	Perform irrigations (e.g., of bladder, ear, eye)	1.03	25	24
73	Provide ostomy care	1.08	26	22
143	Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	1.08	26	40
71	Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	1.09	28	29

Activities Rank Ordered by Paper: Average Setting-Specific Frequency				
Activity #	Activity	Avg SS Frequency (0-5)	Rank (Paper)	Rank (Web)
107	Provide peri-natal education	1.13	29	39
55	Lead group therapy sessions	1.16	30	17
144	Monitor client's physiologic response during and after moderate/conscious sedation	1.18	31	33
41	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	1.22	32	23
51	Provide client and family with information about acute and chronic mental illness	1.22	32	36
106	Provide education on age specific growth and development to clients and family	1.24	34	36
54	Provide end of life care to clients and families	1.25	35	28
8	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education, drug education, sexually transmitted diseases)	1.26	36	44
136	Maintain desired temperature of client using external devices (e.g., cooling and/or warming blanket)	1.28	37	47
87	Educate client and family about home management of care (e.g., tracheostomy and ostomy)	1.29	38	30
7	Provide pre-natal care	1.32	39	35
99	Educate client/family on home safety issues	1.32	39	56
82	Perform an electrocardiogram test	1.38	41	43
32	Integrate advance directives into client's plan of care	1.42	42	42
37	Participate in maintaining institution's security plan (e.g., newborn nursery security, bomb threats)	1.42	42	41
105	Assess and intervene in client's performance of instrumental activities of daily living (e.g., using telephone, shopping, preparing meals)	1.42	42	47
101	Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	1.44	45	50
60	Incorporate alternative/complementary therapies into client's plan of care (e.g., music therapy, relaxation therapy)	1.45	46	33
121	Insert/remove nasogastric, urethral catheter or other tubes	1.46	47	52
141	Monitor and maintain arterial lines	1.47	48	60
84	Provide preoperative care	1.49	49	38
28	Provide client or family with information about advance directives	1.53	50	51
9	Provide intrapartum care (e.g., care provided during labor and birth)	1.54	51	45
110	Assist client/family to cope with life transitions	1.56	52	59
61	Assist client to compensate for a sensory impairment (e.g., assistive devices, compensatory techniques)	1.62	53	57
50	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	1.65	54	63
77	Perform suctioning via endotracheal or tracheostomy tube	1.69	55	46
43	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice)	1.71	56	55
25	Participate in performance improvement/quality assurance process (formally collect data or participate on a team)	1.76	57	69
45	Provide post-partum care	1.77	58	47

Activities Rank Ordered by Paper: Average Setting-Specific Frequency				
Activity #	Activity	Avg SS Frequency (0-5)	Rank (Paper)	Rank (Web)
52	Provide a therapeutic environment for clients with emotional/behavioral issues	1.77	58	65
86	Perform fetal heart monitoring	1.77	58	27
137	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	1.77	58	64
114	Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	1.82	62	76
19	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	1.83	63	97
10	Provide care that meets the special needs of the school age client ages 5 to 12 years	1.84	64	88
125	Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	1.84	64	84
145	Obtain blood specimens peripherally or through central line	1.84	64	87
146	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	1.84	64	69
91	Maintain continuity of care between/among healthcare agencies	1.87	68	72
69	Monitor and maintain clients on a ventilator	1.90	69	54
130	Access implanted venous access devices	1.90	69	83
102	Educate client/family/staff on infection control measures	1.91	71	82
72	Perform oral or nasopharyngeal suctioning	1.93	72	57
78	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	1.93	72	72
57	Provide client nutrition through continuous or intermittent tube feedings	1.94	74	53
70	Perform or assist with dressing change (e.g., central line dressing)	1.94	74	62
23	Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	1.95	76	72
44	Provide information about health maintenance recommendations (e.g., physician visits, immunizations, screening exams)	1.95	76	68
85	Provide pre and/or postoperative education	1.95	76	65
75	Provide postoperative care	1.96	79	76
150	Obtain specimens other than blood for diagnostic testing (e.g., wound cultures, stool, urine specimens)	1.96	79	67
46	Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavior/physical development	1.98	81	72
115	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	2.01	82	84
88	Educate client and family about client's rights and responsibilities	2.05	83	84
116	Assess and plan interventions that meet the client's emotional and spiritual needs	2.05	83	78
47	Provide care that meets the special needs of the preschool client ages 1 month to 4 years	2.06	85	69
49	Assess client's risk for abuse/neglect	2.11	86	79
53	Incorporate client's cultural practice and beliefs when planning and providing care	2.14	87	81

Activities Rank Ordered by Paper: Average Setting-Specific Frequency				
Activity #	Activity	Avg SS Frequency (0-5)	Rank (Paper)	Rank (Web)
35	Teach clients and families about the safe use of equipment needed for healthcare	2.19	88	92
30	Ensure that client has given informed consent for treatment	2.21	89	92
123	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	2.21	89	94
93	Recognize tasks/assignments you are not prepared to perform and seek assistance	2.25	91	100
31	Serve as a resource person to other staff	2.26	92	96
120	Assess and intervene with the client who has an alteration in elimination	2.27	93	101
109	Provide care that meets the special needs of the older adult, over 85 years	2.28	94	80
42	Provide newborn care	2.29	95	60
119	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	2.30	96	91
126	Assess client's need for sleep/rest and intervene as needed	2.30	96	90
79	Provide wound care	2.33	98	89
1	Perform procedures necessary for admitting, transferring or discharging a client	2.46	99	98
108	Assess readiness to learn, learning preferences and barriers to learning	2.48	100	98
66	Insert/remove a peripheral intravenous line	2.49	101	95
56	Evaluate and monitor client's height and weight	2.69	102	103
97	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	2.70	103	105
128	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	2.80	104	110
103	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	2.83	105	102
104	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	2.83	106	106
3	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	2.88	107	106
135	Administer oxygen therapy and evaluate response	2.90	108	114
24	Assess/triage client(s) to prioritize the order of care delivery	2.96	109	116
12	Assess psychosocial, spiritual, cultural and occupational factors affecting care	2.97	110	104
36	Follow procedures for handling biohazardous materials	2.98	111	113
148	Educate client and family about treatments and procedures	2.98	111	109
132	Educate client/family about medications	2.99	113	112
64	Perform calculations needed for medication administration	3.00	114	119
112	Provide care that meets the special needs of the older adult client ages 65 to 85 years	3.02	115	108
133	Initiate, maintain and/or evaluate telemetry monitoring	3.03	116	124
90	Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	3.09	117	111

Activities Rank Ordered by Paper: Average Setting-Specific Frequency				
Activity #	Activity	Avg SS Frequency (0-5)	Rank (Paper)	Rank (Web)
33	Plan safe, cost-effective care for the client	3.21	118	115
14	Assist client in the performance of activities of daily living	3.28	119	120
2	Provide and receive report on assigned clients	3.33	120	123
4	Act as a client advocate	3.35	121	118
80	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	3.35	121	117
118	Use therapeutic communication techniques to provide support to client and/or family	3.40	123	121
67	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	3.41	124	128
147	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	3.41	124	127
39	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	3.42	126	125
124	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	3.50	127	132
48	Provide care that meets the special needs of the adult client ages 19 to 64 years	3.54	128	126
149	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	3.56	129	122
34	Verify appropriateness and/or accuracy of a treatment order	3.57	130	134
26	Collaborate with healthcare members in other disciplines when providing client care	3.58	131	131
27	Receive and/or transcribe primary healthcare provider orders	3.64	132	129
83	Evaluate and document responses to procedures and treatments	3.72	133	135
6	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	3.73	134	130
98	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	3.81	135	136
62	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	3.84	136	132
81	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	3.84	136	137
65	Monitor and maintain infusion site(s) and rate(s)	4.08	138	139
18	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	4.14	139	142
22	Perform focused assessment or re-assessment (e.g., gastrointestinal, respiratory, cardiac)	4.22	140	143
15	Evaluate and document client's response to medication	4.28	141	140
127	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	4.29	142	138
13	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	4.31	143	144
16	Evaluate appropriateness/accuracy of medication order for client	4.31	144	141
17	Administer and document medications given by common routes (e.g., oral, topical)	4.47	145	146
92	Maintain client confidentiality/privacy	4.48	146	145

Activities Rank Ordered by Paper: Average Setting-Specific Frequency				
Activity #	Activity	Avg SS Frequency (0-5)	Rank (Paper)	Rank (Web)
63	Prepare medication for administration	4.55	147	147
21	Assess client's vital signs	4.64	148	148
40	Ensure proper identification of client when providing care	4.69	149	149
5	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	4.77	150	150

APPENDIX D: ACTIVITIES RANK ORDERED BY WEB: AVERAGE SETTING-SPECIFIC FREQUENCY

Activities Rank Ordered by Web: Average Setting-Specific Frequency				
Activity #	Activity	Avg SS Frequency (0-5)	Rank (Web)	Rank (Paper)
142	Perform micro-dermabrasion/botox/laser treatments	0.25	1	1
76	Perform peritoneal dialysis	0.31	2	4
100	Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	0.50	3	3
117	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	0.50	3	2
131	Start a peripherally inserted central catheter (PICC)	0.60	5	8
138	Implement and monitor phototherapy	0.61	6	5
58	Perform post-mortem care	0.63	7	11
74	Perform gastric lavage	0.65	8	13
139	Remove sutures or staples	0.65	8	7
140	Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	0.67	10	6
68	Maintain epidural infusion	0.73	11	21
113	Assess the need for, initiate, and maintain suicide precautions	0.73	11	10
29	Report unsafe practice of healthcare personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	0.80	13	12
38	Report error/event/occurrence per protocol (e.g., medication error, client fall)	0.82	14	18
94	Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	0.82	14	9
134	Perform tracheostomy care	0.87	16	15
11	Participate in group sessions (e.g., support groups)	0.92	17	23
55	Lead group therapy sessions	0.92	17	30
95	Participate in educating staff (e.g., inservice, orientation)	0.92	17	16
20	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated external defibrillator)	0.94	20	16
96	Apply principles of conflict resolution as needed when working with healthcare staff	0.96	21	14
73	Provide ostomy care	0.97	22	26
41	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	1.02	23	32
59	Perform irrigations (e.g., of bladder, ear, eye)	1.05	24	25
111	Provide care that meets the special needs of the adolescent client ages 13 to 18 years	1.05	24	19
122	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	1.05	24	22
86	Perform fetal heart monitoring	1.08	27	58
54	Provide end of life care to clients and families	1.11	28	35

Activities Rank Ordered by Web: Average Setting-Specific Frequency				
Activity #	Activity	Avg SS Frequency (0-5)	Rank (Web)	Rank (Paper)
71	Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	1.13	29	28
87	Educate client and family about home management of care (e.g., tracheostomy and ostomy)	1.14	30	38
129	Administer blood products and evaluate client's response	1.14	30	19
89	Make appropriate referrals to community resources	1.22	32	24
60	Incorporate alternative/complementary therapies into client's plan of care (e.g., music therapy, relaxation therapy)	1.24	33	46
144	Monitor client's physiologic response during and after moderate/conscious sedation	1.24	33	31
7	Provide pre-natal care	1.34	35	39
51	Provide client and family with information about acute and chronic mental illness	1.35	36	32
106	Provide education on age specific growth and development to clients and family	1.35	36	34
84	Provide preoperative care	1.36	38	49
107	Provide peri-natal education	1.39	39	29
143	Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	1.40	40	26
37	Participate in maintaining institution's security plan (e.g., newborn nursery security, bomb threats)	1.41	41	42
32	Integrate advance directives into client's plan of care	1.46	42	42
82	Perform an electrocardiogram test	1.48	43	41
8	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education, drug education, sexually transmitted diseases)	1.51	44	36
9	Provide intrapartum care (e.g., care provided during labor and birth)	1.52	45	51
77	Perform suctioning via endotracheal or tracheostomy tube	1.53	46	55
45	Provide post-partum care	1.55	47	58
105	Assess and intervene in client's performance of instrumental activities of daily living (e.g., using telephone, shopping, preparing meals)	1.55	47	42
136	Maintain desired temperature of client using external devices (e.g., cooling and/or warming blanket)	1.55	47	37
101	Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	1.57	50	45
28	Provide client or family with information about advance directives	1.58	51	50
121	Insert/remove nasogastric, urethral catheter or other tubes	1.61	52	47
57	Provide client nutrition through continuous or intermittent tube feedings	1.63	53	74
69	Monitor and maintain clients on a ventilator	1.64	54	69
43	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice)	1.65	55	56
99	Educate client/family on home safety issues	1.67	56	39
61	Assist client to compensate for a sensory impairment (e.g., assistive devices, compensatory techniques)	1.69	57	53
72	Perform oral or nasopharyngeal suctioning	1.69	57	72
110	Assist client/family to cope with life transitions	1.71	59	52

Activities Rank Ordered by Web: Average Setting-Specific Frequency				
Activity #	Activity	Avg SS Frequency (0-5)	Rank (Web)	Rank (Paper)
42	Provide newborn care	1.76	60	95
141	Monitor and maintain arterial lines	1.76	60	48
70	Perform or assist with dressing change (e.g., central line dressing)	1.79	62	74
50	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	1.80	63	54
137	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	1.82	64	58
52	Provide a therapeutic environment for clients with emotional/behavioral issues	1.85	65	58
85	Provide pre and/or postoperative education	1.85	65	76
150	Obtain specimens other than blood for diagnostic testing (e.g., wound cultures, stool, urine specimens)	1.95	67	79
44	Provide information about health maintenance recommendations (e.g., physician visits, immunizations, screening exams)	1.98	68	76
25	Participate in performance improvement/quality assurance process (formally collect data or participate on a team)	1.99	69	57
47	Provide care that meets the special needs of the preschool client ages 1 month to 4 years	1.99	69	85
146	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	1.99	69	64
23	Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	2.01	72	76
46	Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavior/physical development	2.01	72	81
78	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	2.01	72	72
91	Maintain continuity of care between/among healthcare agencies	2.01	72	68
75	Provide postoperative care	2.04	76	79
114	Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	2.04	76	62
116	Assess and plan interventions that meet the client's emotional and spiritual needs	2.06	78	83
49	Assess client's risk for abuse/neglect	2.09	79	86
109	Provide care that meets the special needs of the older adult, over 85 years	2.12	80	94
53	Incorporate client's cultural practice and beliefs when planning and providing care	2.14	81	87
102	Educate client/family/staff on infection control measures	2.17	82	71
130	Access implanted venous access devices	2.20	83	69
88	Educate client and family about client's rights and responsibilities	2.21	84	83
115	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	2.21	84	82
125	Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	2.21	84	64
145	Obtain blood specimens peripherally or through central line	2.23	87	64
10	Provide care that meets the special needs of the school age client ages 5 to 12 years	2.24	88	64

Activities Rank Ordered by Web: Average Setting-Specific Frequency				
Activity #	Activity	Avg SS Frequency (0-5)	Rank (Web)	Rank (Paper)
79	Provide wound care	2.27	89	98
126	Assess client's need for sleep/rest and intervene as needed	2.31	90	96
119	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	2.32	91	96
30	Ensure that client has given informed consent for treatment	2.39	92	89
35	Teach clients and families about the safe use of equipment needed for healthcare	2.39	92	88
123	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	2.41	94	89
66	Insert/remove a peripheral intravenous line	2.43	95	101
31	Serve as a resource person to other staff	2.44	96	92
19	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	2.47	97	63
1	Perform procedures necessary for admitting, transferring or discharging a client	2.52	98	99
108	Assess readiness to learn, learning preferences and barriers to learning	2.52	98	100
93	Recognize tasks/assignments you are not prepared to perform and seek assistance	2.53	100	91
120	Assess and intervene with the client who has an alteration in elimination	2.57	101	93
103	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	2.74	102	105
56	Evaluate and monitor client's height and weight	2.75	103	102
12	Assess psychosocial, spiritual, cultural and occupational factors affecting care	2.84	104	110
97	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	2.86	105	103
3	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	2.90	106	107
104	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	2.90	106	106
112	Provide care that meets the special needs of the older adult client ages 65 to 85 years	2.97	108	115
148	Educate client and family about treatments and procedures	3.02	109	111
128	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	3.06	110	104
90	Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	3.11	111	117
132	Educate client/family about medications	3.14	112	113
36	Follow procedures for handling biohazardous materials	3.19	113	111
135	Administer oxygen therapy and evaluate response	3.21	114	108
33	Plan safe, cost-effective care for the client	3.22	115	118
24	Assess/triage client(s) to prioritize the order of care delivery	3.23	116	109
80	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	3.27	117	121

Activities Rank Ordered by Web: Average Setting-Specific Frequency				
Activity #	Activity	Avg SS Frequency (0-5)	Rank (Web)	Rank (Paper)
4	Act as a client advocate	3.28	118	121
64	Perform calculations needed for medication administration	3.30	119	114
14	Assist client in the performance of activities of daily living	3.32	120	119
118	Use therapeutic communication techniques to provide support to client and/or family	3.34	121	123
149	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	3.35	122	129
2	Provide and receive report on assigned clients	3.40	123	120
133	Initiate, maintain and/or evaluate telemetry monitoring	3.43	124	116
39	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	3.46	125	126
48	Provide care that meets the special needs of the adult client ages 19 to 64 years	3.49	126	128
147	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	3.52	127	124
67	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	3.54	128	124
27	Receive and/or transcribe primary healthcare provider orders	3.58	129	132
6	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	3.63	130	134
26	Collaborate with healthcare members in other disciplines when providing client care	3.67	131	131
62	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	3.73	132	136
124	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	3.73	132	127
34	Verify appropriateness and/or accuracy of a treatment order	3.76	134	130
83	Evaluate and document responses to procedures and treatments	3.84	135	133
98	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	3.85	136	135
81	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	3.88	137	136
127	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	4.17	138	142
65	Monitor and maintain infusion site(s) and rate(s)	4.30	139	138
15	Evaluate and document client's response to medication	4.35	140	141
16	Evaluate appropriateness/accuracy of medication order for client	4.36	141	144
18	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	4.38	142	139
22	Perform focused assessment or re-assessment (e.g., gastrointestinal, respiratory, cardiac)	4.39	143	140
13	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	4.43	144	143
92	Maintain client confidentiality/privacy	4.50	145	146
17	Administer and document medications given by common routes (e.g., oral, topical)	4.55	146	145

Activities Rank Ordered by Web: Average Setting-Specific Frequency				
Activity #	Activity	Avg SS Frequency (0-5)	Rank (Web)	Rank (Paper)
63	Prepare medication for administration	4.56	147	147
21	Assess client's vital signs	4.62	148	148
40	Ensure proper identification of client when providing care	4.69	149	149
5	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	4.85	150	150

APPENDIX E: ACTIVITIES RANK ORDERED BY PAPER: AVERAGE TOTAL GROUP FREQUENCY

Activities Rank Ordered by Paper: Average Total Group Frequency

Activity #	Activity	Avg Total Group Frequency (0-5)	Rank (Paper)	Rank (Web)
142	Perform micro-dermabrasion/botox/laser treatments	0.03	1	1
138	Implement and monitor phototherapy	0.16	2	5
76	Perform peritoneal dialysis	0.17	3	2
55	Lead group therapy sessions	0.18	4	3
11	Participate in group sessions (e.g., support groups)	0.20	5	5
9	Provide intrapartum care (e.g., care provided during labor and birth)	0.21	6	4
117	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	0.21	6	7
131	Start a peripherally inserted central catheter (PICC)	0.21	6	10
7	Provide pre-natal care	0.23	9	8
107	Provide peri-natal education	0.24	10	11
140	Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	0.24	10	12
86	Perform fetal heart monitoring	0.36	12	9
139	Remove sutures or staples	0.36	12	19
8	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education, drug education, sexually transmitted diseases)	0.37	14	24
45	Provide post-partum care	0.37	14	13
100	Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	0.37	14	14
143	Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	0.40	17	27
74	Perform gastric lavage	0.41	18	14
10	Provide care that meets the special needs of the school age client ages 5 to 12 years	0.43	19	23
113	Assess the need for, initiate, and maintain suicide precautions	0.44	20	22
58	Perform post-mortem care	0.45	21	17
94	Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	0.45	21	28
111	Provide care that meets the special needs of the adolescent client ages 13 to 18 years	0.47	23	21
68	Maintain epidural infusion	0.48	24	14
29	Report unsafe practice of healthcare personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	0.50	25	25
41	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	0.58	26	17
95	Participate in educating staff (e.g., inservice, orientation)	0.59	27	29
47	Provide care that meets the special needs of the preschool client ages 1 month to 4 years	0.61	28	26
134	Perform tracheostomy care	0.62	29	30

Activities Rank Ordered by Paper: Average Total Group Frequency				
Activity #	Activity	Avg Total Group Frequency (0-5)	Rank (Paper)	Rank (Web)
20	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated external defibrillator)	0.63	30	31
42	Provide newborn care	0.65	31	20
96	Apply principles of conflict resolution as needed when working with healthcare staff	0.67	32	40
122	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces casts)	0.70	33	34
71	Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	0.72	34	35
144	Monitor client's physiologic response during and after moderate/ conscious sedation	0.73	35	38
38	Report error/event/occurrence per protocol (e.g., medication error, client fall)	0.75	36	31
82	Perform an electrocardiogram test	0.76	37	42
141	Monitor and maintain arterial lines	0.76	37	46
59	Perform irrigations (e.g., of bladder, ear, eye)	0.78	39	40
51	Provide client and family with information about acute and chronic mental illness	0.80	40	43
73	Provide ostomy care	0.81	41	33
106	Provide education on age specific growth and development to clients and family	0.83	42	45
129	Administer blood products and evaluate client's response	0.83	43	49
89	Make appropriate referrals to community resources	0.82	44	46
69	Monitor and maintain clients on a ventilator	0.87	45	35
87	Educate client and family about home management of care (e.g., tracheostomy and ostomy)	0.91	46	39
54	Provide end of life care to clients and families	0.92	47	37
60	Incorporate alternative/complementary therapies into client's plan of care (e.g., music therapy, relaxation therapy)	0.99	48	43
105	Assess and intervene in client's performance of instrumental activities of daily living (e.g., using telephone, shopping, preparing meals)	1.03	49	51
23	Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	1.05	50	53
37	Participate in maintaining institution's security plan (e.g., newborn nursery security, bomb threats)	1.06	51	52
136	Maintain desired temperature of client using external devices (e.g., cooling and/or warming blanket)	1.08	52	57
84	Provide preoperative care	1.12	53	49
32	Integrate advance directives into client's plan of care	1.14	54	54
99	Educate client/family on home safety issues	1.16	55	65
25	Participate in performance improvement/quality assurance process (formally collect data or participate on a team)	1.19	56	60
77	Perform suctioning via endotracheal or tracheostomy tube	1.21	57	48
28	Provide client or family with information about advance directives	1.26	58	57
61	Assist client to compensate for a sensory impairment (e.g., assistive devices, compensatory techniques)	1.26	58	57

Activities Rank Ordered by Paper: Average Total Group Frequency				
Activity #	Activity	Avg Total Group Frequency (0-5)	Rank (Paper)	Rank (Web)
101	Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	1.28	60	63
43	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice)	1.32	61	55
52	Provide a therapeutic environment for clients with emotional/behavioral issues	1.35	62	63
121	Insert/remove nasogastric, urethral catheter or other tubes	1.35	62	66
78	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	1.37	64	61
110	Assist client/family to cope with life transitions	1.37	64	68
50	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	1.39	66	68
75	Provide postoperative care	1.44	67	70
46	Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavior/physical development	1.46	68	70
19	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	1.56	69	90
44	Provide information about health maintenance recommendations (e.g., physician visits, immunizations, screening exams)	1.55	69	72
145	Obtain blood specimens peripherally or through central line	1.56	69	83
91	Maintain continuity of care between/among healthcare agencies	1.57	72	76
130	Access implanted venous access devices	1.57	72	81
57	Provide client nutrition through continuous or intermittent tube feedings	1.58	74	56
85	Provide pre and/or postoperative education	1.58	74	66
146	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	1.59	76	77
114	Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	1.60	77	78
72	Perform oral or nasopharyngeal suctioning	1.62	78	62
137	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	1.62	78	75
70	Perform or assist with dressing change (e.g., central line dressing)	1.66	80	74
125	Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	1.68	81	87
102	Educate client/family/staff on infection control measures	1.81	82	88
109	Provide care that meets the special needs of the older adult, over 85 years	1.81	82	72
150	Obtain specimens other than blood for diagnostic testing (e.g., wound cultures, stool, urine specimens)	1.88	84	80
49	Assess client's risk for abuse/neglect	1.89	85	79
115	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	1.89	85	89
116	Assess and plan interventions that meet the client's emotional and spiritual needs	1.92	87	82
88	Educate client and family about client's rights and responsibilities	1.94	88	91

Activities Rank Ordered by Paper: Average Total Group Frequency				
Activity #	Activity	Avg Total Group Frequency (0-5)	Rank (Paper)	Rank (Web)
24	Assess/triage client(s) to prioritize the order of care delivery	1.99	89	100
53	Incorporate client's cultural practice and beliefs when planning and providing care	2.00	90	85
123	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	2.00	91	93
35	Teach clients and families about the safe use of equipment needed for healthcare	2.01	92	92
119	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	2.01	92	84
31	Serve as a resource person to other staff	2.02	94	96
30	Ensure that client has given informed consent for treatment	2.05	95	97
120	Assess and intervene with the client who has an alteration in elimination	2.12	96	101
126	Assess client's need for sleep/rest and intervene as needed	2.11	96	94
79	Provide wound care	2.16	98	86
133	Initiate, maintain and/or evaluate telemetry monitoring	2.17	99	109
93	Recognize tasks/assignments you are not prepared to perform and seek assistance	2.21	100	103
66	Insert/remove a peripheral intravenous line	2.25	101	95
108	Assess readiness to learn, learning preferences and barriers to learning	2.30	102	98
1	Perform procedures necessary for admitting, transferring or discharging a client	2.38	103	102
56	Evaluate and monitor client's height and weight	2.39	104	104
112	Provide care that meets the special needs of the older adult client ages 65 to 85 years	2.51	105	98
97	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	2.57	106	108
3	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	2.55	107	104
128	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	2.63	108	111
104	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	2.72	109	110
103	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	2.75	110	107
135	Administer oxygen therapy and evaluate response	2.77	111	119
12	Assess psychosocial, spiritual, cultural and occupational factors affecting care	2.81	112	106
36	Follow procedures for handling biohazardous materials	2.80	113	116
132	Educate client/family about medications	2.87	114	118
64	Perform calculations needed for medication administration	2.89	115	120
90	Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	2.90	116	112
148	Educate client and family about treatments and procedures	2.90	116	113
33	Plan safe, cost-effective care for the client	2.93	118	115

Activities Rank Ordered by Paper: Average Total Group Frequency				
Activity #	Activity	Avg Total Group Frequency (0-5)	Rank (Paper)	Rank (Web)
14	Assist client in the performance of activities of daily living	3.02	119	117
48	Provide care that meets the special needs of the adult client ages 19 to 64 years	3.03	120	113
80	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	3.17	121	121
67	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	3.24	122	127
147	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	3.27	123	128
2	Provide and receive report on assigned clients	3.29	124	126
4	Act as a client advocate	3.30	125	123
39	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	3.30	125	125
118	Use therapeutic communication techniques to provide support to client and/or family	3.32	127	123
124	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	3.41	128	133
26	Collaborate with healthcare members in other disciplines when providing client care	3.44	129	132
149	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	3.43	130	122
34	Verify appropriateness and/or accuracy of a treatment order	3.49	131	134
27	Receive and/or transcribe primary healthcare provider orders	3.51	132	128
83	Evaluate and document responses to procedures and treatments	3.56	133	134
62	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	3.60	134	130
6	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	3.61	135	131
81	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	3.67	136	136
98	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	3.78	137	137
65	Monitor and maintain infusion site(s) and rate(s)	3.83	138	138
18	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	4.04	139	140
22	Perform focused assessment or re-assessment (e.g., gastrointestinal, respiratory, cardiac)	4.07	140	143
15	Evaluate and document client's response to medication	4.21	141	142
127	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	4.26	142	139
16	Evaluate appropriateness/accuracy of medication order for client	4.27	143	140
13	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	4.28	144	144
17	Administer and document medications given by common routes (e.g., oral, topical)	4.37	145	145
92	Maintain client confidentiality/privacy	4.48	146	147
63	Prepare medication for administration	4.52	147	145

Activities Rank Ordered by Paper: Average Total Group Frequency				
Activity #	Activity	Avg Total Group Frequency (0-5)	Rank (Paper)	Rank (Web)
21	Assess client's vital signs	4.61	148	148
40	Ensure proper identification of client when providing care	4.64	149	149
5	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	4.76	150	150

APPENDIX F: ACTIVITIES RANK ORDERED BY WEB: AVERAGE TOTAL GROUP FREQUENCY

Activities Rank Ordered by Web: Average Total Group Frequency				
Activity #	Activity	Avg Total Group Frequency (0-5)	Rank (Paper)	Rank (Web)
142	Perform micro-dermabrasion/botox/laser treatments	0.03	1	1
76	Perform peritoneal dialysis	0.10	3	2
55	Lead group therapy sessions	0.16	4	3
9	Provide intrapartum care (e.g., care provided during labor and birth)	0.18	6	4
11	Participate in group sessions (e.g., support groups)	0.21	5	5
138	Implement and monitor phototherapy	0.21	2	5
117	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	0.22	6	7
7	Provide pre-natal care	0.23	9	8
86	Perform fetal heart monitoring	0.24	12	9
131	Start a peripherally inserted central catheter (PICC)	0.27	6	10
107	Provide peri-natal education	0.30	10	11
140	Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	0.31	10	12
45	Provide post-partum care	0.33	14	13
68	Maintain epidural infusion	0.39	24	14
74	Perform gastric lavage	0.39	18	14
100	Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	0.39	14	14
41	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	0.41	26	17
58	Perform post-mortem care	0.41	21	17
139	Remove sutures or staples	0.42	12	19
42	Provide newborn care	0.45	31	20
111	Provide care that meets the special needs of the adolescent client ages 13 to 18 years	0.47	23	21
113	Assess the need for, initiate, and maintain suicide precautions	0.50	20	22
10	Provide care that meets the special needs of the school age client ages 5 to 12 years	0.52	19	23
8	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education, drug education, sexually transmitted diseases)	0.53	14	24
29	Report unsafe practice of healthcare personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	0.54	25	25
47	Provide care that meets the special needs of the preschool client ages 1 month to 4 years	0.58	28	26
143	Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	0.60	17	27
94	Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	0.63	21	28
95	Participate in educating staff (e.g., inservice, orientation)	0.67	27	29

Activities Rank Ordered by Web: Average Total Group Frequency				
Activity #	Activity	Avg Total Group Frequency (0-5)	Rank (Paper)	Rank (Web)
134	Perform tracheostomy care	0.68	29	30
20	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated external defibrillator)	0.70	30	31
38	Report error/event/occurrence per protocol (e.g., medication error, client fall)	0.70	36	31
73	Provide ostomy care	0.72	41	33
122	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces casts)	0.73	33	34
69	Monitor and maintain clients on a ventilator	0.76	45	35
71	Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	0.76	34	35
54	Provide end of life care to clients and families	0.77	47	37
144	Monitor client's physiologic response during and after moderate/ conscious sedation	0.78	35	38
87	Educate client and family about home management of care (e.g., tracheostomy and ostomy)	0.79	46	39
59	Perform irrigations (e.g., of bladder, ear, eye)	0.80	39	40
96	Apply principles of conflict resolution as needed when working with healthcare staff	0.80	32	40
82	Perform an electrocardiogram test	0.81	37	42
51	Provide client and family with information about acute and chronic mental illness	0.89	40	43
60	Incorporate alternative/complementary therapies into client's plan of care (e.g., music therapy, relaxation therapy)	0.89	48	43
106	Provide education on age specific growth and development to clients and family	0.90	42	45
89	Make appropriate referrals to community resources	0.99	44	46
141	Monitor and maintain arterial lines	0.99	37	46
77	Perform suctioning via endotracheal or tracheostomy tube	1.01	57	48
84	Provide preoperative care	1.03	53	49
129	Administer blood products and evaluate client's response	1.03	43	49
105	Assess and intervene in client's performance of instrumental activities of daily living (e.g., using telephone, shopping, preparing meals)	1.04	49	51
37	Participate in maintaining institution's security plan (e.g., newborn nursery security, bomb threats)	1.05	51	52
23	Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	1.07	50	53
32	Integrate advance directives into client's plan of care	1.17	54	54
43	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice)	1.26	61	55
57	Provide client nutrition through continuous or intermittent tube feedings	1.30	74	56
28	Provide client or family with information about advance directives	1.31	58	57
61	Assist client to compensate for a sensory impairment (e.g., assistive devices, compensatory techniques)	1.31	58	57

Activities Rank Ordered by Web: Average Total Group Frequency				
Activity #	Activity	Avg Total Group Frequency (0-5)	Rank (Paper)	Rank (Web)
136	Maintain desired temperature of client using external devices (e.g., cooling and/or warming blanket)	1.31	52	57
25	Participate in performance improvement/quality assurance process (formally collect data or participate on a team)	1.33	56	60
78	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	1.37	64	61
72	Perform oral or nasopharyngeal suctioning	1.38	78	62
52	Provide a therapeutic environment for clients with emotional/behavioral issues	1.40	62	63
101	Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	1.40	60	63
99	Educate client/family on home safety issues	1.46	55	65
85	Provide pre and/or postoperative education	1.51	74	66
121	Insert/remove nasogastric, urethral catheter or other tubes	1.51	62	66
50	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	1.53	66	68
110	Assist client/family to cope with life transitions	1.53	64	68
46	Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavior/physical development	1.54	68	70
75	Provide postoperative care	1.54	67	70
44	Provide information about health maintenance recommendations (e.g., physician visits, immunizations, screening exams)	1.56	69	72
109	Provide care that meets the special needs of the older adult, over 85 years	1.56	82	72
70	Perform or assist with dressing change (e.g., central line dressing)	1.61	80	74
137	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	1.64	78	75
91	Maintain continuity of care between/among healthcare agencies	1.69	72	76
146	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	1.70	76	77
114	Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	1.82	77	78
49	Assess client's risk for abuse/neglect	1.86	85	79
150	Obtain specimens other than blood for diagnostic testing (e.g., wound cultures, stool, urine specimens)	1.87	84	80
130	Access implanted venous access devices	1.90	72	81
116	Assess and plan interventions that meet the client's emotional and spiritual needs	1.91	87	82
145	Obtain blood specimens peripherally or through central line	1.96	69	83
119	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	1.97	92	84
53	Incorporate client's cultural practice and beliefs when planning and providing care	1.98	90	85
79	Provide wound care	2.01	98	86
125	Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	2.02	81	87

Activities Rank Ordered by Web: Average Total Group Frequency				
Activity #	Activity	Avg Total Group Frequency (0-5)	Rank (Paper)	Rank (Web)
102	Educate client/family/staff on infection control measures	2.06	82	88
115	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	2.07	85	89
19	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	2.10	69	90
88	Educate client and family about client's rights and responsibilities	2.12	88	91
35	Teach clients and families about the safe use of equipment needed for healthcare	2.14	92	92
123	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	2.15	91	93
126	Assess client's need for sleep/rest and intervene as needed	2.16	96	94
66	Insert/remove a peripheral intravenous line	2.20	101	95
31	Serve as a resource person to other staff	2.21	94	96
30	Ensure that client has given informed consent for treatment	2.24	95	97
108	Assess readiness to learn, learning preferences and barriers to learning	2.32	102	98
112	Provide care that meets the special needs of the older adult client ages 65 to 85 years	2.32	105	98
24	Assess/triage client(s) to prioritize the order of care delivery	2.35	89	100
120	Assess and intervene with the client who has an alteration in elimination	2.37	96	101
1	Perform procedures necessary for admitting, transferring or discharging a client	2.41	103	102
93	Recognize tasks/assignments you are not prepared to perform and seek assistance	2.49	100	103
3	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	2.57	107	104
56	Evaluate and monitor client's height and weight	2.57	104	104
12	Assess psychosocial, spiritual, cultural and occupational factors affecting care	2.64	112	106
103	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	2.65	110	107
97	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	2.66	106	108
133	Initiate, maintain and/or evaluate telemetry monitoring	2.68	99	109
104	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	2.74	109	110
128	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	2.89	108	111
90	Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	2.91	116	112
48	Provide care that meets the special needs of the adult client ages 19 to 64 years	2.95	120	113
148	Educate client and family about treatments and procedures	2.95	116	113
33	Plan safe, cost-effective care for the client	2.96	118	115
36	Follow procedures for handling biohazardous materials	2.99	113	116

Activities Rank Ordered by Web: Average Total Group Frequency				
Activity #	Activity	Avg Total Group Frequency (0-5)	Rank (Paper)	Rank (Web)
14	Assist client in the performance of activities of daily living	3.02	119	117
132	Educate client/family about medications	3.05	114	118
135	Administer oxygen therapy and evaluate response	3.11	111	119
64	Perform calculations needed for medication administration	3.13	115	120
80	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	3.14	121	121
149	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	3.22	130	122
4	Act as a client advocate	3.23	125	123
118	Use therapeutic communication techniques to provide support to client and/or family	3.23	127	123
39	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	3.28	125	125
2	Provide and receive report on assigned clients	3.35	124	126
67	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	3.37	122	127
27	Receive and/or transcribe primary healthcare provider orders	3.41	132	128
147	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	3.41	123	128
62	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	3.47	134	130
6	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	3.56	135	131
26	Collaborate with healthcare members in other disciplines when providing client care	3.58	129	132
124	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	3.61	128	133
34	Verify appropriateness and/or accuracy of a treatment order	3.65	131	134
83	Evaluate and document responses to procedures and treatments	3.65	133	134
81	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	3.66	136	136
98	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	3.78	137	137
65	Monitor and maintain infusion site(s) and rate(s)	3.97	138	138
127	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	4.15	142	139
16	Evaluate appropriateness/accuracy of medication order for client	4.27	143	140
18	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	4.27	139	140
15	Evaluate and document client's response to medication	4.28	141	142
22	Perform focused assessment or re-assessment (e.g., gastrointestinal, respiratory, cardiac)	4.31	140	143
13	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	4.36	144	144
17	Administer and document medications given by common routes (e.g., oral, topical)	4.46	145	145

Activities Rank Ordered by Web: Average Total Group Frequency				
Activity #	Activity	Avg Total Group Frequency (0-5)	Rank (Paper)	Rank (Web)
63	Prepare medication for administration	4.46	147	145
92	Maintain client confidentiality/privacy	4.49	146	147
21	Assess client's vital signs	4.59	148	148
40	Ensure proper identification of client when providing care	4.67	149	149
5	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	4.84	150	150

APPENDIX G: ACTIVITIES ORDERED BY PAPER: AVERAGE SETTING-SPECIFIC PRIORITY

Activities Rank Ordered by Paper: Average Setting-Specific Priority				
Activity #	Activity	Avg Setting-Specific Priority (1-4)	Rank (Paper)	Rank (Web)
142	Perform micro-dermabrasion/botox/laser treatments	2.14	1	1
11	Participate in group sessions (e.g., support groups)	2.21	2	2
139	Remove sutures or staples	2.24	3	6
117	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	2.29	4	3
55	Lead group therapy sessions	2.33	5	21
8	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education, drug education, sexually transmitted diseases)	2.34	6	12
105	Assess and intervene in client's performance of instrumental activities of daily living (e.g., using telephone, shopping, preparing meals)	2.37	7	4
60	Incorporate alternative/complementary therapies into client's plan of care (e.g., music therapy, relaxation therapy)	2.40	8	4
89	Make appropriate referrals to community resources	2.42	9	9
106	Provide education on age specific growth and development to clients and family	2.44	10	9
58	Perform post-mortem care	2.46	11	7
41	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	2.48	12	9
96	Apply principles of conflict resolution as needed when working with healthcare staff	2.48	12	13
25	Participate in performance improvement/quality assurance process (formally collect data or participate on a team)	2.52	14	15
46	Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavior/physical development	2.54	15	27
31	Serve as a resource person to other staff	2.61	16	27
95	Participate in educating staff (e.g., inservice, orientation)	2.61	16	8
51	Provide client and family with information about acute and chronic mental illness	2.62	18	20
59	Perform irrigations (e.g., of bladder, ear, eye)	2.63	19	21
114	Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	2.63	19	18
7	Provide pre-natal care	2.64	21	14
28	Provide client or family with information about advance directives	2.64	21	21
91	Maintain continuity of care between/among healthcare agencies	2.66	23	33
97	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	2.66	23	16
44	Provide information about health maintenance recommendations (e.g., physician visits, immunizations, screening exams)	2.67	25	39
43	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice)	2.68	26	37
14	Assist client in the performance of activities of daily living	2.69	27	38

Activities Rank Ordered by Paper: Average Setting-Specific Priority				
Activity #	Activity	Avg Setting-Specific Priority (1-4)	Rank (Paper)	Rank (Web)
111	Provide care that meets the special needs of the adolescent client ages 13 to 18 years	2.70	28	27
138	Implement and monitor phototherapy	2.70	28	17
73	Provide ostomy care	2.71	30	27
107	Provide peri-natal education	2.71	30	47
116	Assess and plan interventions that meet the client's emotional and spiritual needs	2.72	32	33
122	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces casts)	2.73	33	21
10	Provide care that meets the special needs of the school age client ages 5 to 12 years	2.74	34	55
108	Assess readiness to learn, learning preferences and barriers to learning	2.74	34	33
126	Assess client's need for sleep/rest and intervene as needed	2.74	34	27
56	Evaluate and monitor client's height and weight	2.75	37	21
74	Perform gastric lavage	2.75	37	33
61	Assist client to compensate for a sensory impairment (e.g., assistive devices, compensatory techniques)	2.76	39	51
88	Educate client and family about client's rights and responsibilities	2.76	39	48
90	Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	2.76	39	39
119	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	2.77	42	39
12	Assess psychosocial, spiritual, cultural and occupational factors affecting care	2.78	43	27
137	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	2.78	43	42
3	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	2.80	45	21
110	Assist client/family to cope with life transitions	2.80	45	42
1	Perform procedures necessary for admitting, transferring or discharging a client	2.84	47	45
99	Educate client/family on home safety issues	2.84	47	54
150	Obtain specimens other than blood for diagnostic testing (e.g., wound cultures, stool, urine specimens)	2.84	47	50
76	Perform peritoneal dialysis	2.85	50	19
121	Insert/remove nasogastric, urethral catheter or other tubes	2.87	51	52
45	Provide post-partum care	2.88	52	45
52	Provide a therapeutic environment for clients with emotional/behavioral issues	2.88	52	68
125	Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	2.88	52	48
32	Integrate advance directives into client's plan of care	2.89	55	55
136	Maintain desired temperature of client using external devices (e.g., cooling and/or warming blanket)	2.90	56	64
53	Incorporate client's cultural practice and beliefs when planning and providing care	2.91	57	52

Activities Rank Ordered by Paper: Average Setting-Specific Priority				
Activity #	Activity	Avg Setting-Specific Priority (1-4)	Rank (Paper)	Rank (Web)
50	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	2.94	58	77
9	Provide intrapartum care (e.g., care provided during labor and birth)	2.95	59	70
109	Provide care that meets the special needs of the older adult, over 85 years	2.95	59	61
115	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	2.96	61	57
145	Obtain blood specimens peripherally or through central line	2.97	62	64
47	Provide care that meets the special needs of the preschool client ages 1 month to 4 years	2.98	63	58
123	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	2.98	63	58
131	Start a peripherally inserted central catheter (PICC)	2.98	63	42
112	Provide care that meets the special needs of the older adult client ages 65 to 85 years	2.99	66	61
35	Teach clients and families about the safe use of equipment needed for healthcare	3.00	67	84
87	Educate client and family about home management of care (e.g., tracheostomy and ostomy)	3.00	67	58
71	Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	3.03	69	64
82	Perform an electrocardiogram test	3.03	69	94
120	Assess and intervene with the client who has an alteration in elimination	3.04	71	64
84	Provide preoperative care	3.05	72	61
33	Plan safe, cost-effective care for the client	3.06	73	71
48	Provide care that meets the special needs of the adult client ages 19 to 64 years	3.06	73	77
70	Perform or assist with dressing change (e.g., central line dressing)	3.06	73	83
78	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	3.06	73	86
26	Collaborate with healthcare members in other disciplines when providing client care	3.09	77	88
68	Maintain epidural infusion	3.09	77	74
85	Provide pre and/or postoperative education	3.09	77	76
118	Use therapeutic communication techniques to provide support to client and/or family	3.09	77	72
134	Perform tracheostomy care	3.10	81	72
49	Assess client's risk for abuse/neglect	3.11	82	98
148	Educate client and family about treatments and procedures	3.12	83	77
42	Provide newborn care	3.13	84	68
54	Provide end of life care to clients and families	3.13	84	101
29	Report unsafe practice of healthcare personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	3.14	86	94
37	Participate in maintaining institution's security plan (e.g., newborn nursery security, bomb threats)	3.14	86	81
66	Insert/remove a peripheral intravenous line	3.14	86	90

Activities Rank Ordered by Paper: Average Setting-Specific Priority				
Activity #	Activity	Avg Setting-Specific Priority (1-4)	Rank (Paper)	Rank (Web)
79	Provide wound care	3.14	86	86
2	Provide and receive report on assigned clients	3.15	90	90
19	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	3.15	105	90
57	Provide client nutrition through continuous or intermittent tube feedings	3.15	75	90
94	Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	3.15	100	90
100	Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	3.17	81	94
39	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	3.18	99	95
101	Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	3.18	96	95
102	Educate client/family/staff on infection control measures	3.18	103	95
23	Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	3.19	84	98
132	Educate client/family about medications	3.20	90	99
38	Report error/event/occurrence per protocol (e.g., medication error, client fall)	3.21	96	100
24	Assess/triage client(s) to prioritize the order of care delivery	3.22	109	101
130	Access implanted venous access devices	3.22	77	101
86	Perform fetal heart monitoring	3.23	88	103
72	Perform oral or nasopharyngeal suctioning	3.25	106	104
104	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	3.27	107	105
75	Provide postoperative care	3.28	112	106
146	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	3.29	102	107
83	Evaluate and document responses to procedures and treatments	3.31	116	108
140	Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	3.31	103	108
149	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	3.31	93	108
77	Perform suctioning via endotracheal or tracheostomy tube	3.33	115	111
81	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	3.33	112	111
141	Monitor and maintain arterial lines	3.33	110	111
13	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	3.34	125	114
27	Receive and/or transcribe primary healthcare provider orders	3.34	116	114
36	Follow procedures for handling biohazardous materials	3.35	121	115
113	Assess the need for, initiate, and maintain suicide precautions	3.36	107	117
133	Initiate, maintain and/or evaluate telemetry monitoring	3.37	110	118
4	Act as a client advocate	3.39	119	119

Activities Rank Ordered by Paper: Average Setting-Specific Priority				
Activity #	Activity	Avg Setting-Specific Priority (1-4)	Rank (Paper)	Rank (Web)
80	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	3.40	120	121
124	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	3.40	120	112
30	Ensure that client has given informed consent for treatment	3.41	122	128
98	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	3.41	122	121
67	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	3.42	123	131
147	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	3.44	125	119
93	Recognize tasks/assignments you are not prepared to perform and seek assistance	3.45	126	125
62	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	3.47	127	131
15	Evaluate and document client's response to medication	3.48	128	138
144	Monitor client's physiologic response during and after moderate/ conscious sedation	3.48	128	116
34	Verify appropriateness and/or accuracy of a treatment order	3.50	130	136
143	Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	3.50	130	121
103	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	3.51	132	128
135	Administer oxygen therapy and evaluate response	3.51	132	125
69	Monitor and maintain clients on a ventilator	3.53	134	131
17	Administer and document medications given by common routes (e.g., oral, topical)	3.54	135	139
21	Assess client's vital signs	3.54	135	128
22	Perform focused assessment or re-assessment (e.g., gastrointestinal, respiratory, cardiac)	3.54	135	135
18	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	3.56	138	142
65	Monitor and maintain infusion site(s) and rate(s)	3.59	139	144
92	Maintain client confidentiality/privacy	3.59	139	134
64	Perform calculations needed for medication administration	3.60	141	147
16	Evaluate appropriateness/accuracy of medication order for client	3.64	142	145
129	Administer blood products and evaluate client's response	3.64	142	139
63	Prepare medication for administration	3.65	144	145
128	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	3.65	144	136
6	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	3.66	146	139
20	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated external defibrillator)	3.72	147	148

Activities Rank Ordered by Paper: Average Setting-Specific Priority				
Activity #	Activity	Avg Setting-Specific Priority (1-4)	Rank (Paper)	Rank (Web)
127	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	3.72	147	142
40	Ensure proper identification of client when providing care	3.79	149	149
5	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	3.80	150	150

APPENDIX H: ACTIVITIES RANK ORDERED BY WEB: AVERAGE SETTING-SPECIFIC PRIORITY

Activities Rank Ordered by Web: Average Setting-Specific Priority				
Activity #	Activity	Avg Setting-Specific Priority (1-4)	Rank (Paper)	Rank (Web)
142	Perform micro-dermabrasion/botox/laser treatments	2.05	1	1
11	Participate in group sessions (e.g., support groups)	2.27	2	2
117	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	2.28	4	3
60	Incorporate alternative/complementary therapies into client's plan of care (e.g., music therapy, relaxation therapy)	2.44	8	4
105	Assess and intervene in client's performance of instrumental activities of daily living (e.g., using telephone, shopping, preparing meals)	2.44	7	4
139	Remove sutures or staples	2.45	3	6
58	Perform post-mortem care	2.47	11	7
95	Participate in educating staff (e.g., inservice, orientation)	2.51	16	8
41	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	2.58	12	9
89	Make appropriate referrals to community resources	2.58	9	9
106	Provide education on age specific growth and development to clients and family	2.58	10	9
8	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education, drug education, sexually transmitted diseases)	2.59	6	12
96	Apply principles of conflict resolution as needed when working with healthcare staff	2.61	12	13
7	Provide pre-natal care	2.62	21	14
25	Participate in performance improvement/quality assurance process (formally collect data or participate on a team)	2.63	14	15
97	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	2.68	23	16
138	Implement and monitor phototherapy	2.70	28	17
114	Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	2.73	19	18
76	Perform peritoneal dialysis	2.74	50	19
51	Provide client and family with information about acute and chronic mental illness	2.76	18	20
3	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	2.77	45	21
28	Provide client or family with information about advance directives	2.77	21	21
55	Lead group therapy sessions	2.77	5	21
56	Evaluate and monitor client's height and weight	2.77	37	21
59	Perform irrigations (e.g., of bladder, ear, eye)	2.77	19	21
122	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces casts)	2.77	33	21
12	Assess psychosocial, spiritual, cultural and occupational factors affecting care	2.78	43	27
31	Serve as a resource person to other staff	2.78	16	27

Activities Rank Ordered by Web: Average Setting-Specific Priority				
Activity #	Activity	Avg Setting-Specific Priority (1-4)	Rank (Paper)	Rank (Web)
46	Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavior/physical development	2.78	15	27
73	Provide ostomy care	2.78	30	27
111	Provide care that meets the special needs of the adolescent client ages 13 to 18 years	2.78	28	27
126	Assess client's need for sleep/rest and intervene as needed	2.78	34	27
74	Perform gastric lavage	2.80	37	33
91	Maintain continuity of care between/among healthcare agencies	2.80	23	33
108	Assess readiness to learn, learning preferences and barriers to learning	2.80	34	33
116	Assess and plan interventions that meet the client's emotional and spiritual needs	2.80	32	33
43	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice)	2.82	26	37
14	Assist client in the performance of activities of daily living	2.84	27	38
44	Provide information about health maintenance recommendations (e.g., physician visits, immunizations, screening exams)	2.86	25	39
90	Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	2.86	39	39
119	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	2.86	42	39
110	Assist client/family to cope with life transitions	2.87	45	42
131	Start a peripherally inserted central catheter (PICC)	2.87	63	42
137	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	2.87	43	42
1	Perform procedures necessary for admitting, transferring or discharging a client	2.88	47	45
45	Provide post-partum care	2.88	52	45
107	Provide peri-natal education	2.89	30	47
88	Educate client and family about client's rights and responsibilities	2.91	39	48
125	Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	2.91	52	48
150	Obtain specimens other than blood for diagnostic testing (e.g., wound cultures, stool, urine specimens)	2.93	47	50
61	Assist client to compensate for a sensory impairment (e.g., assistive devices, compensatory techniques)	2.94	39	51
53	Incorporate client's cultural practice and beliefs when planning and providing care	2.95	57	52
121	Insert/remove nasogastric, urethral catheter or other tubes	2.95	51	52
99	Educate client/family on home safety issues	2.97	47	54
10	Provide care that meets the special needs of the school age client ages 5 to 12 years	2.99	34	55
32	Integrate advance directives into client's plan of care	2.99	55	55
115	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	3.00	61	57

Activities Rank Ordered by Web: Average Setting-Specific Priority				
Activity #	Activity	Avg Setting-Specific Priority (1-4)	Rank (Paper)	Rank (Web)
47	Provide care that meets the special needs of the preschool client ages 1 month to 4 years	3.01	63	58
87	Educate client and family about home management of care (e.g., tracheostomy and ostomy)	3.01	67	58
123	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	3.01	63	58
84	Provide preoperative care	3.02	72	61
109	Provide care that meets the special needs of the older adult, over 85 years	3.02	59	61
112	Provide care that meets the special needs of the older adult client ages 65 to 85 years	3.02	66	61
71	Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	3.03	69	64
120	Assess and intervene with the client who has an alteration in elimination	3.03	71	64
136	Maintain desired temperature of client using external devices (e.g., cooling and/or warming blanket)	3.03	56	64
145	Obtain blood specimens peripherally or through central line	3.03	62	64
42	Provide newborn care	3.04	84	68
52	Provide a therapeutic environment for clients with emotional/behavioral issues	3.04	52	68
9	Provide intrapartum care (e.g., care provided during labor and birth)	3.05	59	70
33	Plan safe, cost-effective care for the client	3.06	73	71
118	Use therapeutic communication techniques to provide support to client and/or family	3.08	77	72
134	Perform tracheostomy care	3.08	81	72
68	Maintain epidural infusion	3.09	77	74
57	Provide client nutrition through continuous or intermittent tube feedings	3.10	90	75
85	Provide pre and/or postoperative education	3.11	77	76
48	Provide care that meets the special needs of the adult client ages 19 to 64 years	3.12	73	77
50	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	3.12	58	77
130	Access implanted venous access devices	3.12	101	77
148	Educate client and family about treatments and procedures	3.12	83	77
37	Participate in maintaining institution's security plan (e.g., newborn nursery security, bomb threats)	3.13	86	81
100	Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	3.13	94	81
70	Perform or assist with dressing change (e.g., central line dressing)	3.14	73	83
23	Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	3.15	98	84
35	Teach clients and families about the safe use of equipment needed for or healthcare	3.15	67	84
78	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	3.16	73	86
79	Provide wound care	3.16	86	86

Activities Rank Ordered by Web: Average Setting-Specific Priority				
Activity #	Activity	Avg Setting-Specific Priority (1-4)	Rank (Paper)	Rank (Web)
26	Collaborate with healthcare members in other disciplines when providing client care	3.17	77	88
86	Perform fetal heart monitoring	3.17	103	88
2	Provide and receive report on assigned clients	3.18	90	90
66	Insert/remove a peripheral intravenous line	3.18	86	90
132	Educate client/family about medications	3.18	99	90
149	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	3.19	108	93
29	Report unsafe practice of healthcare personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	3.20	86	94
82	Perform an electrocardiogram test	3.20	69	94
38	Report error/event/occurrence per protocol (e.g., medication error, client fall)	3.21	100	96
101	Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	3.21	95	96
49	Assess client's risk for abuse/neglect	3.23	82	98
39	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	3.24	95	99
94	Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	3.26	90	100
54	Provide end of life care to clients and families	3.27	84	101
146	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	3.28	107	102
102	Educate client/family/staff on infection control measures	3.29	95	103
140	Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	3.29	108	103
19	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	3.30	90	105
72	Perform oral or nasopharyngeal suctioning	3.31	104	106
104	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	3.32	105	107
113	Assess the need for, initiate, and maintain suicide precautions	3.32	117	107
24	Assess/triage client(s) to prioritize the order of care delivery	3.35	101	109
133	Initiate, maintain and/or evaluate telemetry monitoring	3.38	118	110
141	Monitor and maintain arterial lines	3.38	111	110
75	Provide postoperative care	3.39	106	112
81	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	3.39	111	112
124	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	3.39	120	112
77	Perform suctioning via endotracheal or tracheostomy tube	3.40	111	115
27	Receive and/or transcribe primary healthcare provider orders	3.42	114	116
83	Evaluate and document responses to procedures and treatments	3.42	108	116
144	Monitor client's physiologic response during and after moderate/conscious sedation	3.42	128	116

Activities Rank Ordered by Web: Average Setting-Specific Priority				
Activity #	Activity	Avg Setting-Specific Priority (1-4)	Rank (Paper)	Rank (Web)
4	Act as a client advocate	3.43	119	119
147	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	3.43	125	119
36	Follow procedures for handling biohazardous materials	3.44	115	121
80	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	3.44	120	121
98	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	3.44	122	121
143	Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	3.44	130	121
13	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	3.48	114	125
93	Recognize tasks/assignments you are not prepared to perform and seek assistance	3.48	126	125
135	Administer oxygen therapy and evaluate response	3.48	132	125
21	Assess client's vital signs	3.49	135	128
30	Ensure that client has given informed consent for treatment	3.49	122	128
103	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	3.49	132	128
62	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	3.52	127	131
67	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	3.52	123	131
69	Monitor and maintain clients on a ventilator	3.52	134	131
92	Maintain client confidentiality/privacy	3.54	139	134
22	Perform focused assessment or re-assessment (e.g., gastrointestinal, respiratory, cardiac)	3.56	135	135
34	Verify appropriateness and/or accuracy of a treatment order	3.57	130	136
128	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	3.57	144	136
15	Evaluate and document client's response to medication	3.59	128	138
6	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	3.62	146	139
17	Administer and document medications given by common routes (e.g., oral, topical)	3.62	135	139
129	Administer blood products and evaluate client's response	3.62	142	139
18	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	3.64	138	142
127	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	3.64	147	142
65	Monitor and maintain infusion site(s) and rate(s)	3.69	139	144
16	Evaluate appropriateness/accuracy of medication order for client	3.70	142	145
63	Prepare medication for administration	3.70	144	145
64	Perform calculations needed for medication administration	3.73	141	147

Activities Rank Ordered by Web: Average Setting-Specific Priority				
Activity #	Activity	Avg Setting-Specific Priority (1-4)	Rank (Paper)	Rank (Web)
20	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated external defibrillator)	3.74	147	148
40	Ensure proper identification of client when providing care	3.81	149	149
5	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	3.83	150	150

APPENDIX I: ACTIVITIES RANK ORDERED BY PAPER: AVERAGE TOTAL GROUP PRIORITY

Activities Rank Ordered by Paper: Average Total Group Priority				
Activity #	Activity	Avg Total Group Priority (1-4)	Rank (Paper)	Rank (Web)
142	Perform micro-dermabrasion/botox/laser treatments	1.73	1	1
11	Participate in group sessions (e.g., support groups)	1.81	2	1
55	Lead group therapy sessions	1.81	2	3
8	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education, drug education, sexually transmitted diseases)	2.07	4	9
7	Provide pre-natal care	2.10	5	3
117	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	2.10	5	6
9	Provide intrapartum care (e.g., care provided during labor and birth)	2.15	7	5
10	Provide care that meets the special needs of the school age client ages 5 to 12 years	2.20	8	10
139	Remove sutures or staples	2.20	8	12
45	Provide post-partum care	2.28	10	11
105	Assess and intervene in client's performance of instrumental activities of daily living (e.g., using telephone, shopping, preparing meals)	2.28	10	15
41	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	2.29	12	13
60	Incorporate alternative/complementary therapies into client's plan of care (e.g., music therapy, relaxation therapy)	2.30	13	14
138	Implement and monitor phototherapy	2.31	14	8
106	Provide education on age specific growth and development to clients and family	2.33	15	18
107	Provide peri-natal education	2.34	16	7
58	Perform post-mortem care	2.37	17	16
89	Make appropriate referrals to community resources	2.37	17	25
96	Apply principles of conflict resolution as needed when working with healthcare staff	2.44	19	27
25	Participate in performance improvement/quality assurance process (formally collect data or participate on a team)	2.45	20	24
46	Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavior/physical development	2.46	21	34
47	Provide care that meets the special needs of the preschool client ages 1 month to 4 years	2.46	21	21
76	Perform peritoneal dialysis	2.51	23	17
51	Provide client and family with information about acute and chronic mental illness	2.53	24	30
42	Provide newborn care	2.54	25	19
95	Participate in educating staff (e.g., inservice, orientation)	2.54	25	20
59	Perform irrigations (e.g., of bladder, ear, eye)	2.56	27	31
111	Provide care that meets the special needs of the adolescent client ages 13 to 18 years	2.56	27	21

Activities Rank Ordered by Paper: Average Total Group Priority				
Activity #	Activity	Avg Total Group Priority (1-4)	Rank (Paper)	Rank (Web)
86	Perform fetal heart monitoring	2.59	29	23
114	Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	2.60	30	37
31	Serve as a resource person to other staff	2.61	31	40
91	Maintain continuity of care between/among healthcare agencies	2.61	31	39
28	Provide client or family with information about advance directives	2.62	33	34
44	Provide information about health maintenance recommendations (e.g., physician visits, immunizations, screening exams)	2.62	33	49
43	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice)	2.64	35	37
73	Provide ostomy care	2.64	35	32
74	Perform gastric lavage	2.64	35	29
122	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces casts)	2.64	35	28
14	Assist client in the performance of activities of daily living	2.65	39	48
97	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	2.65	40	33
131	Start a peripherally inserted central catheter (PICC)	2.66	41	26
61	Assist client to compensate for a sensory impairment (e.g., assistive devices, compensatory techniques)	2.70	42	46
116	Assess and plan interventions that meet the client's emotional and spiritual needs	2.70	42	49
126	Assess client's need for sleep/rest and intervene as needed	2.70	42	40
108	Assess readiness to learn, learning preferences and barriers to learning	2.71	45	43
119	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	2.71	45	46
56	Evaluate and monitor client's height and weight	2.73	47	43
88	Educate client and family about client's rights and responsibilities	2.74	48	63
90	Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	2.74	49	51
3	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	2.75	50	34
137	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	2.75	50	53
12	Assess psychosocial, spiritual, cultural and occupational factors affecting care	2.76	52	40
110	Assist client/family to cope with life transitions	2.76	52	51
99	Educate client/family on home safety issues	2.78	54	59
52	Provide a therapeutic environment for clients with emotional/behavioral issues	2.81	55	60
150	Obtain specimens other than blood for diagnostic testing (e.g., wound cultures, stool, urine specimens)	2.81	55	68
68	Maintain epidural infusion	2.83	57	45
1	Perform procedures necessary for admitting, transferring or discharging a client	2.84	58	56

Activities Rank Ordered by Paper: Average Total Group Priority				
Activity #	Activity	Avg Total Group Priority (1-4)	Rank (Paper)	Rank (Web)
125	Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	2.84	58	56
121	Insert/remove nasogastric, urethral catheter or other tubes	2.85	60	67
32	Integrate advance directives into client's plan of care	2.86	61	60
136	Maintain desired temperature of client using external devices (e.g., cooling and/or warming blanket)	2.86	61	75
109	Provide care that meets the special needs of the older adult, over 85 years	2.87	63	54
82	Perform an electrocardiogram test	2.88	64	60
53	Incorporate client's cultural practice and beliefs when planning and providing care	2.89	65	68
87	Educate client and family about home management of care (e.g., tracheostomy and ostomy)	2.89	65	56
71	Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	2.90	67	63
50	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	2.92	68	82
112	Provide care that meets the special needs of the older adult client ages 65 to 85 years	2.92	68	55
145	Obtain blood specimens peripherally or through central line	2.92	68	77
115	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	2.93	71	75
123	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	2.94	72	71
78	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	2.96	73	70
35	Teach clients and families about the safe use of equipment needed for healthcare	2.98	74	90
84	Provide preoperative care	2.98	74	63
134	Perform tracheostomy care	2.99	76	73
48	Provide care that meets the special needs of the adult client ages 19 to 64 years	3.01	77	80
70	Perform or assist with dressing change (e.g., central line dressing)	3.01	77	90
120	Assess and intervene with the client who has an alteration in elimination	3.02	79	78
54	Provide end of life care to clients and families	3.03	80	88
85	Provide pre and/or postoperative education	3.03	80	78
23	Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	3.04	82	66
33	Plan safe, cost-effective care for the client	3.04	82	81
37	Participate in maintaining institution's security plan (e.g., newborn nursery security, bomb threats)	3.07	84	86
57	Provide client nutrition through continuous or intermittent tube feedings	3.07	84	71
29	Report unsafe practice of healthcare personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	3.08	86	82

Activities Rank Ordered by Paper: Average Total Group Priority				
Activity #	Activity	Avg Total Group Priority (1-4)	Rank (Paper)	Rank (Web)
118	Use therapeutic communication techniques to provide support to client and/or family	3.08	86	82
19	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	3.09	88	104
26	Collaborate with healthcare members in other disciplines when providing client care	3.09	88	97
49	Assess client's risk for abuse/neglect	3.09	88	108
100	Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	3.09	88	86
140	Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	3.09	88	74
24	Assess/triage client(s) to prioritize the order of care delivery	3.10	93	104
94	Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	3.10	93	101
148	Educate client and family about treatments and procedures	3.11	95	90
66	Insert/remove a peripheral intravenous line	3.12	96	95
79	Provide wound care	3.12	96	89
143	Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	3.13	98	93
141	Monitor and maintain arterial lines	3.14	99	101
2	Provide and receive report on assigned clients	3.15	100	98
102	Educate client/family/staff on infection control measures	3.15	100	114
101	Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	3.16	102	98
130	Access implanted venous access devices	3.16	102	82
39	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	3.17	104	108
132	Educate client/family about medications	3.17	104	95
38	Report error/event/occurrence per protocol (e.g., medication error, client fall)	3.19	106	111
72	Perform oral or nasopharyngeal suctioning	3.19	106	98
75	Provide postoperative care	3.20	108	113
77	Perform suctioning via endotracheal or tracheostomy tube	3.22	109	104
69	Monitor and maintain clients on a ventilator	3.23	110	108
146	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	3.23	110	104
104	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	3.25	112	116
113	Assess the need for, initiate, and maintain suicide precautions	3.26	113	93
133	Initiate, maintain and/or evaluate telemetry monitoring	3.26	113	115
149	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	3.29	115	101
81	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	3.31	116	117
83	Evaluate and document responses to procedures and treatments	3.31	116	121

Activities Rank Ordered by Paper: Average Total Group Priority				
Activity #	Activity	Avg Total Group Priority (1-4)	Rank (Paper)	Rank (Web)
36	Follow procedures for handling biohazardous materials	3.33	118	118
13	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	3.34	119	128
27	Receive and/or transcribe primary healthcare provider orders	3.34	119	120
144	Monitor client's physiologic response during and after moderate/conscious sedation	3.34	119	112
80	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	3.38	122	123
124	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	3.38	122	118
4	Act as a client advocate	3.39	124	124
30	Ensure that client has given informed consent for treatment	3.40	125	128
67	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	3.40	125	132
98	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	3.41	127	124
147	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	3.42	128	121
62	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	3.45	129	128
93	Recognize tasks/assignments you are not prepared to perform and seek assistance	3.45	129	128
15	Evaluate and document client's response to medication	3.47	131	137
135	Administer oxygen therapy and evaluate response	3.47	131	126
34	Verify appropriateness and/or accuracy of a treatment order	3.50	133	137
103	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	3.51	134	126
17	Administer and document medications given by common routes (e.g., oral, topical)	3.52	135	141
22	Perform focused assessment or re-assessment (e.g., gastrointestinal, respiratory, cardiac)	3.52	135	136
21	Assess client's vital signs	3.53	137	132
18	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	3.55	138	143
65	Monitor and maintain infusion site(s) and rate(s)	3.57	139	144
92	Maintain client confidentiality/privacy	3.59	140	134
129	Administer blood products and evaluate client's response	3.59	140	139
64	Perform calculations needed for medication administration	3.60	142	148
128	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	3.60	142	135
16	Evaluate appropriateness/accuracy of medication order for client	3.64	144	146
6	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	3.64	145	141

Activities Rank Ordered by Paper: Average Total Group Priority				
Activity #	Activity	Avg Total Group Priority (1-4)	Rank (Paper)	Rank (Web)
20	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated external defibrillator)	3.64	145	140
63	Prepare medication for administration	3.65	147	147
127	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	3.71	148	145
40	Ensure proper identification of client when providing care	3.79	149	149
5	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	3.80	150	150

APPENDIX J: ACTIVITIES RANK ORDERED BY WEB: AVERAGE TOTAL GROUP PRIORITY

Activities Rank Ordered by Web: Average Total Group Priority				
Activity #	Activity	Avg Total Group Priority (1-4)	Rank (Paper)	Rank (Web)
11	Participate in group sessions (e.g., support groups)	1.72	2	1
142	Perform micro-dermabrasion/botox/laser treatments	1.72	1	1
7	Provide pre-natal care	1.93	5	3
55	Lead group therapy sessions	1.93	2	3
9	Provide intrapartum care (e.g., care provided during labor and birth)	1.98	7	5
117	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	2.01	5	6
107	Provide peri-natal education	2.13	16	7
138	Implement and monitor phototherapy	2.14	14	8
8	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education, drug education, sexually transmitted diseases)	2.16	4	9
10	Provide care that meets the special needs of the school age client ages 5 to 12 years	2.20	8	10
45	Provide post-partum care	2.22	10	11
139	Remove sutures or staples	2.25	8	12
41	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	2.26	12	13
60	Incorporate alternative/complementary therapies into client's plan of care (e.g., music therapy, relaxation therapy)	2.29	13	14
105	Assess and intervene in client's performance of instrumental activities of daily living (e.g., using telephone, shopping, preparing meals)	2.30	10	15
58	Perform post-mortem care	2.33	17	16
76	Perform peritoneal dialysis	2.40	23	17
106	Provide education on age specific growth and development to clients and family	2.42	15	18
42	Provide newborn care	2.43	25	19
95	Participate in educating staff (e.g., inservice, orientation)	2.45	25	20
47	Provide care that meets the special needs of the preschool client ages 1 month to 4 years	2.47	21	21
111	Provide care that meets the special needs of the adolescent client ages 13 to 18 years	2.47	27	21
86	Perform fetal heart monitoring	2.48	29	23
25	Participate in performance improvement/quality assurance process (formally collect data or participate on a team)	2.49	20	24
89	Make appropriate referrals to community resources	2.51	17	25
131	Start a peripherally inserted central catheter (PICC)	2.54	41	26
96	Apply principles of conflict resolution as needed when working with healthcare staff	2.55	19	27
122	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces casts)	2.59	35	28
74	Perform gastric lavage	2.60	35	29

Activities Rank Ordered by Web: Average Total Group Priority				
Activity #	Activity	Avg Total Group Priority (1-4)	Rank (Paper)	Rank (Web)
51	Provide client and family with information about acute and chronic mental illness	2.61	24	30
59	Perform irrigations (e.g., of bladder, ear, eye)	2.63	27	31
73	Provide ostomy care	2.64	35	32
97	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	2.65	40	33
3	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	2.69	50	34
28	Provide client or family with information about advance directives	2.69	33	34
46	Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavior/physical development	2.69	21	34
43	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice)	2.70	35	37
114	Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	2.70	30	37
91	Maintain continuity of care between/among healthcare agencies	2.73	31	39
12	Assess psychosocial, spiritual, cultural and occupational factors affecting care	2.74	52	40
31	Serve as a resource person to other staff	2.74	31	40
126	Assess client's need for sleep/rest and intervene as needed	2.74	42	40
56	Evaluate and monitor client's height and weight	2.75	47	43
108	Assess readiness to learn, learning preferences and barriers to learning	2.75	45	43
68	Maintain epidural infusion	2.76	57	45
61	Assist client to compensate for a sensory impairment (e.g., assistive devices, compensatory techniques)	2.77	42	46
119	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	2.77	45	46
14	Assist client in the performance of activities of daily living	2.78	39	48
44	Provide information about health maintenance recommendations (e.g., physician visits, immunizations, screening exams)	2.79	33	49
116	Assess and plan interventions that meet the client's emotional and spiritual needs	2.79	42	49
90	Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	2.81	49	51
110	Assist client/family to cope with life transitions	2.81	52	51
137	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	2.82	50	53
109	Provide care that meets the special needs of the older adult, over 85 years	2.83	63	54
112	Provide care that meets the special needs of the older adult client ages 65 to 85 years	2.85	68	55
1	Perform procedures necessary for admitting, transferring or discharging a client	2.86	58	56
87	Educate client and family about home management of care (e.g., tracheostomy and ostomy)	2.86	65	56

Activities Rank Ordered by Web: Average Total Group Priority				
Activity #	Activity	Avg Total Group Priority (1-4)	Rank (Paper)	Rank (Web)
125	Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	2.86	58	56
99	Educate client/family on home safety issues	2.88	54	59
32	Integrate advance directives into client's plan of care	2.89	61	60
52	Provide a therapeutic environment for clients with emotional/behavioral issues	2.89	55	60
82	Perform an electrocardiogram test	2.89	64	60
71	Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	2.90	67	63
84	Provide preoperative care	2.90	74	63
88	Educate client and family about client's rights and responsibilities	2.90	48	63
23	Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	2.91	82	66
121	Insert/remove nasogastric, urethral catheter or other tubes	2.92	60	67
53	Incorporate client's cultural practice and beliefs when planning and providing care	2.93	65	68
150	Obtain specimens other than blood for diagnostic testing (e.g., wound cultures, stool, urine specimens)	2.93	55	68
78	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	2.94	73	70
57	Provide client nutrition through continuous or intermittent tube feedings	2.95	84	71
123	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	2.95	72	71
134	Perform tracheostomy care	2.96	76	73
140	Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	2.97	88	74
115	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	2.98	71	75
136	Maintain desired temperature of client using external devices (e.g., cooling and/or warming blanket)	2.98	61	75
145	Obtain blood specimens peripherally or through central line	2.99	68	77
85	Provide pre and/or postoperative education	3.00	80	78
120	Assess and intervene with the client who has an alteration in elimination	3.00	79	78
48	Provide care that meets the special needs of the adult client ages 19 to 64 years	3.03	77	80
33	Plan safe, cost-effective care for the client	3.04	82	81
29	Report unsafe practice of healthcare personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	3.05	86	82
50	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	3.05	68	82
118	Use therapeutic communication techniques to provide support to client and/or family	3.05	86	82
130	Access implanted venous access devices	3.05	102	82
37	Participate in maintaining institution's security plan (e.g., newborn nursery security, bomb threats)	3.06	84	86

Activities Rank Ordered by Web: Average Total Group Priority				
Activity #	Activity	Avg Total Group Priority (1-4)	Rank (Paper)	Rank (Web)
100	Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	3.06	88	86
54	Provide end of life care to clients and families	3.07	80	88
79	Provide wound care	3.09	96	89
35	Teach clients and families about the safe use of equipment needed for healthcare	3.11	74	90
70	Perform or assist with dressing change (e.g., central line dressing)	3.11	77	90
148	Educate client and family about treatments and procedures	3.11	95	90
113	Assess the need for, initiate, and maintain suicide precautions	3.12	113	93
143	Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	3.12	98	93
66	Insert/remove a peripheral intravenous line	3.15	96	95
132	Educate client/family about medications	3.15	104	95
26	Collaborate with healthcare members in other disciplines when providing client care	3.16	88	97
2	Provide and receive report on assigned clients	3.17	100	98
72	Perform oral or nasopharyngeal suctioning	3.17	106	98
101	Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	3.17	102	98
94	Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	3.18	93	101
141	Monitor and maintain arterial lines	3.18	99	101
149	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	3.18	115	101
19	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	3.19	88	104
24	Assess/triage client(s) to prioritize the order of care delivery	3.19	93	104
77	Perform suctioning via endotracheal or tracheostomy tube	3.19	109	104
146	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	3.19	110	104
39	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	3.20	104	108
49	Assess client's risk for abuse/neglect	3.20	88	108
69	Monitor and maintain clients on a ventilator	3.20	110	108
38	Report error/event/occurrence per protocol (e.g., medication error, client fall)	3.21	106	111
144	Monitor client's physiologic response during and after moderate/conscious sedation	3.23	119	112
75	Provide postoperative care	3.24	108	113
102	Educate client/family/staff on infection control measures	3.26	100	114
133	Initiate, maintain and/or evaluate telemetry monitoring	3.27	113	115
104	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	3.29	112	116
81	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	3.37	116	117

Activities Rank Ordered by Web: Average Total Group Priority				
Activity #	Activity	Avg Total Group Priority (1-4)	Rank (Paper)	Rank (Web)
36	Follow procedures for handling biohazardous materials	3.38	118	118
124	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	3.38	122	118
27	Receive and/or transcribe primary healthcare provider orders	3.39	119	120
83	Evaluate and document responses to procedures and treatments	3.40	116	121
147	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	3.40	128	121
80	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	3.41	122	123
4	Act as a client advocate	3.42	124	124
98	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	3.42	127	124
103	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	3.46	134	126
135	Administer oxygen therapy and evaluate response	3.46	131	126
13	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	3.47	119	128
30	Ensure that client has given informed consent for treatment	3.47	125	128
62	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	3.47	129	128
93	Recognize tasks/assignments you are not prepared to perform and seek assistance	3.47	129	128
21	Assess client's vital signs	3.49	137	132
67	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	3.49	125	132
92	Maintain client confidentiality/privacy	3.54	140	134
128	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	3.55	142	135
22	Perform focused assessment or re-assessment (e.g., gastrointestinal, respiratory, cardiac)	3.56	135	136
15	Evaluate and document client's response to medication	3.57	131	137
34	Verify appropriateness and/or accuracy of a treatment order	3.57	133	137
129	Administer blood products and evaluate client's response	3.58	140	139
20	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated external defibrillator)	3.60	145	140
6	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	3.61	145	141
17	Administer and document medications given by common routes (e.g., oral, topical)	3.61	135	141
18	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	3.62	138	143
65	Monitor and maintain infusion site(s) and rate(s)	3.63	139	144
127	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	3.64	148	145

Activities Rank Ordered by Web: Average Total Group Priority				
Activity #	Activity	Avg Total Group Priority (1-4)	Rank (Paper)	Rank (Web)
16	Evaluate appropriateness/accuracy of medication order for client	3.68	144	146
63	Prepare medication for administration	3.69	147	147
64	Perform calculations needed for medication administration	3.70	142	148
40	Ensure proper identification of client when providing care	3.80	149	149
5	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	3.83	150	150