



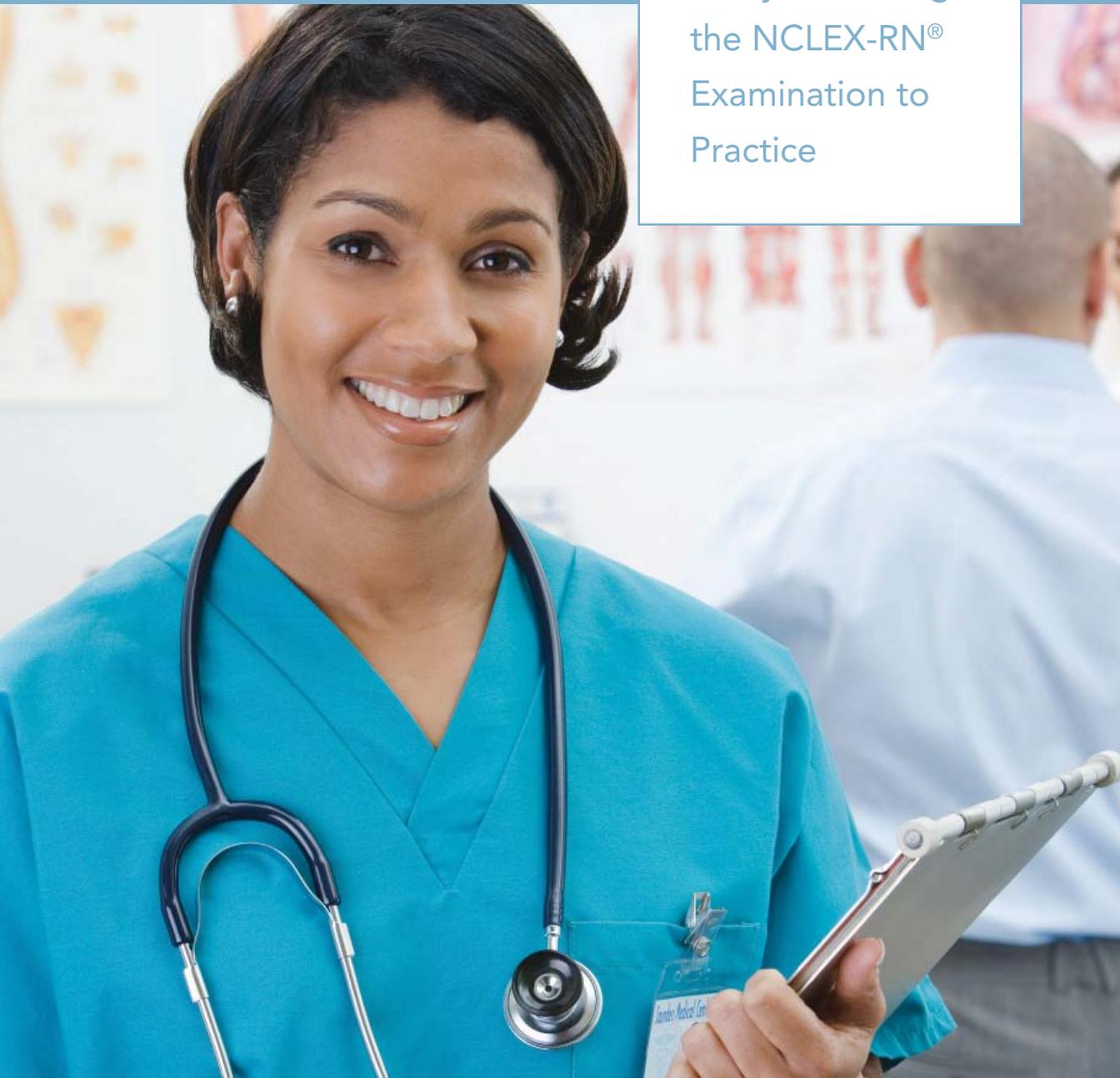
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2008 RN Practice  
Analysis: Linking  
the NCLEX-RN®  
Examination to  
Practice



Report of Findings from the

# **2008 RN Practice Analysis: Linking the NCLEX-RN® Examination to Practice**

Anne Wendt, PhD, RN, CAE

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

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## EXECUTIVE SUMMARY

The National Council of State Boards of Nursing (NCSBN<sup>®</sup>) is responsible to its members, the boards of nursing in the U.S. and its member board territories for the preparation of psychometrically sound and legally defensible licensure examinations. The periodic performance of practice analysis (i.e., job analysis) studies assists NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure examination. Because the U.S. health care industry is rapidly changing, practice analysis studies are traditionally conducted on a three-year cycle.

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

### Methodology Reviewers

Four methodology reviewers, chosen for their expertise in practice/job analysis and certification exam development, reviewed the methodologies and procedures utilized in this study. All four reviewers indicated this methodology was psychometrically sound, legally defensible and in compliance with industry standards for practice analyses.

### Panel of Subject Matter Experts

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

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

### Survey Development

A total of 155 nursing activity statements were incorporated into a practice analysis survey. The survey also included questions about the nurses' practice settings, past experiences and demographics. Half of the sample of newly registered nurses received a paper version of the survey. The other half of the sample received a Web-based survey. Two forms for the paper survey and four forms of the Web survey were created to reduce the number of activity statements on each survey. For the paper survey, each survey form contained 87 activity statements, 68 unique and 19 shared activity statements. Each of the Web versions of the survey contained 53 activity statements, 34 unique and 19 shared activity statements. Except for the activity statements unique to each survey form and the question measuring survey adequacy, the surveys were identical.

### Survey Process

#### Sample Selection

Two samples were randomly selected from the candidates who successfully passed the NCLEX-RN<sup>®</sup> examination from Jan. 1, 2008 through April 13, 2008. Newly licensed RNs were excluded from this sample if their mailing address was not within the jurisdiction in which they were seeking licensure. The exclusion criterion was used to minimize the number of incorrect addresses to which the survey would be sent. A sample of 6,000 practitioners were randomly selected for the paper survey. Another sample of 6,000 RNs was randomly selected from this population for the Web survey.

#### Representativeness

The sample selected for this study was proportionally equivalent to the population from which the sample was drawn in terms of NCSBN jurisdictions.

## Mailing Procedure

Two forms of the paper survey were distributed evenly among 6,000 newly licensed RNs. The Web survey had four forms that were evenly distributed among another 6,000 newly licensed RNs.

A five-stage mailing process was used to engage the participants in the study. All potential participants were promised confidentiality with regard to their participation and their responses. The survey was conducted from May through July 2008.

## Return Rates

Of the 12,000 total surveys sent, 193 paper and 285 Web surveys were returned due to incorrect addresses. A total of 2,750 surveys (1,437 for paper, 1,313 for Web) were received for adjusted return rates of 24.7% for paper and 23.0% for Web. There were 699 individuals (253 paper, 446 Web) who did not qualify for survey ratings based on one of the following reasons: (a) they did not indicate having an RN license; (b) they were not currently working in the U.S.; (c) they were working less than 20 hours per week as an RN; and/or d) they failed to answer the previous two demographic questions. After adjusting for incorrect addresses and removals, the analyzable response rates were 20.4% for paper and 15.2% for Web.

## RN Practice Analysis Survey Non-Responder Study

In order to ensure the validity of the results, NCSBN conducted a telephone survey of non-responders to determine if those RNs not responding would have rated the survey activity statements differently. Based on the non-responder data, the ratings for non-responders were similar to the ratings of responders which provide support to the validity of the survey results.

## Demographics, Experiences and Practice Environments of Participants

### Demographics/Past Experiences

The majority (88.3%) of survey responders reported being female. The age of responder nurses averaged 31.89 years (SD 8.94 years). The responders were 74.7% White, 7.6% African American, 7.2% Asian and 6.0% Latino or Hispanic descent.

Newly licensed RNs listed obtaining an associate degree most frequently (56.1%). The second most frequent response was baccalaureate degree (35.9%).

Responders reported working an average of 3.71 months as RNs in the U.S. and reported being an average of 5.79 months post graduation. Approximately 18.6% of newly licensed RNs reported previous experience as an licensed practical/vocational nurse (LPN/VN) and 51.7% reported previous experience as a nurse aide (NA). The average experience in those positions was 5.3 years as an LPN/VN and 3.1 years as an NA.

### Orientation

The majority of newly licensed RNs received some form of formal orientation (98.6%). No formal orientation was reported by 1.4% and 7.0% reported having only classroom instruction or skills lab work for their orientation. The majority of newly licensed RNs responded working with an assigned preceptor (73.4%) for an average of 9.9 weeks and 5.1% reported performing supervised work with patients for an average of approximately 8.7 weeks. Only 5.0% reported having a formal internship that lasted an average of 14.3 weeks.

### Certifications Earned

In the current study, 80.0% of responders reported earning additional certifications or completing coursework. Basic Life Support (63.1%), Advanced Cardiac Life Support (21.5%) and Intravenous Therapy (20.7%) were the most frequently reported certifications.

## Facilities

The majority (89.2%) of newly licensed RNs in this study reported working in hospitals. Only 5.3% reported working in long-term care and 3.9% reported working in community-based facilities. The numbers of beds reported in hospitals or nursing homes were mostly distributed among 100-299 beds (25.8%), 300-499 beds (23.3%) and 500 or more beds (25.6%). Only 12.3% reported working in facilities with fewer than 100 beds. The majority of newly licensed RNs (60.1%) reported working in urban or metropolitan areas, 27.9% worked in suburban areas and 12.0% worked in rural areas.

## Practice Settings

The majority of newly licensed RNs reported working in the medical/surgical (39.5%) and critical care (34.5%) settings. Pediatrics was reported by 6.1%, 5.0% reported nursing homes and 3.0% reported working in a nursery.

## Client Health Conditions and Ages

Newly licensed RNs reported caring for acutely ill clients (67.5%), clients with stable chronic conditions (38.6%), clients with unstable chronic conditions (30.7%) and clients with behavior/emotional conditions (20.7%). The majority of newly licensed RNs reported caring for older adult clients aged 65 to 85 (61.6%), adult clients aged 31 to 64 (60.6%), older adult clients aged 85 plus (25.8%) and young adult clients aged 19 to 30 (24.6%).

## Shifts Worked

The shifts most commonly worked by newly licensed RNs continued to be days (42.3%) and nights (34.8%). Only 13.1% reported working rotating shifts.

## Time Spent in Different Categories of Nursing Activities

Newly licensed RNs reported spending the greatest amount of time in management of care (14.0%), basic care and comfort (14.0%), pharmacological and parenteral therapies (14.0%), and safety and infection control activities (13.0%). The least amount of time was reportedly spent on psychosocial integration activities (10.0%).

## Administrative Responsibilities/Primary Administrative Position

Of the responders, 16.0% reported having administrative responsibilities and of those responders, 34.8% reported having a primary administrative position. Those working in long-term care facilities were six times more likely to report having administrative responsibilities than those working in hospitals (68.9% in long-term care vs. 10.9% in hospitals). Those working in long-term care with administrative responsibilities were almost three times more likely to report being in an administrative position (61.6% of those working in long-term care reported having an administrative position compared to 23.0% of those working in hospitals). Of those working in community-based settings, 46.3% reported having administrative responsibilities. Of those responders, 48.6% reported holding an administrative position.

## Activity Performance Findings

### Reliability

Reliability indices were calculated to assess the capability of the survey to measure the activities relevant to safe and effective practice of newly licensed RNs. Reliability indices were calculated for frequency and importance ratings for the paper and Web forms of the survey. Paper surveys had a reliability index of .98 for importance and .95 for frequency ratings, which is quite good. Web surveys had a reliability index of .96 for importance and .94 for frequency ratings. These high reliability indices indicate the survey is reliably measuring the nursing activities necessary for competent RN practice.

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

The subject matter expert panel for the *2008 RN Practice Analysis* was asked to provide independent ratings of the 155 activity statements. The importance ratings estimated by panel members were compared to the average importance ratings from the practice analysis survey. In general, the activity statements that responders rated more important than the SME's were related to specialty practice areas.

### Representativeness of Activity Statements

The participants who received a paper survey were asked whether the activities on their survey form represented what they actually did in their positions. A large majority (94.4%) indicated that the survey covered the important nursing activities “well” or “very well.”

### Applicability of Activities to Practice Setting

Responders indicated if each of the activities was applicable to his or her work setting. The activities ranged from 24.41% applicability (24.41% of the responders reported that the activity was performed within their work setting) to 100.00% (all of the responders reported the activity was performed within their work setting).

### Frequency of Activity Performance

Responders were asked to rate the frequency of performance of all activities that were applicable to their work setting on a six point scale: “0 times” to “5 times or more.” Average frequency statistics were calculated in two ways: setting-specific frequency of activity performance and total group frequency. Average setting-specific frequencies ranged from 0.34 to 4.89. Average total group frequencies ranged from 0.21 to 4.89.

### Importance of Activity Performance

Responders were asked to rate the importance of performing each nursing activity in regard to the maintenance of client safety and/or threat of complications or distress using a five point scale: “1” (not important) to “5” (critically important). Average setting-specific importance ratings ranged from 3.86 to 4.91. Average total group importance ratings ranged from 2.97 to 4.91.

### Summary

Responders to the *2008 RN Practice Analysis* found the activities listed in the survey to be representative of the work they performed in their practice settings. In general, the importance ratings of SMEs and responders were similar, supporting the validity of the results. The reliability of the survey instrument was quite good. In addition, activities with the

lowest average total group frequency and importance ratings corresponded, in general, to those activities performed in specialized areas of nursing practice.

### Conclusion

The *2008 RN Practice Analysis* used several methods to describe the practice of newly licensed RNs in the U.S.: (1) document reviews; (2) daily logs of newly licensed RNs; (3) subject matter experts knowledge; and (4) a large scale survey. The reliability of the survey instrument was quite good. In addition, there was evidence to support the validity of the activity statement ratings. Based on evidence, the findings of this study can be used to evaluate and support an RN test plan.

Report of Findings from the

**2008 RN Practice Analysis:  
Linking the NCLEX-RN® Examination  
to Practice**

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 its member board territories for the preparation of psychometrically sound and legally defensible licensure examinations. The periodic performance of practice analysis (i.e., job analysis) studies assists NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure examination. Furthermore, practice analysis studies have long been recognized by measurement and testing professions as important sources of validity evidence for licensure examinations (APA, AERA, and NCME, 1999; Raymond, 2001). Because the U.S. health care industry is rapidly changing, practice analysis studies are traditionally conducted by NCSBN on a three-year cycle. The previous registered nurse (RN) practice analysis was conducted in 2005.

## METHODOLOGY

A number of steps are necessary to perform an analysis of newly licensed RN practice. This section provides a description of the methodology used to conduct the *2008 RN Practice Analysis* study. Descriptions of subject matter expert (SME) panel processes, survey development, sample selection and data collection procedures are provided, as well as information about assurance of confidentiality, response rates and the degree to which participants were representative of the population of newly licensed RNs.

### Preliminary Interviews with Nurse Leaders

In order to collect information about trends in nursing and health care and to anticipate possible changes in the future of nursing practice, a variety of leaders in the nursing profession, approved by the NCLEX® Examination Committee, were interviewed regarding their opinions. These interviews with nurse leaders were conducted, recorded and transcribed. After leaders' identifying information was removed in order to provide anonymity, the transcriptions of the phone interviews were made available as source documents for the SME panel to consider when developing the activity statements. In addition, three NCSBN nursing staff reviewed the transcripts of the interviews and when there was agreement among the three experts, the themes or trends were noted and the information was provided to the SME panel for consideration when developing activity statements.

### Methodology Reviewers

Four methodology reviewers, chosen for their expertise in practice/job analysis and certification exam development, reviewed the methodologies and procedures utilized in this study. All four reviewers indicated this methodology was psychometrically sound, legally defensible and in compliance with professional standards for practice analysis. See *Appendix A* for a listing of methodology reviewers.

### Panel of Subject Matter Experts (SMEs)

A panel of 12 registered nurses was assembled to assist with the practice analysis. Panel members worked with and/or supervised the practice of RNs within their first six months of practice or were themselves newly licensed RNs and represented all geographic areas of the U.S., all major nursing specialties and varied practice settings. See *Appendix B* for a listing of panel members.

The panel of experts performed several tasks crucial to the success of the practice analysis study. The SMEs asked three newly licensed RNs whom they supervised to submit detailed daily logs describing the activities they performed on the job. Additionally, SMEs were asked to submit job descriptions, orientation and professional evaluations from their work settings. Using activity logs, past activity statements, job descriptions, performance evaluation documents, as well as their own knowledge of newly licensed RN practices, the panel created a category structure describing the types of activities performed by newly licensed RNs. They were careful to create a structure that was clear, understandable and logical.

Once the list of categories was created, the panel members worked to create a list of activities performed within each category. Each activity was reviewed for applicability to newly licensed practice and the relationship to the delivery of safe nursing care to members of the public. Care was taken to create the activity statements at approximately the same level of specificity and to avoid redundancy.

After the activity statements were reviewed and edited by the NCLEX® Examination Committee, panel members provided information necessary for validation of the practice analysis survey. 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 would be performed daily by nurses performing the activity (on a 0 to 5+ scale) and the average importance the activity would have in relation to the provision of safe client care (on a 1 to 5 scale).

## Survey Development

A number of processes were used to create, evaluate and refine the survey instrument used for the *2008 RN Practice Analysis* study. The activity statements created by the panel of experts were reviewed and edited by the NCLEX® Examination Committee. The committee also approved the survey form. Additionally, the practice analysis methodology reviewers approved the methodology and procedures. For this survey, both paper and Web versions of the survey was utilized in order to continue the investigation of using only a Web-based survey for practice analyses (Wendt and Eich, NCSBN 2008).

There were 155 nursing activity statements that were incorporated into a practice analysis survey. The survey also included questions about the nurses' practice settings, past experiences and demographics. Half of the sample of newly registered nurses received a paper version of the survey. Two forms of the paper survey were created to decrease the number of activity statements contained on each survey. The other half of the sample received one of four Web-based (Web) versions of the survey. Four forms of the Web survey were created to reduce the number of activity statements on each survey.

Nineteen of the nursing activity statements were included on all survey forms. For the paper survey, each survey form contained 87 activity statements, 68 unique and 19 shared activity statements. Each of the Web versions of the survey contained 53 activity statements, 34 unique and 19 shared activity statements. Except for the activity statements unique to each survey form and the question measuring survey adequacy, the surveys were identical. The content adequacy question was omitted on the Web version of the survey due to the small number of activity statements available.

The survey contained six sections. In the first section there were questions related to type of RN license, working in the U.S., and direct care of clients. Activity statements were also in this section. The second section contained questions about months of work experience as an RN, type and length of work orientation, and certifications earned. The third section focused on work environment including type and age of clients, employment setting, and type and

size of facility. The fourth section requested information on the responders' last day of work including numbers of hours worked, numbers of clients for whom care was provided and the amount of time spent in various types of nursing activities. The fifth section asked basic demographic information. The sixth section provided space for responders to write comments or suggestions about the study. All forms of the Web and paper versions of the survey used in the *2008 RN Practice Analysis* may be found in Appendix C.

## Survey Process

### Sample Selection

Two samples were randomly selected from the candidates who successfully passed the NCLEX-RN® examination from Jan. 1, 2008, through April 13, 2008, and were not previously included in the *2008 Knowledge of Newly Licensed Registered Nurses* survey. First, a sample of 6,000 practitioners were randomly selected for the paper survey. Newly licensed RNs were excluded from this sample if their mailing address was not within the jurisdiction in which they were seeking licensure. The exclusion criterion was used to minimize the number of incorrect addresses to which the survey would be sent. The strategy effectively removed all candidates with international addresses. Then, of the remaining candidate pool, candidates with e-mail addresses were extracted. Another sample of 6,000 RN candidates was randomly selected from this population for the Web survey.

### Representativeness

The sample selected for this study was proportionally equivalent to the population from which the sample was drawn in terms of NCSBN jurisdictions. *Table 1* presents the correspondence between the population, the sample and the responders by NCSBN jurisdiction.

**Table 1. Correspondence of Population, Sample and Responders for the 2008 RN Practice Analysis**

	2007 Population	2008 Paper Sample		2008 Paper Responders		2008 Web Sample		2008 Web Responders	
	%	N	%	N	%	N	%	N	%
ALABAMA	1.8	116	1.9	29	2.4	104	1.7	12	1.4
ALASKA	0.1	15	0.3	0	0.0	17	0.3	6	0.7
AMERICAN SAMOA	0.0	0	0.0	0	0.0	0	0.0	0	0.0
ARIZONA	2.0	168	2.8	35	3.0	139	2.3	24	2.8
ARKANSAS	1.1	106	1.8	25	2.1	103	1.7	13	1.5
CALIFORNIA RN	12.6	804	13.4	145	12.2	1016	16.9	99	11.4
COLORADO	1.3	77	1.3	20	1.7	100	1.7	19	2.2
CONNECTICUT	1.0	41	0.7	11	0.9	28	0.5	5	0.6
DELAWARE	0.3	23	0.4	5	0.4	22	0.4	4	0.5
DISTRICT OF COLUMBIA	0.3	1	0.0	1	0.1	11	0.2	3	0.3
FLORIDA	5.3	337	5.6	65	5.5	295	4.9	41	4.7
GEORGIA RN	1.8	134	2.2	29	2.4	112	1.9	21	2.4
GUAM	0.0	0	0.0	0	0.0	0	0.0	0	0.0
HAWAII	0.4	36	0.6	4	0.3	25	0.4	3	0.3
IDAHO	0.4	31	0.5	6	0.5	30	0.5	8	0.9
ILLINOIS	3.5	222	3.7	51	4.3	185	3.1	36	4.2
INDIANA	2.0	141	2.4	23	1.9	114	1.9	16	1.8
IOWA	1.2	82	1.4	18	1.5	67	1.1	11	1.3
KANSAS	1.0	65	1.1	15	1.3	51	0.9	9	1.0
KENTUCKY	1.5	104	1.7	14	1.2	77	1.3	9	1.0
LOUISIANA RN	1.5	158	2.6	28	2.4	110	1.8	17	2.0
MAINE	0.5	26	0.4	2	0.2	14	0.2	2	0.2
MARYLAND	1.6	117	2.0	28	2.4	121	2.0	22	2.5
MASSACHUSETTS	2.3	138	2.3	21	1.8	131	2.2	21	2.4
MICHIGAN	3.1	164	2.7	39	3.3	154	2.6	23	2.7
MINNESOTA	2.4	132	2.2	32	2.7	146	2.4	18	2.1
MISSISSIPPI	1.3	76	1.3	8	0.7	67	1.1	7	0.8
MISSOURI	2.3	142	2.4	24	2.0	120	2.0	29	3.3
MONTANA	0.3	12	0.2	4	0.3	13	0.2	1	0.1
NEBRASKA	0.8	38	0.6	8	0.7	41	0.7	6	0.7
NEVADA	0.5	45	0.8	13	1.1	41	0.7	8	0.9
NEW HAMPSHIRE	0.4	4	0.1	1	0.1	3	0.1	1	0.1
NEW JERSEY	2.0	120	2.0	19	1.6	120	2.0	12	1.4
NEW MEXICO	2.2	33	0.6	9	0.8	98	1.6	8	0.9
NEW YORK	7.4	347	5.8	59	5.0	469	7.8	49	5.7
NORTH CAROLINA	2.8	136	2.3	23	1.9	118	2.0	29	3.3
NORTH DAKOTA	0.4	15	0.3	3	0.3	16	0.3	3	0.3
NORTHERN MARIANA ISLANDS	0.3	0	0.0	0	0.0	24	0.4	1	0.1
OHIO	4.1	258	4.3	44	3.7	221	3.7	43	5.0
OKLAHOMA	1.2	54	0.9	10	0.8	42	0.7	7	0.8
OREGON	1.0	28	0.5	5	0.4	30	0.5	2	0.2

**Table 1. Correspondence of Population, Sample and Responders for the 2008 RN Practice Analysis**

	2007 Population	2008 Paper Sample		2008 Paper Responders		2008 Web Sample		2008 Web Responders	
	%	N	%	N	%	N	%	N	%
PENNSYLVANIA	4.4	192	3.2	50	4.2	169	2.8	30	3.5
RHODE ISLAND	0.3	25	0.4	6	0.5	22	0.4	4	0.5
SOUTH CAROLINA	1.2	101	1.7	21	1.8	106	1.8	11	1.3
SOUTH DAKOTA	0.4	19	0.3	6	0.5	13	0.2	0	0.0
TENNESSEE	2.0	141	2.4	31	2.6	132	2.2	15	1.7
TEXAS	5.4	497	8.3	92	7.8	371	6.2	65	7.5
UTAH	0.9	71	1.2	15	1.3	71	1.2	15	1.7
VERMONT	2.6	4	0.1	1	0.1	109	1.8	2	0.2
VIRGIN ISLANDS	0.0	0	0.0	0	0.0	1	0.0	0	0.0
VIRGINIA	2.2	106	1.8	24	2.0	135	2.3	26	3.0
WASHINGTON	1.6	112	1.9	19	1.6	85	1.4	10	1.2
WEST VIRGINIA RN	0.7	20	0.3	4	0.3	17	0.3	1	0.1
WISCONSIN	2.0	157	2.6	39	3.3	172	2.9	40	4.6
WYOMING	0.2	9	0.2	0	0.0	2	0.0	0	0.0
Total	100	6000	100	1184	100	6000	100	867	100

**Mailing Procedure**

The paper survey was sent to 6,000 newly licensed RNs (half receiving Form 1 and the other half receiving Form 2). The Web survey was sent to the other 6,000 newly licensed RNs; the four versions of the Web survey were distributed evenly among the sample.

A five-stage mailing process was used to engage the participants in the study. A pre-survey letter or e-mail was sent to each person selected for the sample on May 19, 2008. A week later, the paper survey, with a cover letter and postage-paid return envelope, was mailed. Web recipients were sent an e-mail invitation with a log-in address and a unique access code. Two weeks later, a postcard/e-mail was sent to all participants reiterating the importance of the study and urging participation. Approximately two weeks after the first postcard/e-mail, a second reminder was sent to non-responders and two weeks later, a third postcard/e-mail was sent to continued non-responders. The survey was conducted from May through July 2008.

**Confidentiality**

All potential participants were promised confidentiality with regard to their participation and their

responses. Files containing mailing information were kept separate from the data files. Pre-assigned code numbers were used to facilitate cost-effective follow-up mailings. The study protocol was reviewed and approved by NCSBN's chief executive officer for compliance with organizational guidelines for research studies involving human subjects.

**Return Rates**

Of the 12,000 total surveys sent, 193 paper and 285 Web surveys were returned due to incorrect addresses. A total of 2,750 surveys (1,437 for paper, 1,313 for Web) were returned for adjusted return rates of 24.7% for paper and 23.0% for Web. A total of 699 individuals (253 paper, 446 Web) did not qualify for survey ratings based on one of the following reasons: (a) they did not indicate having an RN license; (b) they were not currently working in the U.S.; (c) they were working less than 20 hours per week as an RN; and/or d) they failed to answer the previous two demographic questions. After adjusting for incorrect addresses and removals, the analyzable response rates were 20.4% for paper and 15.2% for Web.

## **RN Practice Analysis Survey Non-Responder Study**

In order to ensure the validity of the results, NCSBN conducted a telephone survey of non-responders to determine if those RNs not responding would have rated the survey activity statements differently than the responders. If there are no systematic differences in responders versus non-responders, we have further evidence that the results are unbiased, which supports the validity of the *2008 RN Practice Analysis* results. The non-responders rated the activity statements similar to the responders, lending support for the validity of the results. See *Appendix H* for a full report of the non-responder study.

### **Summary**

A panel of 12 registered RNs, experts in the practice of newly licensed RNs, met and created a comprehensive list of RN activity statements. A data collection instrument was developed and revised before being sent to 12,000 newly licensed RNs selected from lists of candidates who passed the NCLEX-RN® examination between Jan. 1, 2008, and April 13, 2008. The survey response rate was 20.4% for paper and 15.2% for Web. This practice analysis contains the responses of 2,051 newly licensed RNs which is 385 more than the *2005 RN Practice Analysis* survey and should provide more precise results.

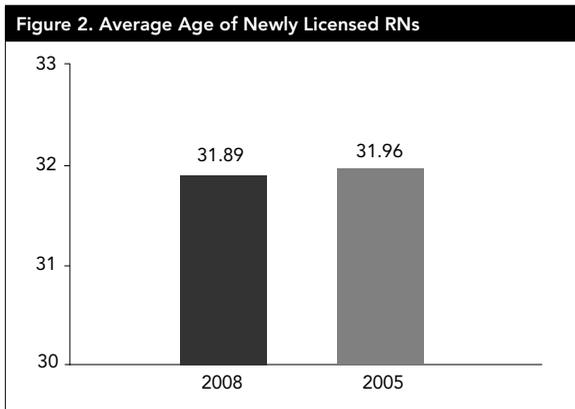
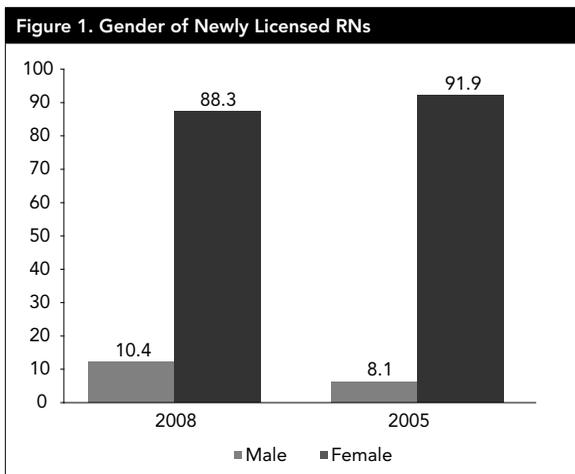
## DEMOGRAPHICS, EXPERIENCES AND PRACTICE ENVIRONMENTS OF PARTICIPANTS

### Demographics/Past Experiences

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

#### Age and Gender

In 2008, the majority (88.3%) of survey responders reported being female, a decrease from the percentages found in the 2005 *RN Practice Analysis* study. See *Figure 1* for gender. The age of responder nurses averaged 31.89 years (SD 8.94 years). See *Figure 2* for average responder age.



#### Race/Ethnicity of Newly Licensed RNs

Participants in the current study were ethnically diverse, with 74.7% reporting being White. In the current study, the responders reported their race/ethnicity as follows: 7.6% African American; 7.2% Asian; and 6.0% Hispanic or Latino descent. See *Figure 3* for newly licensed RNs racial/ethnic backgrounds.

#### Educational Background

Newly licensed RNs listed obtaining an associate degree most frequently (56.1%). The second most frequent response was baccalaureate degree (35.9%). These numbers closely mirrored the proportions in the population from which the study sample was derived, as well as followed the same educational diversity of past years' studies. See *Figure 4*.

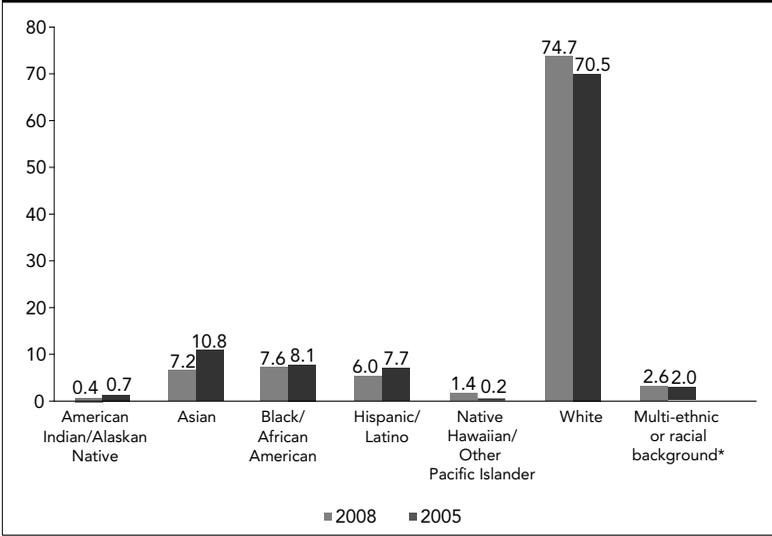
#### Previous LPN/VN or NA Experience

Responders reported working an average of 3.71 months as RNs in the U.S. and reported being an average of 5.79 months post graduation. See *Figure 5*. Approximately 18.6% of newly licensed RNs reported previous experience as an LPN/VN and 51.7% reported previous experience as a nurse aide (NA). The average experience in those positions was 5.3 years as a LPN/VN and 3.1 years as an NA. LPN/VN experience has declined an average of 1.7 years from 2005 to 2008. See *Table 2*.

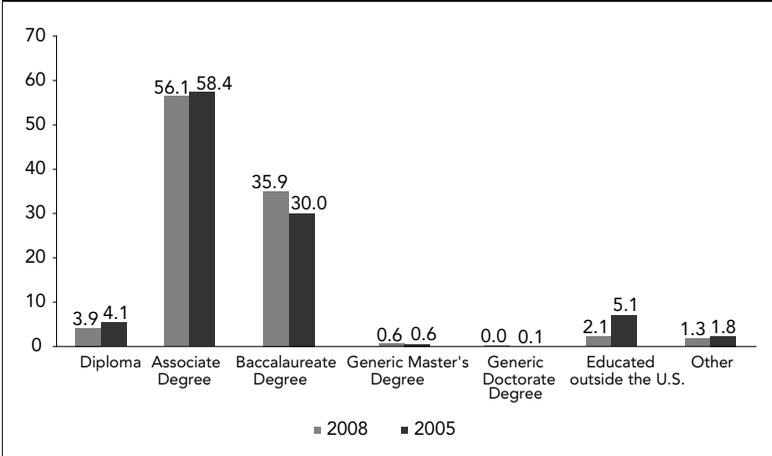
#### Orientation

The majority of newly licensed RNs responded receiving some form of formal orientation (98.6%). No formal orientation was reported by 1.4% and 7.0% reported having only classroom instruction or skills lab work for their orientation. Newly licensed RNs responded working with an assigned preceptor (73.4%) for an average of 9.9 weeks and 5.1% reported performing supervised work with patients for an average of approximately 8.7 weeks. Only 5.0% reported having a formal internship that lasted an average of 14.3 weeks. See *Table 3* for types of orientations with average time spent in each.

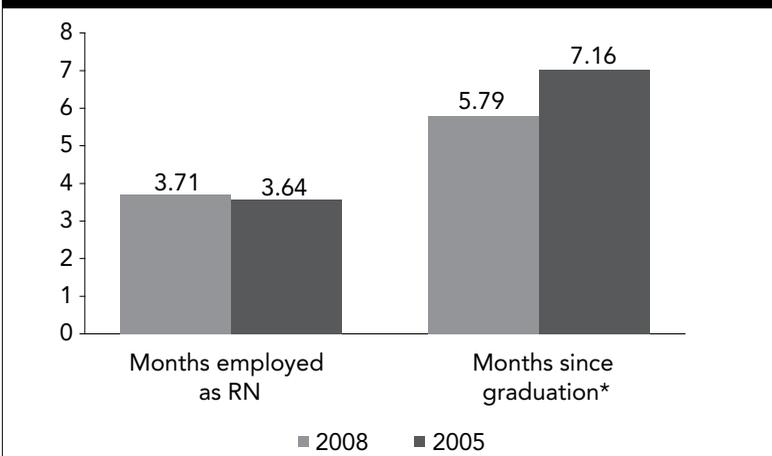
**Figure 3. Race/Ethnicity of Newly Licensed RNs**



**Figure 4. Educational Programs of Newly Licensed RNs**



**Figure 5. Average Months Since Graduation and Months Employed**



**Table 2. Average Years LPN/VN or Nurse Aide (NA) Experience**

	2008		2005	
	yrs. exp	% *	yrs. exp	% *
LPN/VN	5.3	18.6%	7.0	19.4%
Nurse Aide (NA)	3.1	51.7%	3.4	56.8%

\*Indicates the percentage of newly licensed RNs with previous LPN/VN or Nurse Aide (NA) experience

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

	2008		2005	
	%	Avg Weeks	%	Avg Weeks
No formal orientation	1.4	NA	4.7	2
Classroom Instruction/ skills lab only	7.0	8.6	0.4	5
Classroom and/or skills lab plus supervised work with patients	5.1	8.7	11.9	8
Work with an assigned preceptor with or without additional classroom or skills lab work	73.4	9.9	72.7	9
Formal internship with or without additional classroom or skills lab work	5.0	14.3	8.3	15
Other	8.1	12.4	1.9	8

## Certifications Earned

In the current study, 80.0% of responders reported earning additional certifications or completing coursework compared to 75.1% of the 2005 responders. Basic Life Support (63.1%), Advanced Cardiac Life Support (21.5%) and Intravenous Therapy (20.7%) were the most frequently reported certifications. See Table 4 for a complete listing of additional coursework and/or certifications completed by survey responders. The ability to give multiple answers allowed for percentages to equal more than 100%.

## Work Settings

### Facilities

The majority (89.2%) of newly licensed RNs in this study reported working in hospitals. See Table 5. Only 5.3% reported working in long-term care and 3.9% reported working in community-based facilities. The numbers of beds reported in hospitals or

**Table 4. Additional Coursework/Certifications**

	2008 (n= 2,051)	2005 (n = 1,666)
Type of Additional Coursework/ Certification	%	%
Advanced Cardiac Life Support	21.5	20.9
Basic Life Support	63.1	52.0
Chemotherapy	1.7	1.6
Conscious Sedation*	9.4	10.5
Coronary Care	4.4	5.2
Critical Care	10.0	12.2
Intravenous Therapy	20.7	23.5
Neonatal Resuscitation Program**	8.8	9.3
Pediatric Advanced Life Support**	7.2	6.5
Peritoneal Dialysis*	2.6	3.1
Rehabilitation	1.0	0.7
None	20.0	25.0
Other	12.8	13.0

\*Respondents could select all that apply

nursing homes were mostly distributed among 100-299 beds (25.8%), 300-499 beds (23.3%) and 500 or more beds (25.6%). Only 12.3% reported working in facilities with fewer than 100 beds. See Table 6. The majority of newly licensed RNs (60.1%) reported working in urban or metropolitan areas, 27.9% worked in suburban areas and 12.0% worked in rural areas.

### Practice Settings

Overall, the majority of newly licensed RNs reported working in medical/surgical (39.5%) and critical care (34.5%) settings, which is similar to the 2005 findings. Pediatrics was reported by 6.1%, 5.0% reported working in nursing homes and 3.0% reported working in a nursery. This represented an increase in employment in critical care and a slight decrease in nursing homes and sub-acute units compared to the 2005 RN Practice Analysis. See Table 7.

## Client Health Conditions

Newly licensed RNs reported caring for acutely ill clients (67.5%), clients with stable chronic conditions (38.6%), clients with unstable chronic conditions (30.7%) and clients with behavior/emotional conditions (20.7%). These results are similar to the

**Table 5. Employment Facilities**

Type of Facility/Organization	2008	2005
	(n=2,051)	(n=1,666)
	%	%
Hospital	89.2	85.6
Long-term care	5.3	7.6
Community-based care	3.9	5.5
Other	1.6	1.3

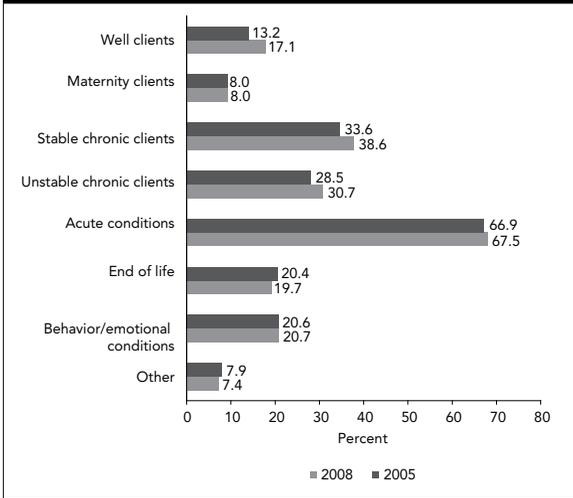
**Table 6. Employment Setting Characteristics**

Setting Characteristic	2008	2005
	(n=2,051)	(n=1,666)
	%	%
<b>Number of Hospital or Nursing Home Beds</b>		
Under 50 Beds	5.9	5.5
50 - 99 Beds*	6.4	5.5
100 - 199 Beds*	—	13.9
200 - 299 Beds*	—	18.5
100 - 299 beds	25.8	—
300 - 499 beds	23.3	21.4
500 or More Beds	25.6	19.4
Don't Know	8.8	11.3
Other Work Setting	4.2	4.6
<b>Location of Employment Setting</b>		
Urban/Metropolitan area	60.1	62.3
Suburban	27.9	25.6
Rural	12.0	12.2
<b>Population of Employment Setting</b>		
Less than 20,000	6.8	7.9
20,000 to 49,999	9.8	9.8
50,000 to 99,999	13.0	13.4
100,000 to 500,000	23.9	20.2
Greater than 500,000	24.7	23.9
Don't know	21.9	24.7
*Categories on 2005 survey only		

**Table 7. Practice Settings**

Setting Characteristic	2008	2005
	(n=2,051)	(n=1,666)
	%	%
Critical Care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, post-anesthesia recovery, etc.)	34.5	31.3
Medical-surgical unit or any of its sub-specialties	39.5	40.4
Pediatrics or nursery**	—	7.4
Pediatrics**	6.1	—
Nursery**	3.0	—
Labor and delivery	3.7	4.0
Postpartum unit	3.9	3.4
Psychiatry or any of its sub-specialties	2.9	2.3
Operating room, including outpatient surgery and surgical centers	3.1	4.4
Nursing home, skilled or intermediate care	5.0	6.2
Other long term care (e.g., residential care, developmental disability/mental retardation care, etc.)	1.1	1.3
Rehabilitation	3.3	3.2
Sub-acute unit	1.6	2.6
Transitional care unit**	1.1	0.7
Physician's/dentist's office	0.5	0.6
Occupational health	0.1	0.0
Outpatient clinic	1.4	1.4
Home health, including visiting nurses associations	2.0	2.1
Public health	0.3	0.4
Student/school health	0.5	0.2
Hospice care	1.3	1.3
Prison	0.3	0.3
Other	5.8	4.2
*Survey participants could select more than one setting to describe their practices		
***"Pediatrics or nursery" was separated into two employment settings, "Pediatrics" and "Nursery" in the 2008 survey.		

**Figure 6. Client Health Conditions**

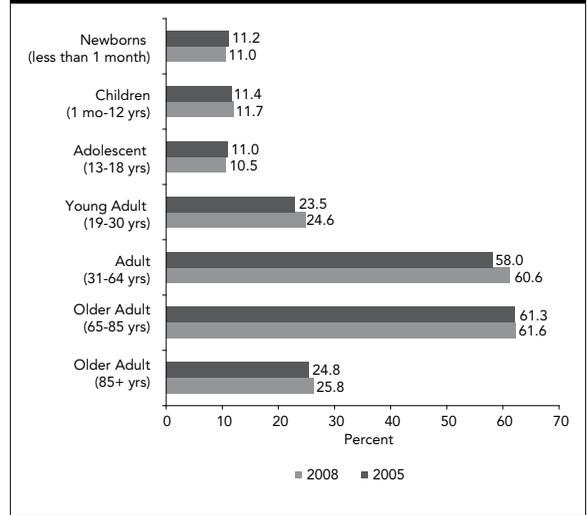


2005 results. The ability to give multiple answers allowed for percentages to equal more than 100%. See Figure 6.

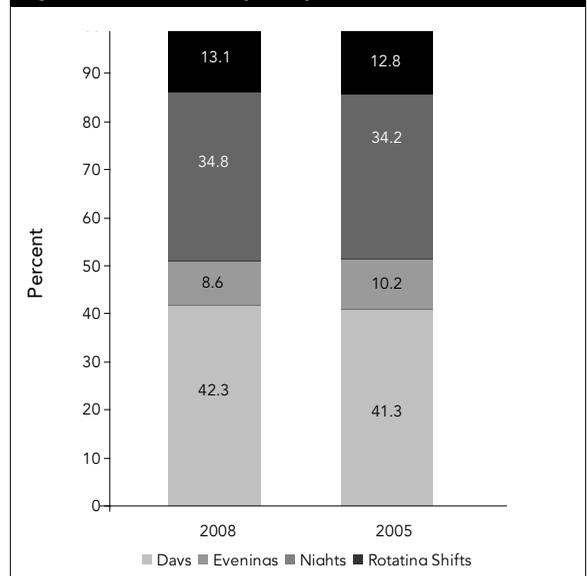
### Client Ages

The majority of newly licensed RNs reported caring for older adult clients aged 65 to 85 (61.6%), adult clients aged 31 to 64 (60.6%), older adult clients aged 85 or older (25.8%) and young adult clients aged 19 to 30 (24.6%). See Figure 7. The ability to give multiple answers allowed for percentages to equal more than 100%.

**Figure 7. Client Ages**



**Figure 8. Shifts Worked by Newly Licensed RNs**



### Shifts Worked

The shifts most commonly worked by newly licensed RNs continued to be days (42.3%) and nights (34.8%). Only 13.1% of respondents reported working rotating shifts. Compared to the 2005 findings, responders who reported working the evening shift decreased by 1.6%. Note that 1.2% selected “other” for shifts worked and these responses are not reflected in Figure 8. See Figure 8 for shifts reported in 2005 and 2008.

### Time Spent in Different Categories of Nursing Activities

The responders to the current study were asked to record the number of hours spent performing specific categories of activities. See Table 8. The hours spent were then converted to proportions of time

by dividing the number of hours reported spent working by the hours reported spent on each activity. Because nurses often perform more than one type of activity at a time, such as teaching while giving medications or providing emotional support while giving routine care, these proportions did not equal 100. In order to make the proportions of time spent in activities useful to the task of helping to validate the NCLEX-RN® test plan, the proportions were standardized by dividing the time spent in each category of activity by the sum of hours reportedly spent in all the activities. These standardized

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

Categories of Activities		Average Hours (2008)	Proportion of Work Hours (2008)	2008 Standardized Proportion	2005 Standardized Proportion
Management of Care	Perform and direct activities that manage client care within the health care delivery setting (e.g. advance directives, advocacy, case management, client rights, collaboration with interdisciplinary team, concepts of management, confidentiality and information security, consultation, continuity of care, delegation, establishing priorities, ethical practice, informed consent, information technology, legal rights and responsibilities, performance improvement/quality improvement, referrals, resource management, staff education and supervision).	4.10	0.37	0.14	0.13
Safety and Infection Control	Perform and direct activities that protect client health care personnel from hazards encountered in the health care setting (e.g., accident prevention, disaster planning, emergency response plan, ergonomic principles, error prevention, handling hazardous and infectious materials, home safety, injury prevention, medical/surgical asepsis, report of incident/event/irregular occurrence/variance, safe use of equipment, security plan, standard/transmission-based/other precautions and use of restraints/safety devices).	3.62	0.33	0.13	0.14
Health Promotion and Maintenance	Perform and direct activities that promote and maintain the health of client (e.g., aging process, ante/intra/post partum/newborn care, developmental stages and transitions, disease prevention, expected body image changes, family planning, family systems, growth and development, health and wellness, health promotion programs, health screening, high risk behaviors, human sexuality, immunizations, lifestyle choices, principles of teaching/learning, self care, and techniques of physical assessment).	3.22	0.29	0.11	0.11
Psychosocial Integrity	Perform and direct activities related to caring for client with emotional, mental and social problems/issues, including providing behavioral interventions (e.g. abuse/neglect, behavioral interventions, chemical and other dependencies, coping mechanisms, crisis intervention, cultural diversity, end of life care, family dynamics, grief and loss, mental health concepts, psychopathology, religious and spiritual influences on health, sensory/perceptual alterations, situational role changes, stress management, support systems, therapeutic communications, therapeutic environment, and unexpected body image changes).	2.95	0.27	0.10	0.09
Basic Care and Comfort	Provide and direct basic care and comfort measures including promoting client ability to perform activities of daily living (e.g. assistive devices, complementary and alternative therapies, elimination, mobility/immobility, non-pharmacological comfort interventions, nutrition and oral hydration, palliative/comfort care, personal hygiene, and rest/sleep).	3.94	0.35	0.14	0.14

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

Categories of Activities		Average Hours (2008)	Proportion of Work Hours (2008)	2008 Standardized Proportion	2005 Standardized Proportion
Pharmacological and Parenteral Therapies	Perform and direct activities necessary for safe administration of medications and intravenous therapies (e.g., adverse effects/contraindications and side effects, blood and blood products, central venous access devices, dosage calculation, expected effects/outcomes, medication administration, parenteral/intravenous therapy, pharmacological agents/actions, pharmacological interactions, pharmacological pain management, and total parenteral nutrition).	3.89	0.35	0.14	0.15
Reduction of Risk Potential	Perform and direct activities to prepare for and care for client 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, monitoring moderate/conscious sedation, potential for alterations in body systems, potential for complications of diagnostic tests/treatments/procedures, potential for complications from surgical procedures and health alterations, specific system assessment, therapeutic procedures and vital signs).	3.31	0.3	0.12	0.11
Physiological Adaptation	Provide and direct care for client with acute, chronic or life threatening physical health condition (e.g., alterations in body systems, fluid and electrolyte imbalances, hemodynamics, illness management, infectious disease, medical emergencies, pathophysiology, radiation therapy, and unexpected response to therapy).	3.57	0.32	0.12	0.13

proportions have the advantage of adding up to 100. Newly licensed RNs reported spending the greatest amount of time in management of care (14%), basic care and comfort (14%), pharmacological and parenteral therapies (14%), and safety and infection control activities (13%). The least amount of time was reportedly spent on psychosocial integrity activities (10%). Compared to the 2005 study, there are slight variations in time spent on almost all categories of activities.

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

The newly licensed RNs responding to the practice analysis survey were asked if they had administrative responsibilities within their nursing position such as 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 all responders, 16.0% reported having such responsibilities and of those responders who reported having administrative responsibilities, 34.8% reported having a primary administrative position. The percentage of individuals who reported such responsibilities varies by type of employing facility. Those working in long-term care facilities were six times more likely to report having administrative responsibilities than those working in hospitals (68.9% in long-term care vs. 10.9% in hospitals). Those working in long-term care with administrative responsibilities were almost three times more likely to report being in an administrative position (61.6% of those working in long-term care reported having an administrative position compared to 23.0% of those working in

**Table 9. Administrative Responsibilities**

Facilities	2008		2005	
	Administrative Responsibility	Primary Administrative Position*	Administrative Responsibility	Primary Administrative Position*
	%	%	%	%
All Facilities	16.0	34.8	18.3	36.6
Hospital	10.9	23.0	13.1	21.7
Long-term care	68.9	61.6	54.0	67.2
Community-based care	46.3	48.6	42.2	50.0
Other	54.5	38.9	50.0	63.7

\*Percent of all relevant responders

hospitals). Of those working in community-based settings, 46.3% reported having administrative responsibilities; of those responders, 48.6% reported holding an administrative position. Compared to 2005, these results represent a decrease in administrative responsibilities in all facilities and an increase in long-term care and community-based facilities. See *Table 9*.

## Summary

The newly licensed RNs responding to the *2008 RN Practice Analysis* survey were primarily female with an average age of 32 years. The majority worked day or night shifts in medical/surgical or critical care units of hospitals. The majority of responders were provided an orientation with an assigned preceptor or mentor for an average of about 10 weeks. The responders cared mostly for clients with acute conditions who were 31-85 years of age.

## ACTIVITY STATEMENT PERFORMANCE FINDINGS

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

### Overview of Methods

The *2008 RN Practice Analysis* survey asked responders to answer two questions about each activity statement. Question A addressed the frequency of activity performance. The scale of frequency ranged from "Never performed in work setting" to "5 or more times." Responders were instructed to mark "Never performed in work setting" if an activity did not apply to their work setting and then to move to the next activity. If the activity did apply to their work setting, they were asked to mark on a six point scale of 0-5+, reflecting the frequency with which they had performed the activity on their last day of work. In question B, they were then asked to rate the overall importance of the activity considering client safety and/or threat of complications or distress on a scale of 1 to 5 with one being "Not Important" to five being "Critically Important". The responder ratings were analyzed in three parts. Applicability to practice setting was assessed by analyzing the number of responders having performed each activity statement, excluding those that marked "never performed."

## Activity Performance Characteristics

### Reliability

Reliability indices were calculated to assess the capability of the survey to measure the activities relevant to safe and effective practice of newly licensed RNs. Cronbach's alpha coefficients were calculated for frequency and importance ratings for the paper and Web forms of the survey to measure the internal consistency of the instrument (Cronbach, 1951). Alpha coefficients range from 0 to 1; a value of 0.70 or greater is generally considered adequate. As can be seen in *Table 10*, the survey was very reliable.

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

The subject matter expert (SME) panel for the *2008 RN Practice Analysis* was asked to provide independent ratings of the 155 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 one day and the average importance of the activities. After the ratings were obtained, average total group frequency estimates were calculated by prorating the setting-specific frequencies with the estimates of setting applicability. All panel ratings were averaged across panel members and compared to the ratings obtained from the practice analysis survey.

The importance ratings estimated by panel members were compared to the average importance ratings from the practice analysis survey. As can be seen in *Table 11*, there were only five activity statements that the responders rated more than

**Table 10: Reliability Estimates**

	Importance			Frequency		
	N Items	N Cases	Scale Reliability	N Items	N Cases	Scale Reliability
Paper Form 1	87	262	0.98	87	394	0.95
Paper Form 2	87	266	0.98	87	389	0.96
Web Form 1	53	213	0.96	53	213	0.95
Web Form 2	53	203	0.96	53	203	0.94
Web Form 3	53	223	0.95	53	223	0.94
Web Form 4	53	228	0.96	53	228	0.94

one point higher (more important) than SMEs. The activity statements that were rated higher by the responders are: "Identify and report occupational/environmental exposures (e.g., lead, asbestos exposure);" "Recognize and report symptom clusters (e.g., poisoning and anthrax);" "Assess client understanding of ability to manage self care in the home environment (i.e. community resources);" "Provide client nutrition through continuous or intermittent tube feedings;" and "Access venous access devices, including tunneled, implanted and central lines." In general, the activity statements that the responders rated more important than the SMEs were related to specialty practice areas.

### Representativeness of Activity Statements

The participants who received a paper survey were asked whether the activities on their survey form represented what they actually did in their positions. A large majority of participants (94.4%) indicated that the survey covered the important nursing activities "well" or "very well."

### Applicability of Activities to Practice Setting

Responders indicated if each of the activities was applicable to his or her work setting by marking "Never performed in work setting" response. The percentages of newly licensed nurses indicating that the activities were applicable are reported in Table 12. The activities ranged from 24.41% applicability (24.41% of the responders reported that the activity was performed within their work settings) to 100.00% (all of the responders reported the activity was performed within their work setting). The activities with the lowest percentage of applicability were "Provide intrapartum care and education (e.g., care provided during labor and birth)" (24.41%), "Perform fetal heart rate monitoring" (25.89%) and "Provide care and education that meets the special needs of the preschool client ages 1 year to 4 years" (30.21%). The activities with the highest percentage of applicability for responders were "Provide care within the legal scope of practice" (100.00%), "Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)" (99.95%),

and "Practices in a manner consistent with a code of ethics for registered nurses" (99.95%).

### Frequency of Activity Performance

Responders 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 responders providing ratings (e.g., responders indicating that the activity applied to their work setting). The total group frequency was calculated by including the missing frequency ratings (e.g., responders 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 12 for setting-specific and total group frequency.

#### Setting-Specific

Average setting-specific frequencies ranged from 0.34 to 4.89. The activities performed with the lowest frequencies were "Identify and report occupational/environmental exposures (e.g., lead, asbestos exposure)" (0.34), "Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)" (0.54), and "Perform and manage care of client receiving peritoneal dialysis" (0.56). The activities with the highest setting-specific average frequencies of performance were "Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)" (4.89), "Provide care within the legal scope of practice" (4.81), "Ensure proper identification of client when providing care" (4.77), and "Prepare and administer medications, using rights of medication administration" (4.73). Appendix D presents activity statements rank ordered by average setting-specific frequency.

#### Total Group

Average total group frequencies ranged from 0.21 to 4.89. The activities performed with the lowest

total group frequency were “Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)” (0.21), “Identify and report occupational/environmental exposures (e.g., lead, asbestos exposure)” (0.22), and “Facilitate group sessions (0.29)”. Those 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)” (4.89), “Provide care within the legal scope of practice” (4.81), and “Ensure proper identification of client when providing care” (4.76). Appendix E presents activity statements rank ordered by average total group frequency.

### Importance of Activity Performance

Responders were asked to rate the importance of performing each nursing activity in regard to the maintenance of client safety and/or threat of complications or distress. Responders were further requested to consider the importance of activity performance in terms of client safety, namely risk of unnecessary complications, impairment of function or serious distress to clients. Importance ratings were recorded using a 5-point scale of “1” (not important) to “5” (critically important). Average importance ratings were calculated in two ways. Setting-specific importance was calculated by averaging only the ratings of responders providing frequency ratings for the activity statement (those indicating that the activity applied to their work setting). The total group importance was calculated by including all importance ratings regardless of applicability to work setting. The average importance rating for each of the 155 activities is reported in *Table 13*.

#### *Setting-Specific*

Average setting-specific importance ratings ranged from 3.86 to 4.91. The activities with the lowest importance ratings were “Plan, implement and evaluate cost-effective care” (3.86), “Facilitate group sessions” (3.86), and “Serve as a resource person to other staff” (3.87). The activities with the highest importance ratings were “Ensure proper identification of client when providing care” (4.91), “Apply principles of infection control (e.g., hand hygiene,

room assignment, isolation, aseptic/sterile technique, universal/standard precautions)” (4.91), and “Prepare and administer medications using rights of medication administration” (4.90). Appendix F displays activity statements rank ordered by average setting-specific importance ratings.

#### *Total Group*

Average total group importance ratings ranged from 2.97 to 4.91. The activities with the lowest importance ratings were “Facilitate group sessions” (2.97), “Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)” (3.20), and “Assist Client and staff to access resources regarding genetic issues” (3.28). The activities with the highest importance ratings were “Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)” (4.91), “Ensure proper identification of client when providing care” (4.90), and “Prepare and administer medications, using rights of medication administration” (4.88). Appendix G presents activity statements rank ordered by average total group importance ratings.

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

# Activity	Activity	Newly Licensed RN Survey Ratings			SME Ratings Results			Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
1	Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	84.20%	1.79	3.72	100.00%	2.00	3.33	-15.80%	-0.21	0.39
2	Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	95.65%	2.11	4.06	100.00%	2.78	3.89	-4.35%	-0.67	0.17
3	Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	98.72%	3.23	4.50	100.00%	1.22	3.78	-1.28%	2.01	0.72
4	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	97.23%	3.35	4.03	88.89%	2.78	3.88	8.34%	0.57	0.15
5	Practices in a manner consistent with a code of ethics for registered nurses	99.95%	4.72	4.75	100.00%	4.89	4.56	-0.05%	-0.17	0.19
6	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	99.95%	4.89	4.91	100.00%	4.11	4.67	-0.05%	0.77	0.24
7	Acknowledge and document practice error (e.g., incident report for medication error)	86.12%	0.70	4.48	77.78%	0.44	4.00	8.34%	0.26	0.48
8	Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	91.83%	2.36	4.06	88.89%	1.11	3.33	2.94%	1.25	0.72
9	Assist client to cope with life transitions	91.36%	2.01	4.01	87.50%	1.00	3.57	3.86%	1.01	0.44
10	Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate	95.80%	2.57	3.98	100.00%	2.11	3.44	-4.20%	0.46	0.53
11	Recognize non-verbal cues to physical and/or psychological stressors	98.57%	3.32	4.30	100.00%	2.11	4.22	-1.43%	1.21	0.08

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

# Activity #	Activity	Newly Licensed RN Survey Ratings				SME Ratings Results				Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	
12	Incorporate alternative/complementary therapies into client plan of care (e.g., music therapy, relaxation therapy)	81.95%	1.27	3.51	88.89%	0.67	2.63	-6.94%	0.61	0.88		
13	Evaluate therapeutic effect of medications	98.96%	4.24	4.59	100.00%	3.88	4.50	-1.04%	0.36	0.09		
14	Prepare and administer medications, using rights of medication administration	99.11%	4.69	4.88	88.89%	3.89	4.88	10.22%	0.80	0.00		
15	Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	97.93%	4.16	4.69	100.00%	3.44	4.89	-2.07%	0.72	-0.20		
16	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	97.68%	3.83	4.55	88.89%	3.33	4.88	8.79%	0.49	-0.33		
17	Recognize trends and changes in client condition and intervene appropriately	98.76%	3.18	4.69	100.00%	3.78	4.89	-1.24%	-0.59	-0.19		
18	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	86.90%	1.58	4.33	88.89%	0.89	4.38	-1.99%	0.69	-0.05		
19	Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	78.75%	1.18	4.24	66.67%	1.33	4.38	12.08%	-0.15	-0.13		
20	Perform procedures necessary to safely admit, transfer or discharge a client	99.00%	2.79	4.37	100.00%	3.11	4.67	-1.00%	-0.32	-0.29		
21	Provide and receive report on assigned clients	98.97%	3.58	4.64	85.71%	3.43	4.83	13.26%	0.15	-0.19		
22	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	95.07%	3.13	4.10	100.00%	3.00	3.89	-4.93%	0.13	0.21		
23	Act as a client advocate	99.62%	3.59	4.55	100.00%	2.71	4.43	-0.38%	0.87	0.12		

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

# Activity #	Activity	Newly Licensed RN Survey Ratings			SME Ratings Results			Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
24	Assess/triage client(s) to prioritize the order of care delivery	91.19%	3.32	4.49	100.00%	3.44	4.63	-8.81%	-0.13	-0.14
25	Collaborate with health care members in other disciplines when providing client care	99.49%	3.82	4.53	100.00%	3.14	4.29	-0.51%	0.67	0.24
26	Receive and/or transcribe health care provider orders	97.87%	3.77	4.67	100.00%	3.67	4.78	-2.13%	0.11	-0.11
27	Integrate advance directives into client plan of care	87.83%	1.65	4.08	100.00%	3.00	3.86	-12.17%	-1.35	0.22
28	Report unsafe practice of health care personnel to internal/external entities and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	76.09%	0.48	4.36	88.89%	1.00	4.11	-12.80%	-0.52	0.25
29	Verify that the client comprehends and consents to care/procedures, including procedures requiring informed consent	98.48%	2.91	4.59	85.71%	3.29	4.5	12.77%	-0.38	0.09
30	Serve as a resource person to other staff	92.44%	2.09	3.75	100.00%	3.78	3.78	-7.56%	-1.69	-0.03
31	Plan, implement and evaluate cost-effective care	89.97%	2.40	3.65	100.00%	2.57	4.00	-10.03%	-0.17	-0.35
32	Recognize the need for referrals and obtain necessary orders	96.27%	2.05	4.00	100.00%	1.44	3.78	-3.73%	0.60	0.22
33	Initiate, evaluate, and update plan of care map, clinical pathway used to guide and evaluate client care	95.88%	3.30	4.10	100.00%	3.29	4.14	-4.12%	0.01	-0.04
34	Maintain continuity of care between/ among health care agencies	91.06%	2.06	4.01	100.00%	2.11	3.67	-8.94%	-0.05	0.34
35	Maintain client confidentiality/privacy	99.87%	4.50	4.70	100.00%	3.57	4.57	-0.13%	0.93	0.13
36	Comply with state and/or federal requirements for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	77.82%	0.65	4.30	87.50%	0.75	4.00	-9.68%	-0.10	0.30

# Activity #	Activity	Newly Licensed RN Survey Ratings						SME Ratings Results			Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
		37	Participate in educational activities to maintain/improve professional knowledge and skills of self and others	98.86%	2.13	4.24	100.00%	2.71	4.29	-1.14%	-0.58	-0.04	
38	Manage conflict among clients and health care staff	87.97%	0.87	3.82	87.50%	1.13	3.38	0.47%	-0.25	0.45			
39	Recognize ethical dilemmas and take appropriate action	94.31%	1.43	4.16	100.00%	0.71	4.14	-5.69%	0.71	0.02			
40	Incorporate evidence-based practice/research results when providing care	96.50%	2.89	4.13	100.00%	2.56	4.00	-3.50%	0.33	0.13			
41	Use approved abbreviations and standard terminology when documenting care	99.49%	4.57	4.32	100.00%	3.57	4.43	-0.51%	1.00	-0.11			
42	Provide individualized/client-centered care consistent with Standards of Practice	99.63%	4.45	4.60	100.00%	4.33	4.22	-0.37%	0.12	0.38			
43	Prioritize workload to manage time effectively	99.87%	4.59	4.62	100.00%	4.00	4.43	-0.13%	0.59	0.19			
44	Use emerging technology in managing client health care (e.g., telehealth, electronic records)	92.02%	3.32	3.89	88.89%	1.78	3.56	3.13%	1.55	0.34			
45	Provide care within the legal scope of practice	100.00%	4.81	4.83	100.00%	4.29	4.71	0.00%	0.52	0.12			
46	Protect client from injury (e.g., falls, electrical hazards)	99.75%	4.30	4.79	88.89%	2.89	4.44	10.86%	1.42	0.35			
47	Verify appropriateness and/or accuracy of a treatment order	98.86%	4.03	4.74	100.00%	3.57	4.43	-1.14%	0.46	0.31			
48	Follow procedures for handling biohazardous materials	97.26%	3.21	4.62	77.78%	2.44	4.25	19.49%	0.76	0.37			
49	Participate in the institution's security plan (e.g., newborn nursery security, bomb threats)	83.21%	1.03	4.14	85.71%	1.71	4.00	-2.51%	-0.68	0.14			
50	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	98.40%	3.58	4.39	100.00%	2.89	4.44	-1.60%	0.70	-0.05			

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

# Activity #	Activity	Newly Licensed RN Survey Ratings			SME Ratings Results			Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
51	Ensure proper identification of client when providing care	99.74%	4.76	4.90	100.00%	4.17	5.00	-0.26%	0.59	-0.10
52	Facilitate appropriate and safe use of equipment	99.00%	3.95	4.47	88.89%	3.22	4.25	10.11%	0.72	0.22
53	Educate client on home safety issues	94.66%	1.90	4.05	85.71%	1.29	3.71	8.95%	0.62	0.33
54	Implement emergency response plans (e.g. internal/external disaster)	77.76%	0.45	4.34	88.89%	0.44	3.67	-11.12%	0.00	0.67
55	Comply with federal/state/institutional requirements regarding the use of client restraints and/or safety devices	88.49%	1.77	4.32	71.43%	2.00	4.17	17.06%	-0.23	0.16
56	Educate client and staff regarding infection control measures	96.01%	2.26	4.45	100.00%	1.78	3.88	-3.99%	0.48	0.57
57	Assess for client allergies/sensitivities and intervene as needed (e.g., food, latex, environmental allergies)	98.86%	3.34	4.68	100.00%	2.86	4.43	-1.14%	0.49	0.25
58	Identify and report occupational/environmental exposures (e.g., lead, asbestos exposure)	64.88%	0.22	4.09	77.78%	0.11	2.75	-12.90%	0.11	1.34
59	Recognize and report symptom clusters (e.g., food poisoning, anthrax)	69.11%	0.53	4.16	42.86%	0.14	2.80	26.25%	0.38	1.36
60	Provide pre-natal care and education	30.31%	0.35	3.79	66.67%	0.44	3.43	-36.36%	-0.10	0.36
61	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education)	56.06%	0.51	3.44	71.43%	0.57	2.80	-15.37%	-0.07	0.64
62	Provide intrapartum care and education (e.g., care provided during labor and birth)	24.41%	0.30	3.76	50.00%	0.13	3.33	-25.59%	0.18	0.43
63	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	53.42%	0.58	3.49	42.86%	0.00	2.75	10.56%	0.58	0.74
64	Provide newborn care and education	33.91%	0.69	3.89	55.56%	0.11	3.29	-21.64%	0.58	0.60

Table 11. Average Frequency and Importance Ratings (Total Group) and Percent Performing from RN Practice Analysis Survey and RN Practice Analysis Survey SME Panel												
# Activity	Activity	Newly Licensed RN Survey Ratings				SME Ratings Results				Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference		
65	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	89.16%	1.79	3.92	71.43%	1.57	3.00	17.73%	0.21	0.92		
66	Provide post-partum care and education	31.21%	0.54	3.82	66.67%	0.44	3.43	-35.46%	0.10	0.39		
67	Perform comprehensive health assessment	95.47%	3.66	4.51	100.00%	3.00	4.17	-4.53%	0.66	0.34		
68	Assess readiness to learn, learning preferences and barriers to learning	96.29%	3.14	4.11	100.00%	2.00	3.78	-3.71%	1.14	0.33		
69	Provide care and education that meets the special needs of the infant client 1 month to 1 year	37.80%	0.73	3.86	57.14%	1.29	4.00	-19.34%	-0.56	-0.14		
70	Provide care and education that meets the special needs of the preschool client ages 1 year to 4 years	30.21%	0.40	3.62	66.67%	0.78	3.88	-36.45%	-0.38	-0.26		
71	Provide care and education that meets the special needs of the school age client, ages 5 to 12 years	35.89%	0.53	3.80	42.86%	1.29	3.80	-6.97%	-0.75	0.00		
72	Provide care and education that meets the special needs of the adolescent client ages 13 to 18 years	45.28%	0.62	3.74	66.67%	0.78	3.88	-21.38%	-0.16	-0.14		
73	Provide care and education that meets the special needs of the adult client ages 19 to 64 years	91.30%	3.25	4.22	85.71%	2.43	4.29	5.58%	0.82	-0.06		
74	Provide care and education that meets the special needs of the older adult client ages 65 to 85 years	83.68%	2.90	4.14	88.89%	2.33	4.11	-5.21%	0.56	0.03		
75	Provide care and education that meets the special needs of the older adult, over 85 years	80.59%	2.27	4.11	71.43%	2.00	4.29	9.16%	0.27	-0.18		
76	Assess client understanding of and ability to manage self care in the home environment (i.e., community resources)	90.21%	2.20	4.10	100.00%	0.89	3.00	-9.79%	1.31	1.10		

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

# Activity	Activity	Newly Licensed RN Survey Ratings			SME Ratings Results			Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
77	Assess and teach client about health risks based on known population or community characteristics	82.60%	1.49	3.77	66.67%	1.33	3.17	15.93%	0.16	0.60
78	Assist client and staff to access resources regarding genetic issues	48.94%	0.42	3.28	44.44%	0.00	2.86	4.49%	0.42	0.42
79	Assess client for potential or actual abuse/neglect and intervene when appropriate	92.70%	1.74	4.35	100.00%	2.14	3.86	-7.30%	-0.40	0.49
80	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities and intervene when appropriate	90.46%	1.65	4.16	100.00%	1.33	3.44	-9.54%	0.31	0.72
81	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	85.48%	1.90	4.02	100.00%	2.57	3.86	-14.52%	-0.67	0.16
82	Provide a therapeutic environment for clients with emotional/behavioral issues	90.80%	1.95	4.05	75.00%	1.63	4.29	15.80%	0.33	-0.23
83	Incorporate client cultural practice and beliefs when planning and providing care	96.71%	1.99	3.94	100.00%	2.86	4.43	-3.29%	-0.86	-0.49
84	Provide end of life care and education to clients (e.g., hospice)	70.26%	0.77	4.08	77.78%	0.56	3.57	-7.52%	0.21	0.51
85	Facilitate group sessions	36.20%	0.29	2.97	28.57%	0.71	3.25	7.63%	-0.43	-0.28
86	Assess the potential for violence and initiate/maintain safety precautions (e.g., suicide, homicide, self-destructive behavior)	85.31%	1.21	4.32	88.89%	1.33	4.25	-3.58%	-0.13	0.07
87	Assess family dynamics in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	90.91%	2.05	3.84	85.71%	1.43	3.67	5.19%	0.62	0.17
88	Provide support to client in coping with life changes (e.g., loss, new diagnosis, role change, stress)	96.90%	2.20	4.19	100.00%	1.67	4.00	-3.10%	0.53	0.19

Activity #	Activity	Newly Licensed RN Survey Ratings						SME Ratings Results			Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference			
89	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	38.52%	0.21	3.20	42.86%	0.29	3.25	-4.34%	-0.08	-0.05			
90	Use therapeutic communication techniques to provide support to client	99.13%	3.81	4.27	100.00%	2.78	4.33	-0.87%	1.03	-0.06			
91	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	90.18%	2.33	3.89	85.71%	1.86	3.67	4.46%	0.47	0.22			
92	Recognize impact of illness/disease on individual/family lifestyle	97.90%	2.92	4.11	100.00%	2.00	3.89	-2.10%	0.92	0.22			
93	Address client needs based on visual, auditory or cognitive distortions (e.g., hallucinations)	82.59%	1.43	3.96	85.71%	1.14	3.67	-3.12%	0.29	0.29			
94	Establish and maintain a therapeutic relationship with client	99.38%	4.23	4.46	100.00%	3.00	4.11	-0.62%	1.23	0.35			
95	Assess and intervene in client performance of activities of daily living (ADL) and instrumental activities of daily living (IADL)	91.95%	2.95	4.08	100.00%	1.83	4.00	-8.05%	1.11	0.08			
96	Provide client nutrition through continuous or intermittent tube feedings	85.40%	1.54	4.22	77.78%	0.33	3.14	7.62%	1.20	1.08			
97	Perform post-mortem care	71.76%	0.41	3.64	57.14%	0.71	3.00	14.62%	-0.30	0.64			
98	Perform irrigations (e.g., of bladder, ear, eye)	80.88%	0.73	3.76	77.78%	0.44	3.14	3.10%	0.28	0.61			
99	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	93.57%	2.59	4.10	85.71%	0.71	3.67	7.85%	1.88	0.44			

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

# Activity	Activity	Newly Licensed RN Survey Ratings			SME Ratings Results			Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
100	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	97.90%	3.91	4.60	100.00%	3.78	4.33	-2.10%	0.13	0.26
101	Assess and manage client with an alteration in elimination (e.g. bowel, urinary)	95.23%	3.01	4.21	100.00%	1.71	4.00	-4.77%	1.29	0.21
102	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	76.85%	0.99	3.80	77.78%	1.00	3.29	-0.93%	-0.01	0.51
103	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	88.90%	2.54	4.23	85.71%	1.86	3.83	3.19%	0.68	0.39
104	Assess client need for pain management and intervene as needed using non-pharmacological comfort measures	98.52%	3.53	4.32	100.00%	3.00	4.11	-1.48%	0.53	0.20
105	Manage the client who has an alteration in nutritional intake (e.g., adjust diet; monitor height and weight; change delivery to include method, time and food preferences)	91.71%	2.47	4.10	85.71%	1.43	3.83	5.99%	1.04	0.27
106	Assess client need for sleep/rest and intervene as needed	95.77%	2.83	4.01	100.00%	1.89	3.44	-4.23%	0.95	0.56
107	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	94.44%	2.27	4.04	83.33%	2.17	3.60	11.11%	0.10	0.44
108	Calculate client intake and output	96.27%	3.80	4.32	100.00%	3.00	3.78	-3.73%	0.80	0.54
109	Promote circulation (e.g., active or passive range of motion, positioning and mobilization)	94.74%	2.92	4.26	85.71%	1.14	3.50	9.02%	1.78	0.76

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

# Activity #	Activity	Newly Licensed RN Survey Ratings			SME Ratings Results			Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
110	Evaluate appropriateness/accuracy of medication order for client per institution policy including reconciling orders	99.13%	4.07	4.68	88.89%	3.89	5.00	10.24%	0.19	-0.32
111	Perform calculations needed for medication administration	96.79%	2.96	4.79	85.71%	2.43	4.67	11.08%	0.54	0.12
112	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)	96.78%	3.94	4.69	88.89%	3.33	4.38	7.89%	0.61	0.31
113	Insert, maintain and remove a peripheral intravenous line	92.29%	2.95	4.43	100.00%	2.43	4.29	-7.71%	0.53	0.14
114	Comply with requirements governing controlled substances	97.89%	3.69	4.58	88.89%	3.44	4.00	9.00%	0.25	0.58
115	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	98.99%	4.35	4.83	100.00%	3.43	4.57	-1.01%	0.92	0.26
116	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	95.28%	2.94	4.72	88.89%	2.67	4.71	6.39%	0.28	0.00
117	Administer blood products and evaluate client response	87.55%	1.11	4.69	85.71%	1.71	4.67	1.83%	-0.60	0.02
118	Access venous access devices, including tunneled, implanted, and central lines	92.58%	2.57	4.46	75.00%	1.63	3.25	17.58%	0.94	1.21
119	Educate client about medications	98.35%	3.56	4.47	100.00%	3.43	4.29	-1.65%	0.13	0.19
120	Manage client experiencing side effects and adverse reactions of medication	95.90%	1.73	4.61	100.00%	2.00	4.33	-4.10%	-0.27	0.27
121	Administer parenteral nutrition and evaluate client response (e.g., TPN)	78.62%	1.05	4.28	57.14%	1.00	3.83	21.47%	0.05	0.45

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

# Activity	Activity	Newly Licensed RN Survey Ratings				SME Ratings Results				Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference		
122	Use pharmacological measures for pain management as needed	98.88%	3.91	4.50	100.00%	3.00	4.22	-1.12%	0.91	0.28		
123	Assess and respond to changes in client vital signs	99.12%	3.66	4.78	100.00%	2.57	4.57	-0.88%	1.09	0.21		
124	Provide intraoperative care	44.40%	0.56	3.97	55.56%	0.56	3.71	-11.15%	0.00	0.25		
125	Evaluate the results of diagnostic testing and intervene as needed	96.15%	2.81	4.45	85.71%	2.29	4.50	10.44%	0.52	-0.05		
126	Evaluate responses to procedures and treatments	98.51%	3.78	4.46	100.00%	3.67	4.78	-1.49%	0.11	-0.32		
127	Provide pre and/or postoperative education	86.60%	1.64	4.21	83.33%	2.00	3.50	3.27%	-0.36	0.71		
128	Provide preoperative care	76.96%	1.18	4.11	88.89%	1.56	3.75	-11.93%	-0.38	0.36		
129	Perform fetal heart rate monitoring	25.89%	0.36	4.13	66.67%	0.83	3.25	-40.77%	-0.47	0.88		
130	Manage client during and following procedure with moderate sedation	75.96%	1.19	4.34	77.78%	1.00	3.71	-1.82%	0.19	0.63		
131	Obtain blood specimens peripherally or through central line	83.98%	1.98	4.13	100.00%	1.29	3.71	-16.02%	0.70	0.42		
132	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	96.52%	2.97	4.47	87.50%	2.63	3.63	9.02%	0.34	0.84		
133	Educate client about treatments and procedures	98.07%	3.41	4.34	100.00%	3.14	4.00	-1.93%	0.27	0.34		
134	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine specimens)	97.90%	2.32	4.13	88.89%	2.00	3.63	9.01%	0.32	0.51		
135	Insert, maintain and remove nasogastric tubes and/or urethral catheters	93.29%	1.96	4.12	100.00%	2.14	3.86	-6.71%	-0.18	0.26		
136	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	87.08%	1.60	4.28	88.89%	2.44	3.50	-1.81%	-0.85	0.78		

# Activity	Activity	Newly Licensed RN Survey Ratings						SME Ratings Results			Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference			
137	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated, external defibrillator)	83.14%	0.58	4.76	85.71%	0.57	4.86	-2.57%	0.01	-0.10			
138	Monitor and care for clients on a ventilator	54.20%	0.81	4.42	55.56%	0.33	4.29	-1.36%	0.48	0.14			
139	Perform wound care and/or assist with dressing change	94.01%	1.98	4.21	100.00%	1.43	3.86	-5.99%	0.55	0.35			
140	Assist with invasive procedures (e.g., central line placement)	68.03%	0.66	4.10	66.67%	0.44	3.43	1.37%	0.21	0.67			
141	Provide ostomy care and education (e.g., tracheal, enteral)	82.45%	1.00	4.05	85.71%	0.71	3.71	-3.26%	0.28	0.34			
142	Provide postoperative care	83.07%	1.67	4.34	77.78%	2.22	4.50	5.29%	-0.55	-0.16			
143	Perform and manage care of client receiving peritoneal dialysis	56.03%	0.31	3.96	57.14%	0.43	3.60	-1.12%	-0.11	0.36			
144	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	87.78%	1.86	4.14	88.89%	1.56	4.25	-1.11%	0.30	-0.11			
145	Manage the care of a client on telemetry	76.15%	2.41	4.38	71.43%	1.86	4.17	4.72%	0.55	0.22			
146	Manage the care of a client with impaired ventilation/oxygenation	89.13%	1.96	4.54	88.89%	2.22	4.63	0.24%	-0.26	-0.08			
147	Maintain desired temperature of client (e.g., cooling and/or warming blanket)	87.01%	1.74	4.11	57.14%	1.00	3.33	29.87%	0.74	0.78			
148	Implement and monitor phototherapy	36.97%	0.32	3.58	44.44%	0.00	4.00	-7.47%	0.32	-0.42			
149	Monitor and maintain arterial lines	60.23%	0.85	4.31	57.14%	0.71	4.20	3.09%	0.14	0.11			
150	Manage the care of the client with a fluid and electrolyte imbalance	95.27%	2.19	4.50	88.89%	1.78	4.88	6.38%	0.41	-0.38			

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

Activity #	Activity	Newly Licensed RN Survey Ratings				SME Ratings Results				Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference		
151	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	87.47%	1.93	4.49	85.71%	1.29	4.50	1.75%	0.65	-0.01		
152	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	95.05%	3.01	4.37	100.00%	2.11	4.67	-4.95%	0.90	-0.29		
153	Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	96.68%	3.03	4.48	100.00%	2.86	4.71	-3.32%	0.18	-0.23		
154	Manage the care of a client receiving hemodialysis	66.38%	0.77	4.13	44.44%	0.11	4.17	21.93%	0.66	-0.03		
155	Recognize signs and symptoms of complications and intervene appropriately when providing client care	99.11%	2.89	4.77	100.00%	3.29	5.00	-0.89%	-0.40	-0.23		

Activity #	Activity	Table 12: Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings												
		Apply to Setting			Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)			
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.
1	Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	84.20%	1700	2.12	0.05	2019	1.79	0.04	1167	4.05	0.03	1167	4.05	0.03
2	Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	95.65%	1935	2.21	0.04	2023	2.11	0.04	1469	4.20	0.02	1469	4.20	0.02
3	Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	98.72%	2000	3.28	0.04	2026	3.23	0.04	1888	4.53	0.02	1888	4.53	0.02
4	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	97.23%	1967	3.45	0.04	2023	3.35	0.04	1746	4.14	0.02	1746	4.14	0.02
5	Practices in a manner consistent with a code of ethics for registered nurses	99.95%	2018	4.72	0.02	2019	4.72	0.02	1990	4.76	0.01	1990	4.76	0.01
6	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	99.95%	2026	4.89	0.01	2027	4.89	0.01	2002	4.91	0.01	2002	4.91	0.01
7	Acknowledge and document practice error (e.g., incident report for medication error)	86.12%	1737	0.81	0.04	2017	0.70	0.03	555	4.57	0.03	555	4.57	0.03
8	Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	91.83%	1854	2.57	0.04	2019	2.36	0.04	1257	4.20	0.02	1257	4.20	0.02
9	Assist client to cope with life transitions	91.36%	1839	2.20	0.04	2013	2.01	0.04	1411	4.17	0.02	1411	4.17	0.02
10	Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate	95.80%	1937	2.68	0.04	2022	2.57	0.04	1613	4.09	0.02	1613	4.09	0.02
11	Recognize non-verbal cues to physical and/or psychological stressors	98.57%	1997	3.37	0.04	2026	3.32	0.04	1842	4.35	0.02	1842	4.35	0.02

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

Activity #	Activity	Apply to Setting		Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)		
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.	
12	Incorporate alternative/complementary therapies into client plan of care (e.g., music therapy, relaxation therapy)	81.95%	1662	1.55	0.04	2028	1.27	0.04	949	3.88	0.03	
13	Evaluate therapeutic effect of medications	98.96%	2003	4.28	0.03	2024	4.24	0.03	1922	4.62	0.01	
14	Prepare and administer medications, using rights of medication administration	99.11%	2007	4.73	0.02	2025	4.69	0.02	1963	4.90	0.01	
15	Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	97.93%	1983	4.25	0.03	2025	4.16	0.03	1901	4.74	0.01	
16	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	97.68%	1978	3.92	0.04	2025	3.83	0.04	1843	4.60	0.01	
17	Recognize trends and changes in client condition and intervene appropriately	98.76%	1993	3.22	0.04	2018	3.18	0.04	1807	4.73	0.01	
18	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	86.90%	1764	1.82	0.05	2030	1.58	0.04	945	4.54	0.02	
19	Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	78.75%	1597	1.50	0.05	2028	1.18	0.04	867	4.44	0.02	
20	Perform procedures necessary to safely admit, transfer or discharge a client	99.00%	796	2.82	0.06	804	2.79	0.06	716	4.41	0.02	
21	Provide and receive report on assigned clients	98.97%	770	3.61	0.05	778	3.58	0.05	769	4.66	0.02	
22	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	95.07%	771	3.29	0.07	811	3.13	0.07	679	4.19	0.03	
23	Act as a client advocate	99.62%	788	3.60	0.05	791	3.59	0.06	760	4.58	0.02	
24	Assess/triage client(s) to prioritize the order of care delivery	91.19%	735	3.64	0.06	806	3.32	0.07	657	4.61	0.02	

Activity #	Activity	Table 12: Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings											
		Apply to Setting		Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)			
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
25	Collaborate with health care members in other disciplines when providing client care	99.49%	776	3.84	0.05	780	3.82	0.05	751	4.56	0.02		
26	Receive and/or transcribe health care provider orders	97.87%	782	3.86	0.06	799	3.77	0.06	736	4.72	0.02		
27	Integrate advance directives into client plan of care	87.83%	671	1.87	0.07	764	1.65	0.07	452	4.36	0.04		
28	Report unsafe practice of health care personnel to internal/external entities and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	76.09%	611	0.64	0.05	803	0.48	0.04	183	4.34	0.06		
29	Verify that the client comprehends and consents to care/procedures, including procedures requiring informed consent	98.48%	779	2.95	0.07	791	2.91	0.07	678	4.63	0.02		
30	Serve as a resource person to other staff	92.44%	746	2.26	0.06	807	2.09	0.06	605	3.87	0.04		
31	Plan, implement and evaluate cost-effective care	89.97%	700	2.67	0.07	778	2.40	0.07	556	3.86	0.04		
32	Recognize the need for referrals and obtain necessary orders	96.27%	774	2.13	0.07	804	2.05	0.06	566	4.15	0.03		
33	Initiate, evaluate, and update plan of care, care map, clinical pathway used to guide and evaluate client care	95.88%	745	3.44	0.06	777	3.30	0.06	690	4.20	0.03		
34	Maintain continuity of care between/ among health care agencies	91.06%	733	2.27	0.07	805	2.06	0.07	549	4.20	0.03		
35	Maintain client confidentiality/privacy	99.87%	782	4.51	0.04	783	4.50	0.04	769	4.70	0.02		
36	Comply with state and/or federal requirements for reporting client conditions (e.g., abuse/neglect, communicable disease, gunshot wound, dog bite)	77.82%	628	0.83	0.06	807	0.65	0.05	177	4.59	0.05		
37	Participate in educational activities to maintain/improve professional knowledge and skills of self and others	98.86%	780	2.16	0.07	789	2.13	0.07	601	4.29	0.03		

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

Activity #	Activity	Apply to Setting (%)	Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)		
			N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.
38	Manage conflict among clients and health care staff	87.97%	709	0.99	0.05	806	0.87	0.05	337	4.03	0.04
39	Recognize ethical dilemmas and take appropriate action	94.31%	746	1.51	0.06	791	1.43	0.06	464	4.23	0.04
40	Incorporate evidence-based practice/research results when providing care	96.50%	772	2.99	0.07	800	2.89	0.07	649	4.26	0.03
41	Use approved abbreviations and standard terminology when documenting care	99.49%	779	4.59	0.04	783	4.57	0.04	761	4.34	0.03
42	Provide individualized/client-centered care consistent with Standards of Practice	99.63%	803	4.47	0.04	806	4.45	0.04	787	4.62	0.02
43	Prioritize workload to manage time effectively	99.87%	792	4.59	0.03	793	4.59	0.03	783	4.62	0.02
44	Use emerging technology in managing client health care (e.g., telehealth, electronic records)	92.02%	738	3.61	0.07	802	3.32	0.07	620	4.09	0.03
45	Provide care within the legal scope of practice	100.00%	790	4.81	0.02	790	4.81	0.02	782	4.83	0.02
46	Protect client from injury (e.g., falls, electrical hazards)	99.75%	809	4.32	0.04	811	4.30	0.04	784	4.81	0.02
47	Verify appropriateness and/or accuracy of a treatment order	98.86%	780	4.08	0.05	789	4.03	0.05	750	4.77	0.02
48	Follow procedures for handling biohazardous materials	97.26%	782	3.30	0.07	804	3.21	0.07	675	4.66	0.02
49	Participate in the institution's security plan (e.g., newborn nursery security, bomb threats)	83.21%	649	1.24	0.07	780	1.03	0.06	289	4.51	0.04
50	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	98.40%	799	3.64	0.06	812	3.58	0.06	734	4.43	0.02
51	Ensure proper identification of client when providing care	99.74%	774	4.77	0.03	776	4.76	0.03	767	4.91	0.01
52	Facilitate appropriate and safe use of equipment	99.00%	795	3.98	0.05	803	3.95	0.06	746	4.51	0.02

Activity #	Activity	Table 12: Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings											
		Apply to Setting		Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)			
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
53	Educate client on home safety issues	94.66%	745	2.01	0.07	787	1.90	0.07	530	4.22	0.04		
54	Implement emergency response plans (e.g., internal/external disaster)	77.76%	626	0.57	0.05	805	0.45	0.04	149	4.45	0.06		
55	Comply with federal/state/institutional requirements regarding the use of client restraints and/or safety devices	88.49%	692	2.00	0.08	782	1.77	0.07	437	4.49	0.03		
56	Educate client and staff regarding infection control measures	96.01%	771	2.35	0.07	803	2.26	0.07	589	4.54	0.02		
57	Assess for client allergies/sensitivities and intervene as needed (e.g., food, latex, environmental allergies)	98.86%	783	3.38	0.06	792	3.34	0.07	706	4.72	0.02		
58	Identify and report occupational/environmental exposures (e.g., lead, asbestos exposure)	64.88%	521	0.34	0.05	803	0.22	0.03	68	4.38	0.10		
59	Recognize and report symptom clusters (e.g., food poisoning, anthrax)	69.11%	537	0.76	0.07	777	0.53	0.05	144	4.44	0.06		
60	Provide pre-natal care and education	30.31%	237	1.15	0.12	782	0.35	0.04	77	4.51	0.08		
61	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education)	56.06%	444	0.90	0.08	792	0.51	0.05	131	4.10	0.08		
62	Provide intrapartum care and education (e.g., care provided during labor and birth)	24.41%	196	1.24	0.14	803	0.30	0.04	65	4.51	0.10		
63	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	53.42%	414	1.08	0.08	775	0.58	0.05	153	4.09	0.07		
64	Provide newborn care and education	33.91%	273	2.04	0.14	805	0.69	0.06	138	4.66	0.05		
65	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	89.16%	707	2.00	0.07	793	1.79	0.07	480	4.13	0.04		
66	Provide post-partum care and education	31.21%	250	1.73	0.14	801	0.54	0.05	117	4.49	0.07		
67	Perform comprehensive health assessment	95.47%	758	3.84	0.06	794	3.66	0.07	699	4.60	0.02		

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

Activity #	Activity	Apply to Setting		Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)		
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.	
68	Assess readiness to learn, learning preferences and barriers to learning	96.29%	752	3.26	0.06	781	3.14	0.07	672	4.18	0.03	
69	Provide care and education that meets the special needs of the infant client 1 month to 1 year	37.80%	299	1.93	0.12	791	0.73	0.06	168	4.46	0.05	
70	Provide care and education that meets the special needs of the preschool client ages 1 year to 4 years	30.21%	242	1.32	0.12	801	0.40	0.04	105	4.12	0.07	
71	Provide care and education that meets the special needs of the school age client, ages 5 to 12 years	35.89%	281	1.48	0.12	783	0.53	0.05	134	4.35	0.07	
72	Provide care and education that meets the special needs of the adolescent client ages 13 to 18 years	45.28%	360	1.36	0.09	795	0.62	0.05	180	4.16	0.06	
73	Provide care and education that meets the special needs of the adult client ages 19 to 64 years	91.30%	724	3.56	0.06	793	3.25	0.07	662	4.29	0.03	
74	Provide care and education that meets the special needs of the older adult client ages 65 to 85 years	83.68%	677	3.46	0.07	809	2.90	0.07	604	4.27	0.03	
75	Provide care and education that meets the special needs of the older adult, over 85 years	80.59%	631	2.81	0.08	783	2.27	0.07	505	4.29	0.03	
76	Assess client understanding of and ability to manage self care in the home environment (i.e., community resources)	90.21%	728	2.44	0.07	807	2.20	0.07	556	4.26	0.03	
77	Assess and teach client about health risks based on known population or community characteristics	82.60%	655	1.81	0.07	793	1.49	0.06	407	4.06	0.04	
78	Assist client and staff to access resources regarding genetic issues	48.94%	391	0.85	0.08	799	0.42	0.04	121	3.94	0.09	
79	Assess client for potential or actual abuse/neglect and intervene when appropriate	92.70%	749	1.88	0.07	808	1.74	0.07	481	4.42	0.03	

Activity #	Activity	Table 12: Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings											
		Apply to Setting		Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)			
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
80	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities and intervene when appropriate	90.46%	730	1.82	0.07	807	1.65	0.06	474	4.34	0.03		
81	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	85.48%	671	2.22	0.07	785	1.90	0.07	484	4.18	0.03		
82	Provide a therapeutic environment for clients with emotional/behavioral issues	90.80%	730	2.15	0.07	804	1.95	0.07	536	4.19	0.03		
83	Incorporate client cultural practice and beliefs when planning and providing care	96.71%	765	2.06	0.07	791	1.99	0.07	514	4.13	0.03		
84	Provide end of life care and education to clients (e.g., hospice)	70.26%	567	1.10	0.07	807	0.77	0.05	236	4.31	0.05		
85	Facilitate group sessions	36.20%	282	0.80	0.09	779	0.29	0.04	80	3.86	0.10		
86	Assess the potential for violence and initiate/maintain safety precautions (e.g., suicide, homicide, self-destructive behavior)	85.31%	685	1.42	0.07	803	1.21	0.06	352	4.49	0.04		
87	Assess family dynamics in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	90.91%	720	2.25	0.07	792	2.05	0.07	554	4.04	0.03		
88	Provide support to client in coping with life changes (e.g., loss, new diagnosis, role change, stress)	96.90%	782	2.27	0.06	807	2.20	0.06	611	4.25	0.03		
89	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	38.52%	302	0.54	0.07	784	0.21	0.03	58	3.90	0.13		
90	Use therapeutic communication techniques to provide support to client	99.13%	796	3.84	0.05	803	3.81	0.05	753	4.31	0.02		

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

Activity #	Activity	Apply to Setting		Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)		
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.	
91	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	90.18%	716	2.58	0.07	794	2.33	0.07	581	4.08	0.03	
92	Recognize impact of illness/disease on individual/family lifestyle	97.90%	792	2.99	0.06	809	2.92	0.06	694	4.16	0.03	
93	Address client needs based on visual, auditory or cognitive distortions (e.g., hallucinations)	82.59%	650	1.73	0.08	787	1.43	0.07	378	4.24	0.04	
94	Establish and maintain a therapeutic relationship with client	99.38%	797	4.26	0.05	802	4.23	0.05	770	4.48	0.02	
95	Assess and intervene in client performance of activities of daily living (ADL) and instrumental activities of daily living (IADL)	91.95%	720	3.20	0.07	783	2.95	0.07	623	4.22	0.03	
96	Provide client nutrition through continuous or intermittent tube feedings	85.40%	690	1.80	0.07	808	1.54	0.07	414	4.39	0.03	
97	Perform post-mortem care	71.76%	559	0.58	0.05	779	0.41	0.04	146	4.00	0.07	
98	Perform irrigations (e.g., of bladder, ear, eye)	80.88%	647	0.90	0.06	800	0.73	0.05	228	4.03	0.05	
99	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	93.57%	742	2.77	0.07	793	2.59	0.07	606	4.25	0.03	
100	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	97.90%	791	4.00	0.05	808	3.91	0.06	742	4.64	0.02	
101	Assess and manage client with an alteration in elimination (e.g. bowel, urinary)	95.23%	738	3.16	0.06	775	3.01	0.07	662	4.31	0.03	
102	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	76.85%	614	1.28	0.07	799	0.99	0.06	289	4.11	0.05	

Activity #	Activity	Table 12: Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings											
		Apply to Setting		Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)			
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
103	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	88.90%	705	2.86	0.07	793	2.54	0.07	567	4.39	0.03		
104	Assess client need for pain management and intervene as needed using non-pharmacological comfort measures	98.52%	797	3.59	0.06	809	3.53	0.06	728	4.39	0.03		
105	Manage the client who has an alteration in nutritional intake (e.g., adjust diet, monitor height and weight, change delivery to include method, time and food preferences)	91.71%	719	2.69	0.07	784	2.47	0.07	598	4.24	0.03		
106	Assess client need for sleep/rest and intervene as needed	95.77%	769	2.96	0.07	803	2.83	0.07	651	4.12	0.03		
107	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	94.44%	748	2.40	0.07	792	2.27	0.07	584	4.16	0.03		
108	Calculate client intake and output	96.27%	775	3.95	0.06	805	3.80	0.06	710	4.36	0.03		
109	Promote circulation (e.g., active or passive range of motion, positioning and mobilization)	94.74%	738	3.09	0.07	779	2.92	0.07	633	4.36	0.03		
110	Evaluate appropriateness/accuracy of medication order for client per institution policy including reconciling orders	99.13%	797	4.11	0.05	804	4.07	0.05	756	4.70	0.02		
111	Perform calculations needed for medication administration	96.79%	754	3.06	0.07	779	2.96	0.07	646	4.84	0.02		
112	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)	96.78%	782	4.07	0.06	808	3.94	0.06	724	4.73	0.02		
113	Insert, maintain and remove a peripheral intravenous line	92.29%	718	3.20	0.07	778	2.95	0.07	612	4.55	0.02		
114	Comply with requirements governing controlled substances	97.89%	788	3.77	0.06	805	3.69	0.06	708	4.61	0.02		

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

Activity #	Activity	Apply to Setting (%)	Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)		
			N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.
115	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	98.99%	784	4.39	0.04	792	4.35	0.05	765	4.85	0.02
116	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	95.28%	767	3.09	0.07	805	2.94	0.07	623	4.77	0.02
117	Administer blood products and evaluate client response	87.55%	682	1.27	0.07	779	1.11	0.06	334	4.78	0.03
118	Access venous access devices, including tunneled, implanted, and central lines	92.58%	749	2.77	0.08	809	2.57	0.07	562	4.56	0.03
119	Educate client about medications	98.35%	773	3.62	0.06	786	3.56	0.06	712	4.52	0.02
120	Manage client experiencing side effects and adverse reactions of medication	95.90%	771	1.81	0.07	804	1.73	0.07	425	4.63	0.03
121	Administer parenteral nutrition and evaluate client response (e.g., TPN)	78.62%	614	1.34	0.07	781	1.05	0.06	303	4.51	0.04
122	Use pharmacological measures for pain management as needed	98.88%	798	3.95	0.05	807	3.91	0.06	733	4.52	0.02
123	Assess and respond to changes in client vital signs	99.12%	785	3.69	0.06	792	3.66	0.06	736	4.81	0.02
124	Provide intraoperative care	44.40%	357	1.26	0.10	804	0.56	0.05	137	4.36	0.07
125	Evaluate the results of diagnostic testing and intervene as needed	96.15%	750	2.92	0.07	780	2.81	0.07	640	4.54	0.02
126	Evaluate responses to procedures and treatments	98.51%	795	3.84	0.05	807	3.78	0.06	746	4.49	0.02
127	Provide pre and/or postoperative education	86.60%	685	1.90	0.07	791	1.64	0.07	431	4.43	0.03
128	Provide preoperative care	76.96%	618	1.53	0.07	803	1.18	0.06	331	4.37	0.04
129	Perform fetal heart rate monitoring	25.89%	203	1.40	0.14	784	0.36	0.04	85	4.69	0.06
130	Manage client during and following procedure with moderate sedation	75.96%	613	1.56	0.08	807	1.19	0.06	318	4.58	0.04

Activity #	Activity	Table 12: Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings											
		Apply to Setting		Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)			
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
131	Obtain blood specimens peripherally or through central line	83.98%	666	2.36	0.08	793	1.98	0.07	472	4.33	0.03		
132	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	96.52%	776	3.07	0.07	804	2.97	0.07	644	4.55	0.03		
133	Educate client about treatments and procedures	98.07%	764	3.48	0.06	779	3.41	0.06	706	4.39	0.02		
134	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine specimens)	97.90%	791	2.37	0.07	808	2.32	0.07	588	4.21	0.03		
135	Insert, maintain and remove nasogastric tubes and/or urethral catheters	93.29%	737	2.10	0.07	790	1.96	0.07	532	4.26	0.03		
136	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	87.08%	701	1.84	0.07	805	1.60	0.07	401	4.43	0.03		
137	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated, external defibrillator)	83.14%	661	0.70	0.06	795	0.58	0.05	174	4.83	0.04		
138	Monitor and care for clients on a ventilator	54.20%	439	1.50	0.10	810	0.81	0.06	193	4.68	0.05		
139	Perform wound care and/or assist with dressing change	94.01%	737	2.10	0.07	784	1.98	0.07	527	4.33	0.03		
140	Assist with invasive procedures (e.g., central line placement)	68.03%	547	0.96	0.07	804	0.66	0.05	193	4.46	0.05		
141	Provide ostomy care and education (e.g., tracheal, enteral)	82.45%	653	1.21	0.07	792	1.00	0.06	272	4.38	0.04		
142	Provide postoperative care	83.07%	672	2.01	0.08	809	1.67	0.07	426	4.48	0.03		
143	Perform and manage care of client receiving peritoneal dialysis	56.03%	437	0.56	0.06	780	0.31	0.04	98	4.38	0.08		
144	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	87.78%	711	2.12	0.08	810	1.86	0.07	454	4.31	0.03		

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

Activity #	Activity	Apply to Setting (%)			Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)		
		N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.
145	Manage the care of a client on telemetry	76.15%	597	3.17	0.08	784	2.41	0.08	487	4.59	0.03		
146	Manage the care of a client with impaired ventilation/oxygenation	89.13%	713	2.20	0.07	800	1.96	0.07	505	4.64	0.03		
147	Maintain desired temperature of client (e.g., cooling and/or warming blanket)	87.01%	690	2.00	0.07	793	1.74	0.07	439	4.25	0.04		
148	Implement and monitor phototherapy	36.97%	298	0.87	0.10	806	0.32	0.04	79	4.22	0.11		
149	Monitor and maintain arterial lines	60.23%	474	1.42	0.09	787	0.85	0.06	200	4.61	0.04		
150	Manage the care of the client with a fluid and electrolyte imbalance	95.27%	765	2.29	0.07	803	2.19	0.07	582	4.56	0.03		
151	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	87.47%	684	2.21	0.07	782	1.93	0.07	492	4.67	0.03		
152	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	95.05%	768	3.16	0.07	808	3.01	0.07	653	4.46	0.03		
153	Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	96.68%	756	3.14	0.07	782	3.03	0.07	664	4.55	0.02		
154	Manage the care of a client receiving hemodialysis	66.38%	533	1.17	0.07	803	0.77	0.05	225	4.46	0.05		
155	Recognize signs and symptoms of complications and intervene appropriately when providing client care	99.11%	776	2.92	0.07	783	2.89	0.07	664	4.78	0.02		

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

Activity #	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg	Std. Err.	N	Avg	Std. Err.
1	Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	1964	3.72	0.02	1167	4.05	0.03
2	Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	1990	4.06	0.02	1469	4.20	0.02
3	Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	2002	4.50	0.02	1888	4.53	0.02
4	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	1996	4.03	0.02	1746	4.14	0.02
5	Practices in a manner consistent with a code of ethics for registered nurses	2004	4.75	0.01	1990	4.76	0.01
6	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	2008	4.91	0.01	2002	4.91	0.01
7	Acknowledge and document practice error (e.g., incident report for medication error)	1974	4.48	0.02	555	4.57	0.03
8	Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	1971	4.06	0.02	1257	4.20	0.02
9	Assist client to cope with life transitions	1964	4.01	0.02	1411	4.17	0.02
10	Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate	1985	3.98	0.02	1613	4.09	0.02
11	Recognize non-verbal cues to physical and/or psychological stressors	1998	4.30	0.02	1842	4.35	0.02
12	Incorporate alternative/complementary therapies into client plan of care (e.g., music therapy, relaxation therapy)	1941	3.51	0.02	949	3.88	0.03
13	Evaluate therapeutic effect of medications	1995	4.59	0.01	1922	4.62	0.01
14	Prepare and administer medications, using rights of medication administration	1995	4.88	0.01	1963	4.90	0.01
15	Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	1993	4.69	0.01	1901	4.74	0.01
16	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	1993	4.55	0.02	1843	4.60	0.01
17	Recognize trends and changes in client condition and intervene appropriately	1988	4.69	0.01	1807	4.73	0.01
18	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	1953	4.33	0.02	945	4.54	0.02
19	Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	1930	4.24	0.02	867	4.44	0.02
20	Perform procedures necessary to safely admit, transfer or discharge a client	787	4.37	0.02	716	4.41	0.02
21	Provide and receive report on assigned clients	777	4.64	0.02	769	4.66	0.02
22	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	792	4.10	0.03	679	4.19	0.03
23	Act as a client advocate	785	4.55	0.02	760	4.58	0.02
24	Assess/triage client(s) to prioritize the order of care delivery	766	4.49	0.03	657	4.61	0.02
25	Collaborate with health care members in other disciplines when providing client care	774	4.53	0.02	751	4.56	0.02
26	Receive and/or transcribe health care provider orders	781	4.67	0.02	736	4.72	0.02
27	Integrate advance directives into client plan of care	739	4.08	0.04	452	4.36	0.04

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

Activity #	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg	Std. Err.	N	Avg	Std. Err.
28	Report unsafe practice of health care personnel to internal/external entities and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	760	4.36	0.03	183	4.34	0.06
29	Verify that the client comprehends and consents to care/procedures, including procedures requiring informed consent	782	4.59	0.02	678	4.63	0.02
30	Serve as a resource person to other staff	787	3.75	0.03	605	3.87	0.04
31	Plan, implement and evaluate cost-effective care	760	3.65	0.04	556	3.86	0.04
32	Recognize the need for referrals and obtain necessary orders	780	4.00	0.03	566	4.15	0.03
33	Initiate, evaluate, and update plan of care, care map, clinical pathway used to guide and evaluate client care	761	4.10	0.03	690	4.20	0.03
34	Maintain continuity of care between/among health care agencies	777	4.01	0.03	549	4.20	0.03
35	Maintain client confidentiality/privacy	777	4.70	0.02	769	4.70	0.02
36	Comply with state and/or federal requirements for reporting client conditions (e.g., abuse/neglect, communicable disease, gunshot wound, dog bite)	769	4.30	0.03	177	4.59	0.05
37	Participate in educational activities to maintain/improve professional knowledge and skills of self and others	779	4.24	0.03	601	4.29	0.03
38	Manage conflict among clients and health care staff	777	3.82	0.03	337	4.03	0.04
39	Recognize ethical dilemmas and take appropriate action	775	4.16	0.03	464	4.23	0.04
40	Incorporate evidence-based practice/research results when providing care	781	4.13	0.03	649	4.26	0.03
41	Use approved abbreviations and standard terminology when documenting care	776	4.32	0.03	761	4.34	0.03
42	Provide individualized/client-centered care consistent with Standards of Practice	795	4.60	0.02	787	4.62	0.02
43	Prioritize workload to manage time effectively	788	4.62	0.02	783	4.62	0.02
44	Use emerging technology in managing client health care (e.g., telehealth, electronic records)	776	3.89	0.03	620	4.09	0.03
45	Provide care within the legal scope of practice	784	4.83	0.02	782	4.83	0.02
46	Protect client from injury (e.g., falls, electrical hazards)	798	4.79	0.02	784	4.81	0.02
47	Verify appropriateness and/or accuracy of a treatment order	784	4.74	0.02	750	4.77	0.02
48	Follow procedures for handling biohazardous materials	781	4.62	0.02	675	4.66	0.02
49	Participate in the institution's security plan (e.g., newborn nursery security, bomb threats)	752	4.14	0.03	289	4.51	0.04
50	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	795	4.39	0.02	734	4.43	0.02
51	Ensure proper identification of client when providing care	772	4.90	0.01	767	4.91	0.01
52	Facilitate appropriate and safe use of equipment	790	4.47	0.02	746	4.51	0.02
53	Educate client on home safety issues	772	4.05	0.03	530	4.22	0.04
54	Implement emergency response plans (e.g., internal/external disaster)	775	4.34	0.03	149	4.45	0.06
55	Comply with federal/state/institutional requirements regarding the use of client restraints and/or safety devices	758	4.32	0.03	437	4.49	0.03
56	Educate client and staff regarding infection control measures	785	4.45	0.02	589	4.54	0.02
57	Assess for client allergies/sensitivities and intervene as needed (e.g., food, latex, environmental allergies)	782	4.68	0.02	706	4.72	0.02

Activity #	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg	Std. Err.	N	Avg	Std. Err.
58	Identify and report occupational/environmental exposures (e.g., lead, asbestos exposure)	764	4.09	0.04	68	4.38	0.10
59	Recognize and report symptom clusters (e.g., food poisoning, anthrax)	748	4.16	0.04	144	4.44	0.06
60	Provide pre-natal care and education	698	3.79	0.05	77	4.51	0.08
61	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education)	744	3.44	0.04	131	4.10	0.08
62	Provide intrapartum care and education (e.g., care provided during labor and birth)	715	3.76	0.05	65	4.51	0.10
63	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	733	3.49	0.04	153	4.09	0.07
64	Provide newborn care and education	721	3.89	0.05	138	4.66	0.05
65	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	772	3.92	0.03	480	4.13	0.04
66	Provide post-partum care and education	716	3.82	0.05	117	4.49	0.07
67	Perform comprehensive health assessment	780	4.51	0.03	699	4.60	0.02
68	Assess readiness to learn, learning preferences and barriers to learning	759	4.11	0.03	672	4.18	0.03
69	Provide care and education that meets the special needs of the infant client 1 month to 1 year	715	3.86	0.05	168	4.46	0.05
70	Provide care and education that meets the special needs of the preschool client ages 1 year to 4 years	706	3.62	0.05	105	4.12	0.07
71	Provide care and education that meets the special needs of the school age client, ages 5 to 12 years	698	3.80	0.05	134	4.35	0.07
72	Provide care and education that meets the special needs of the adolescent client ages 13 to 18 years	717	3.74	0.04	180	4.16	0.06
73	Provide care and education that meets the special needs of the adult client ages 19 to 64 years	775	4.22	0.03	662	4.29	0.03
74	Provide care and education that meets the special needs of the older adult client ages 65 to 85 years	780	4.14	0.03	604	4.27	0.03
75	Provide care and education that meets the special needs of the older adult, over 85 years	743	4.11	0.03	505	4.29	0.03
76	Assess client understanding of and ability to manage self care in the home environment (i.e., community resources)	778	4.10	0.03	556	4.26	0.03
77	Assess and teach client about health risks based on known population or community characteristics	764	3.77	0.04	407	4.06	0.04
78	Assist client and staff to access resources regarding genetic issues	719	3.28	0.04	121	3.94	0.09
79	Assess client for potential or actual abuse/neglect and intervene when appropriate	791	4.35	0.03	481	4.42	0.03
80	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities and intervene when appropriate	780	4.16	0.03	474	4.34	0.03
81	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	763	4.02	0.03	484	4.18	0.03
82	Provide a therapeutic environment for clients with emotional/behavioral issues	775	4.05	0.03	536	4.19	0.03
83	Incorporate client cultural practice and beliefs when planning and providing care	777	3.94	0.03	514	4.13	0.03

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

Activity #	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg	Std. Err.	N	Avg	Std. Err.
84	Provide end of life care and education to clients (e.g., hospice)	752	4.08	0.03	236	4.31	0.05
85	Facilitate group sessions	707	2.97	0.05	80	3.86	0.10
86	Assess the potential for violence and initiate/maintain safety precautions (e.g., suicide, homicide, self-destructive behavior)	767	4.32	0.03	352	4.49	0.04
87	Assess family dynamics in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	775	3.84	0.03	554	4.04	0.03
88	Provide support to client in coping with life changes (e.g., loss, new diagnosis, role change, stress)	786	4.19	0.03	611	4.25	0.03
89	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	720	3.20	0.04	58	3.90	0.13
90	Use therapeutic communication techniques to provide support to client	788	4.27	0.03	753	4.31	0.02
91	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	773	3.89	0.03	581	4.08	0.03
92	Recognize impact of illness/disease on individual/family lifestyle	791	4.11	0.03	694	4.16	0.03
93	Address client needs based on visual, auditory or cognitive distortions (e.g., hallucinations)	755	3.96	0.03	378	4.24	0.04
94	Establish and maintain a therapeutic relationship with client	788	4.46	0.02	770	4.48	0.02
95	Assess and intervene in client performance of activities of daily living (ADL) and instrumental activities of daily living (IADL)	763	4.08	0.03	623	4.22	0.03
96	Provide client nutrition through continuous or intermittent tube feedings	765	4.22	0.03	414	4.39	0.03
97	Perform post-mortem care	730	3.64	0.04	146	4.00	0.07
98	Perform irrigations (e.g., of bladder, ear, eye)	752	3.76	0.03	228	4.03	0.05
99	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	772	4.10	0.03	606	4.25	0.03
100	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	790	4.60	0.02	742	4.64	0.02
101	Assess and manage client with an alteration in elimination (e.g. bowel, urinary)	758	4.21	0.03	662	4.31	0.03
102	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	746	3.80	0.04	289	4.11	0.05
103	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	770	4.23	0.03	567	4.39	0.03
104	Assess client need for pain management and intervene as needed using non-pharmacological comfort measures	790	4.32	0.03	728	4.39	0.03
105	Manage the client who has an alteration in nutritional intake (e.g., adjust diet, monitor height and weight, change delivery to include method, time and food preferences)	765	4.10	0.03	598	4.24	0.03
106	Assess client need for sleep/rest and intervene as needed	775	4.01	0.03	651	4.12	0.03
107	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	775	4.04	0.03	584	4.16	0.03
108	Calculate client intake and output	780	4.32	0.03	710	4.36	0.03
109	Promote circulation (e.g., active or passive range of motion, positioning and mobilization)	761	4.26	0.03	633	4.36	0.03

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

Activity #	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg	Std. Err.	N	Avg	Std. Err.
110	Evaluate appropriateness/accuracy of medication order for client per institution policy including reconciling orders	785	4.68	0.02	756	4.70	0.02
111	Perform calculations needed for medication administration	764	4.79	0.02	646	4.84	0.02
112	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)	784	4.69	0.02	724	4.73	0.02
113	Insert, maintain and remove a peripheral intravenous line	761	4.43	0.03	612	4.55	0.02
114	Comply with requirements governing controlled substances	782	4.58	0.02	708	4.61	0.02
115	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	784	4.83	0.02	765	4.85	0.02
116	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	775	4.72	0.02	623	4.77	0.02
117	Administer blood products and evaluate client response	753	4.69	0.03	334	4.78	0.03
118	Access venous access devices, including tunneled, implanted, and central lines	784	4.46	0.03	562	4.56	0.03
119	Educate client about medications	777	4.47	0.02	712	4.52	0.02
120	Manage client experiencing side effects and adverse reactions of medication	773	4.61	0.02	425	4.63	0.03
121	Administer parenteral nutrition and evaluate client response (e.g., TPN)	741	4.28	0.03	303	4.51	0.04
122	Use pharmacological measures for pain management as needed	790	4.50	0.02	733	4.52	0.02
123	Assess and respond to changes in client vital signs	779	4.78	0.02	736	4.81	0.02
124	Provide intraoperative care	708	3.97	0.04	137	4.36	0.07
125	Evaluate the results of diagnostic testing and intervene as needed	763	4.45	0.03	640	4.54	0.02
126	Evaluate responses to procedures and treatments	787	4.46	0.02	746	4.49	0.02
127	Provide pre and/or postoperative education	757	4.21	0.03	431	4.43	0.03
128	Provide preoperative care	747	4.11	0.03	331	4.37	0.04
129	Perform fetal heart rate monitoring	688	4.13	0.05	85	4.69	0.06
130	Manage client during and following procedure with moderate sedation	750	4.34	0.03	318	4.58	0.04
131	Obtain blood specimens peripherally or through central line	757	4.13	0.03	472	4.33	0.03
132	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	780	4.47	0.03	644	4.55	0.03
133	Educate client about treatments and procedures	763	4.34	0.03	706	4.39	0.02
134	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine specimens)	786	4.13	0.03	588	4.21	0.03
135	Insert, maintain and remove nasogastric tubes and/or urethral catheters	765	4.12	0.03	532	4.26	0.03
136	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	761	4.28	0.03	401	4.43	0.03
137	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated, external defibrillator)	753	4.76	0.03	174	4.83	0.04
138	Monitor and care for clients on a ventilator	733	4.42	0.04	193	4.68	0.05
139	Perform wound care and/or assist with dressing change	768	4.21	0.03	527	4.33	0.03

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

Activity #	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg	Std. Err.	N	Avg	Std. Err.
140	Assist with invasive procedures (e.g., central line placement)	741	4.10	0.04	193	4.46	0.05
141	Provide ostomy care and education (e.g., tracheal, enteral)	753	4.05	0.04	272	4.38	0.04
142	Provide postoperative care	763	4.34	0.03	426	4.48	0.03
143	Perform and manage care of client receiving peritoneal dialysis	714	3.96	0.04	98	4.38	0.08
144	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	778	4.14	0.03	454	4.31	0.03
145	Manage the care of a client on telemetry	739	4.38	0.03	487	4.59	0.03
146	Manage the care of a client with impaired ventilation/oxygenation	767	4.54	0.03	505	4.64	0.03
147	Maintain desired temperature of client (e.g., cooling and/or warming blanket)	755	4.11	0.04	439	4.25	0.04
148	Implement and monitor phototherapy	705	3.58	0.05	79	4.22	0.11
149	Monitor and maintain arterial lines	725	4.31	0.04	200	4.61	0.04
150	Manage the care of the client with a fluid and electrolyte imbalance	774	4.50	0.03	582	4.56	0.03
151	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	746	4.49	0.03	492	4.67	0.03
152	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	781	4.37	0.03	653	4.46	0.03
153	Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	759	4.48	0.03	664	4.55	0.02
154	Manage the care of a client receiving hemodialysis	742	4.13	0.04	225	4.46	0.05
155	Recognize signs and symptoms of complications and intervene appropriately when providing client care	772	4.77	0.02	664	4.78	0.02

## Summary

Responders to the *2008 RN Practice Analysis* found the activities listed in the survey to be representative of the work they performed in their practice settings. In general, the importance ratings of SMEs and responders were similar, supporting the validity of the results. The reliability of the survey instrument was quite good. In addition, activities with the lowest average total group frequency and importance ratings corresponded, in general, to those activities performed in specialized areas of nursing practice.

## CONCLUSIONS

The *2008 RN Practice Analysis* used several methods to describe the practice of newly licensed RNs in the U.S.: (1) document reviews; (2) daily logs of newly licensed RNs; (3) subject matter experts knowledge; and (4) a large scale survey. The reliability of the survey instrument was quite good. In addition, there was evidence to support the validity of the activity statement ratings. Based on evidence, the findings of this study can be used to evaluate and support an RN test plan.

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## APPENDIX A: 2008 RN PRACTICE ANALYSIS METHODOLOGY EXPERTS

**Gene Kramer**, Ph.D., is director of testing for the American Dental Association. In this capacity, he is responsible for the practice analyses that provide the basis for their national licensing examinations. Dr. Kramer has been managing these practice analyses and other psychometric analyses for over 20 years.

**Chad W. Buckendahl**, Ph.D., is the senior psychometrician at Alpine Testing Solutions, Inc. He has conducted practice analyses as the basis for several certification and licensing examinations and is well published on this topic. His research interests also include standard setting and computerized adaptive testing.

**Gage Kingsbury**, Ph.D., is vice president of research for the Northwest Evaluation Association. He has more than 25 years of experience in testing and psychometrics. He is a nationally recognized expert in developing computerized adaptive tests and has been on NCSBN's Joint Research Committee (JRC is an NCSBN sponsored advisory board) for more than 10 years.

**Jerry Gorham**, Ed.D., is the senior psychometrician and manager at Educational Testing Services. He has been responsible for overseeing quality licensure exams as well as participating in technical advisory boards with testing vendors such as Pearson VUE and Chauncey for over 12 years.

## APPENDIX B: SUBJECT MATTER EXPERT PANEL

### Area I

**Member:** Karen Hand, MSN, RN  
Director  
Mountain View Regional Medical Center

**Board:** New Mexico State Board of Nursing

**Specialty:** Critical Care Nursing

*Hand has been in nursing for 34 years and has practical experience as a cardiovascular nurse specialist. She is currently the director of recruitment, retention, and education at Mountain View Regional Medical Center, where she works one-on-one with graduate nurses and their preceptors during a 12-week orientation program, as well as serving as an adjunct faculty member at New Mexico State University. Additionally, she is a Fellow of the American College of Cardiovascular Nursing and is on the Education Advisory Committee of the New Mexico Board of Nursing. She is also a Board Member of the New Mexico Center for Nursing Excellence.*

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**Member:** Matthew Jacobson, BSN, RN  
Staff Nurse  
Cheyenne Regional Medical Center

**Board:** Wyoming State Board of Nursing

**Specialty:** Psychiatric Nursing

*Jacobson is a newly graduated nurse. He works in the Behavioral Health Unit at Cheyenne Regional Medical Center where he often assumes the role of charge nurse. His duties include precepting and mentoring newly licensed RNs in their responsibilities on the unit.*

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**Member:** Roselyn DuFour, BSN, RN  
Administrator/Chief Executive Officer (CEO)  
Prestige Home Healthcare

**Board:** New Mexico State Board of Nursing

**Specialty:** Home Health Nursing

*DuFour has 35 years of nursing experience and is currently the home care administrator/CEO for Prestige Home Healthcare, where she works with newly licensed RNs. Additionally, she is a certified facilitator for the New Mexico Department of Health, Public Health Division and is a member of the National Association for Home Care and Hospice. She also serves as a Nursing Practice Advisory Committee Member for the New Mexico Board of Nursing.*

- Member:** Louise Colwill, MS, RN, CEN  
Clinical Nurse Specialist  
Mountain View Hospital
- Board:** Nevada State Board of Nursing
- Specialty:** Emergency Room Nursing

*Colwill has 21 years of nursing experience and is currently a clinical nurse specialist for staff education and medical/surgical nursing at Mountain View Hospital. She has developed and implemented multiple training programs for house-wide education, including education for newly licensed RNs. Additionally, she is involved with House-wide Competency Review and is a member of the Ethics Committee.*

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### **Area II**

- Member:** Lori Meier, MSN, RN  
Clinical Education Specialist  
Barnes Jewish Hospital
- Board:** Missouri State Board of Nursing
- Specialty:** Obstetrical/Gynecological Nursing

*Meier has 24 years of nursing experience, including practical experience as an obstetrical/gynecological clinical education specialist, where she works with new graduate RNs. She has developed a teen childbirth class for a local hospital and is a Member of the Barnes Jewish Hospital Perinatal Bereavement Advisory Board. Meier is currently a Member of the Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN).*

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### **Area III**

- Member:** Laura Clouatre, MSN, RN, C  
Director  
Woman's Hospital
- Board:** Louisiana State Board of Nursing
- Specialty:** Peri-operative Nursing

*Clouatre has 25 years of nursing experience, including practical experience as a director of peri-operative services for a woman's hospital where she worked with newly licensed RNs. She is a medical/surgical clinical instructor for Southeastern Louisiana University and has served as Vice President of the Louisiana Perinatal Association. Additionally, she is a member of the Advisory Board for Infant Hearing Screening.*

**Member:** Kelly Payne, RN  
Staff Nurse  
Gadsden Regional Medical Center

**Board:** Alabama State Board of Nursing

**Specialty:** Orthopedics Nursing

*Payne is a newly graduated nurse. She currently works as a staff nurse on the Orthopedic/Medical/Surgical Unit at Gadsden Regional Medical Center.*

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**Member:** Jeniece Roane, MS, RN, CNA-BC  
Nurse Manager  
Virginia Commonwealth University Health System

**Board:** Virginia State Board of Nursing

**Specialty:** Pediatrics Nursing

*Roane has 14 years of nursing experience, including practical experience as an intensive care pediatric nurse manager, where she works with newly licensed RNs. She has served as a nurse consultant and is a member of Sigma Theta Tau. Additionally, she is a member of the American Association of Critical Care Nurses (AACN) and is an active member of the American Nurses Association (ANA).*

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**Member:** Karen White, RN, BSN  
Staff Nurse  
Woman's Hospital

**Board:** Mississippi State Board of Nursing

**Specialty:** Medical/Surgical Nursing

*White has 26 years of nursing experience in a hospital-based setting as both charge nurse and staff nurse with extensive experience in women's services, same day surgery, and pre-admissions, as well as prior experience in pediatrics and orthopedics. In her current position, she works regularly with newly licensed RNs. She has also served on the local board of the American Cancer Society.*

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#### Area IV

**Member:** Kathleen Knight, MS, RN, CAGS  
Clinical Program Coordinator  
St. Joseph Hospital

**Board:** New Hampshire State Board of Nursing

**Specialty:** Medical/Surgical Education

*Knight has over 30 years of nursing experience, including clinical experience in public health, acute care, home care and education. Additionally, she has experience as a clinical program coordinator and has served as adjunct faculty for St. Joseph School of Nursing. She is currently involved with a nurse residency program where she works with newly licensed RNs. Knight is a member of the New Hampshire Nurses' Association and co-chair of the Commission on Continuing Education. She is also an active member of the American Nurses Association (ANA).*

- Member:** Christine Watson, RN  
Staff Nurse  
Cambridge Point Pleasant
- Board:** Pennsylvania State Board of Nursing
- Specialty:** Long Term Care-Pediatrics Nursing

*Watson is a newly graduated nurse. She is currently working as a staff nurse, providing long-term care for a pediatric nursing facility.*

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- Member:** Terri Schmitter, RN  
Charge Nurse  
Western Mass Hospital
- Board:** Massachusetts State Board of Nursing
- Specialty:** Medical/Surgical Nursing

*Schmitter has 25 years of nursing experience, including practical experience as a charge nurse on a 24-bed unit, where she supervises new graduate nurses. She also has experience as a staff nurse for a Medical/Surgical Unit.*

## APPENDIX C: 2008 RN PRACTICE ANALYSIS SURVEY

### Paper Form 1

#### *NATIONAL COUNCIL OF STATE BOARDS OF NURSING* *REGISTERED NURSING ACTIVITY FORM 1*

This survey is part of a comprehensive study of the practice of newly licensed registered nurses (RNs) in the U.S. The study is being performed by the National Council of State Boards of Nursing on behalf of your board of nursing. Please complete and return this form as soon as possible. This is your opportunity to contribute to the development of the NCLEX® examination that future candidates will take.

#### INSTRUCTIONS

Please read each question carefully and respond by filling in the oval of the response that most closely represents your answer. Choose the answer that **best** 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.

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

As used in this survey, the "client" can be an individual, family, or group. "Clients" are the same as "residents" or "patients." Your answers will be kept confidential and your individual responses to the questions will not be released.

#### MARKING INSTRUCTIONS:

- Use a No. 2 pencil.
- Make heavy dark marks that fill the oval completely.
- If you want to change an answer, erase completely.



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

- RN  
 LPN/VN

2. Are you currently working as an RN in the U.S. or a Member Board jurisdiction?

- Yes  
 No → **Skip to Section 5: Demographic Information.**

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

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

- Yes, 20 or more hours per week, on average - **Continue to Section 1: Nursing Activities**  
 Yes, less than 20 hours per week, on average - **Skip to Section 5: Demographic Information**  
 No → **Skip to Section 5: Demographic Information**



**SECTION 1: NURSING ACTIVITIES**

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

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

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

NOTE: Inclusion of an activity on this practice analysis survey does not imply that the activity is or would be included in the RN scope of practice defined by any specific state or territory. 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", select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting 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 importance of this activity considering client safety, and/or threat of complications or distress with 1 = Not Important, 2 = Marginally Important, 3 = Moderately Important, 4 = Important, 5 = Critically Important.

	A - Frequency						B - Importance					
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1 = Not Important	2 = Marginally Important	3 = Moderately Important	4 = Important	5 = Critically Important
1. Perform procedures necessary to safely admit, transfer or discharge a client	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
2. Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
3. Assess/triage client(s) to prioritize the order of care delivery	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
4. Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
5. Receive and/or transcribe health care provider orders	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
6. Report unsafe practice of health care personnel to internal/external entities and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
7. Serve as a resource person to other staff	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
8. Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
9. Recognize the need for referrals and obtain necessary orders	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
10. Maintain continuity of care between/among health care agencies	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
11. Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
12. Comply with state and/or federal requirements for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
13. Manage conflict among clients and health care staff	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
14. Use information technology (e.g., computer, video, books) to enhance the care provided to a client	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
15. Incorporate evidence-based practice/research results when providing care	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
16. Provide individualized client-centered care consistent with Standards of Practice	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
17. Use emerging technology in managing client health care (e.g., telehealth, electronic records)	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
18. Practice in a manner consistent with a code of ethics for registered nurses	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
19. Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
20. Protect client from injury (e.g., falls, electrical hazards)	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
21. Follow procedures for handling biohazardous materials	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
22. Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
23. Acknowledge and document practice error (e.g., incident report for medication error)	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
24. Facilitate appropriate and safe use of equipment	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
25. Implement emergency response plans (e.g., internal/external disaster)	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
26. Educate client and staff regarding infection control measures	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
27. Identify and report occupational/environmental exposures (e.g., lead, asbestos exposure)	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
28. Provide prenatal care and education	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
29. Provide intrapartum care and education (e.g., care provided during labor and birth)	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
30. Provide newborn care and education	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
31. Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
32. Provide postpartum care and education	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
33. Assess readiness to learn, learning preferences and barriers to learning	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
34. Assist client to cope with life transitions	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
35. Provide care and education that meets the special needs of the preschool client ages 1 year to 4 years	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
36. Provide care and education that meets the special needs of the adolescent client ages 13 to 18 years	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
37. Provide care and education that meets the special needs of the older adult client ages 65 to 85 years	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
38. Assess client understanding of and ability to manage self care in the home environment (i.e., community resources)	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
39. Assist client and staff to access resources regarding genetic issues	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
40. Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
41. Assess client for drug/alcohol related dependencies, withdrawal, or toxicities and intervene when appropriate	(N)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)

SECTION 1: NURSING ACTIVITIES (continued)

**Question A** - If an activity does not apply to your work setting, mark "Never performed in work setting", select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting 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 importance of this activity considering client safety, and/or threat of complications or distress with 1 = Not Important, 2 = Marginally Important, 3 = Moderately Important, 4 = Important, 5 = Critically Important.

#	Activity	A - Frequency						B - Importance					
		NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1 = Not Important	2 = Marginally Important	3 = Moderately Important	4 = Important	5 = Critically Important
42.	Provide a therapeutic environment for clients with emotional/behavioral issues	N	0	1	2	3	4	5	1	2	3	4	5
43.	Provide end of life care and education to clients (e.g., hospice)	N	0	1	2	3	4	5	1	2	3	4	5
44.	Assess the potential for violence and initiate/maintain safety precautions (e.g., suicide, homicide, self-destructive behavior)	N	0	1	2	3	4	5	1	2	3	4	5
45.	Provide support to client in coping with life changes (e.g., loss, new diagnosis, role change, stress)	N	0	1	2	3	4	5	1	2	3	4	5
46.	Use therapeutic communication techniques to provide support to client	N	0	1	2	3	4	5	1	2	3	4	5
47.	Recognize non-verbal cues to physical and/or psychological stressors	N	0	1	2	3	4	5	1	2	3	4	5
48.	Recognize impact of illness/disease on individual/family lifestyle	N	0	1	2	3	4	5	1	2	3	4	5
49.	Establish and maintain a therapeutic relationship with client	N	0	1	2	3	4	5	1	2	3	4	5
50.	Provide client nutrition through continuous or intermittent tube feedings	N	0	1	2	3	4	5	1	2	3	4	5
51.	Perform irrigations (e.g., of bladder, ear, eye)	N	0	1	2	3	4	5	1	2	3	4	5
52.	Incorporate alternative/complementary therapies into client plan of care (e.g., music therapy, relaxation therapy)	N	0	1	2	3	4	5	1	2	3	4	5
53.	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	N	0	1	2	3	4	5	1	2	3	4	5
54.	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	N	0	1	2	3	4	5	1	2	3	4	5
55.	Assess client need for pain management and intervene as needed using non-pharmacological comfort measures	N	0	1	2	3	4	5	1	2	3	4	5
56.	Assess client need for sleep/rest and intervene as needed	N	0	1	2	3	4	5	1	2	3	4	5
57.	Calculate client intake and output	N	0	1	2	3	4	5	1	2	3	4	5
58.	Evaluate therapeutic effect of medications	N	0	1	2	3	4	5	1	2	3	4	5
59.	Evaluate appropriateness/accuracy of medication order for client per institution policy including reconciling orders	N	0	1	2	3	4	5	1	2	3	4	5
60.	Prepare and administer medications, using rights of medication administration	N	0	1	2	3	4	5	1	2	3	4	5
61.	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)	N	0	1	2	3	4	5	1	2	3	4	5
62.	Comply with requirements governing controlled substances	N	0	1	2	3	4	5	1	2	3	4	5
63.	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	N	0	1	2	3	4	5	1	2	3	4	5
64.	Access venous access devices, including tunneled, implanted and central lines	N	0	1	2	3	4	5	1	2	3	4	5
65.	Manage client experiencing side effects and adverse reactions of medication	N	0	1	2	3	4	5	1	2	3	4	5
66.	Use pharmacological measures for pain management as needed	N	0	1	2	3	4	5	1	2	3	4	5
67.	Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	N	0	1	2	3	4	5	1	2	3	4	5
68.	Provide intraoperative care	N	0	1	2	3	4	5	1	2	3	4	5
69.	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	N	0	1	2	3	4	5	1	2	3	4	5
70.	Evaluate responses to procedures and treatments	N	0	1	2	3	4	5	1	2	3	4	5
71.	Provide preoperative care	N	0	1	2	3	4	5	1	2	3	4	5
72.	Manage client during and following procedure with moderate sedation	N	0	1	2	3	4	5	1	2	3	4	5
73.	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	N	0	1	2	3	4	5	1	2	3	4	5
74.	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine specimens)	N	0	1	2	3	4	5	1	2	3	4	5
75.	Recognize trends and changes in client condition and intervene appropriately	N	0	1	2	3	4	5	1	2	3	4	5
76.	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	N	0	1	2	3	4	5	1	2	3	4	5
77.	Monitor and care for clients on a ventilator	N	0	1	2	3	4	5	1	2	3	4	5
78.	Assist with invasive procedures (e.g., central line placement)	N	0	1	2	3	4	5	1	2	3	4	5
79.	Provide postoperative care	N	0	1	2	3	4	5	1	2	3	4	5
80.	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	N	0	1	2	3	4	5	1	2	3	4	5
81.	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	N	0	1	2	3	4	5	1	2	3	4	5
82.	Manage the care of a client with impaired ventilation/oxygenation	N	0	1	2	3	4	5	1	2	3	4	5
83.	Implement and monitor phototherapy	N	0	1	2	3	4	5	1	2	3	4	5
84.	Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	N	0	1	2	3	4	5	1	2	3	4	5
85.	Manage the care of the client with a fluid and electrolyte imbalance	N	0	1	2	3	4	5	1	2	3	4	5
86.	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	N	0	1	2	3	4	5	1	2	3	4	5
87.	Manage the care of a client receiving hemodialysis	N	0	1	2	3	4	5	1	2	3	4	5

How well did the survey cover the important activities a newly licensed RN should possess, regardless of the practice setting?  
 Very Well  Well  Adequately  Poorly

Please list any important activities you believe are missing from the survey. \_\_\_\_\_

PLEASE DO NOT WRITE IN THIS AREA



**SECTION 2: EXPERIENCE AND ORIENTATION**

1. What is the total number of months you have worked in the U.S. or a Member Board jurisdiction as a licensed RN?

Example: 

0	8
1	0
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. or a Member Board jurisdiction as an RN?

- Yes
- No

If yes, what is the total number of months you worked outside the U.S. as an RN?

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)**

- No formal orientation → **Skip to Question 5**
- Classroom instruction/skills lab work only
- Classroom and/or skills lab plus supervised work with patients
- Work with an assigned preceptor(s) or mentor(s) with or without additional classroom or skills lab work
- A formal internship with or without additional classroom or skills lab work
- 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)**

- Advanced Cardiac Life Support
- Basic Life Support
- Chemotherapy
- Conscious/Moderate Sedation
- Coronary Care
- Critical Care
- Intravenous Therapy
- Neonatal Resuscitation Program
- Pediatric Advanced Life Support
- Peritoneal Dialysis
- Rehabilitation
- None
- Other **(Please specify):** \_\_\_\_\_

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

- Yes If yes, is this your primary position?  Yes  No
- No

## SECTION 3: WORK ENVIRONMENT

1. Which of the following **best** describes **most** of your clients on the last day you worked?  
(Select ALL that apply)
- Well clients, possibly with minor illnesses
  - OB (Maternity) clients
  - Clients with stabilized chronic conditions
  - Clients with unstabilized chronic conditions
  - Clients with acute conditions, including clients with medical, surgical or critical conditions
  - Clients at end of life
  - Clients with behavioral/emotional conditions
  - 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)
- Newborns (less than 1 month)
  - Infants/children (1 month-12 years)
  - Adolescent (ages 13-18)
  - Young Adult (ages 19-30)
  - Adult (ages 31-64)
  - Older Adult (ages 65-85)
  - Older Adult (over age 85)
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 that 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
  - 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/mental retardation care)
  - Rehabilitation
  - Subacute unit
  - Transitional care unit
  - Physician/APRN/Dentist office
  - Occupational health
  - Outpatient clinic
  - Home health, including visiting nurses associations
  - Public health
  - Student/school health
  - Hospice care
  - Prison
  - Other (Please specify): \_\_\_\_\_
4. Which of the following **best** describes the type of facility/organization where your employment setting/specialty area is located?  
(Select only one)
- Hospital
  - Long-term care facility
  - Community-based or ambulatory care facility/organization (including public health department, visiting nurses association, home health, physician/APRN/dentist office, clinic, school, prison, etc.)
  - Other (Please specify): \_\_\_\_\_
5. If you work in a hospital or nursing home, how large is it?  
(Select only one)
- Less than 50 beds
  - 50-99 beds
  - 100-299 beds
  - 300-499 beds
  - 500 or more beds
  - Don't know
  - 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)
- Days (8, 10, or 12 hour shift)
  - Evenings (8, 10, or 12 hour shift)
  - Nights (8, 10, or 12 hour shift)
  - Rotating shifts
  - Other (Please specify): \_\_\_\_\_
7. Which **best** describes the location of your employment setting?
- Urban/Metropolitan Area
  - Suburban
  - Rural
8. Which **best** describes the population where your employment setting is located?
- Less than 20,000
  - 20,000 to 49,999
  - 50,000 to 99,999
  - 100,000 to 500,000
  - Greater than 500,000
  - Don't know

continued →



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

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, select the option "2 hours." If you spent 2 1/2 to 2 3/4 hours on a set of activities, select the option "3 hours."

Sets of Activities		Approximate Amount of Time (Hours) Spent on Set of Activities
		0 1 2 3 4 5 6 7 8 8>
6	<i>Pharmacological and Parenteral Therapies:</i> Provide care related to the administration of medications and parenteral therapies (e.g., adverse effects/contraindications and side effects, blood and blood products, central venous access devices, dosage calculation, expected effects/outcomes, medication administration, parenteral/intravenous therapies, pharmacological agents/actions, pharmacological interactions, pharmacological pain management, and total parenteral nutrition).	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8>
7	<i>Reduction of Risk Potential:</i> Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures (e.g., diagnostic tests, laboratory values, monitoring conscious sedation, potential for alterations in body systems, potential for complications of diagnostic tests/treatments/procedures, potential for complications from surgical procedures and health alterations, system specific assessments, therapeutic procedures and vital signs).	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8>
8	<i>Physiological Adaptation:</i> Manage and provide care for clients with acute, chronic or life threatening physical health conditions (e.g., alterations in body systems, fluid and electrolyte imbalances, hemodynamics, illness management, infectious disease, medical emergencies, pathophysiology, radiation therapy, and unexpected response to therapies).	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8>

### SECTION 5: DEMOGRAPHIC INFORMATION

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

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

Years

0	0
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

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

Years

0	0
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

3. What is your gender?
- Male     Female

4. What is your age in years?

Years

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

5. Which of the following is **most descriptive** of your racial/ethnic background? (**Select one answer**)
- African American
- Asian Indian
- Asian Other
- Hispanic
- Native American
- Pacific Islander
- White - not of Hispanic origin
- Other



## Paper Form 2

# NATIONAL COUNCIL OF STATE BOARDS OF NURSING REGISTERED NURSING ACTIVITY FORM 2

This survey is part of a comprehensive study of the practice of newly licensed registered nurses (RNs) in the U.S. The study is being performed by the National Council of State Boards of Nursing on behalf of your board of nursing. Please complete and return this form as soon as possible. This is your opportunity to contribute to the development of the NCLEX® examination that future candidates will take.

### INSTRUCTIONS

Please read each question carefully and respond by filling in the oval of the response that most closely represents your answer. Choose the answer that **best** 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.

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

As used in this survey, the "client" can be an individual, family, or group. "Clients" are the same as "residents" or "patients." Your answers will be kept confidential and your individual responses to the questions will not be released.

### MARKING INSTRUCTIONS:

- Use a No. 2 pencil.
- Make heavy dark marks that fill the oval completely.
- If you want to change an answer, erase completely.



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

- RN
- LPN/VN

2. Are you currently working as an RN in the U.S. or a Member Board jurisdiction?

- Yes
- No → **Skip to Section 5: Demographic Information.**

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

- Note: Faculty supervision of student clinical experiences is not considered "direct care".*
- Yes, 20 or more hours per week, on average - **Continue to Section 1: Nursing Activities**
  - Yes, less than 20 hours per week, on average - **Skip to Section 5: Demographic Information**
  - No → **Skip to Section 5: Demographic Information**



**SECTION 1: NURSING ACTIVITIES**

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

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

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

**NOTE:** Inclusion of an activity on this practice analysis survey does not imply that the activity is or would be included in the RN scope of practice defined by any specific state or territory. 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", select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting 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 importance of this activity considering client safety, and/or threat of complications or distress with 1 = Not Important, 2 = Marginally Important, 3 = Moderately Important, 4 = Important, 5 = Critically Important.

# Activity	A - Frequency						B - Importance					
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1 = Not Important	2 = Marginally Important	3 = Moderately Important	4 = Important	5 = Critically Important
1. Provide and receive report on assigned clients	N	0	1	2	3	4	5+	1	2	3	4	5
2. Act as a client advocate	N	0	1	2	3	4	5+	1	2	3	4	5
3. Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	N	0	1	2	3	4	5+	1	2	3	4	5
4. Collaborate with health care members in other disciplines when providing client care	N	0	1	2	3	4	5+	1	2	3	4	5
5. Integrate advance directives into client plan of care	N	0	1	2	3	4	5+	1	2	3	4	5
6. Verify that the client comprehends and consents to care/procedures, including procedures requiring informed consent	N	0	1	2	3	4	5+	1	2	3	4	5
7. Plan, implement and evaluate cost-effective care	N	0	1	2	3	4	5+	1	2	3	4	5
8. Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	N	0	1	2	3	4	5+	1	2	3	4	5
9. Initiate, evaluate, and update plan of care, care map, clinical pathway used to guide and evaluate client care	N	0	1	2	3	4	5+	1	2	3	4	5
10. Maintain client confidentiality/privacy	N	0	1	2	3	4	5+	1	2	3	4	5
11. Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	N	0	1	2	3	4	5+	1	2	3	4	5
12. Participate in educational activities to maintain/improve professional knowledge and skills of self and others	N	0	1	2	3	4	5+	1	2	3	4	5
13. Use information technology (e.g., computer, video, books) to enhance the care provided to a client	N	0	1	2	3	4	5+	1	2	3	4	5
14. Recognize ethical dilemmas and take appropriate action	N	0	1	2	3	4	5+	1	2	3	4	5
15. Use approved abbreviations and standard terminology when documenting care	N	0	1	2	3	4	5+	1	2	3	4	5
16. Prioritize workload to manage time effectively	N	0	1	2	3	4	5+	1	2	3	4	5
17. Practice in a manner consistent with a code of ethics for registered nurses	N	0	1	2	3	4	5+	1	2	3	4	5
18. Provide care within the legal scope of practice	N	0	1	2	3	4	5+	1	2	3	4	5
19. Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	N	0	1	2	3	4	5+	1	2	3	4	5
20. Verify appropriateness and/or accuracy of a treatment order	N	0	1	2	3	4	5+	1	2	3	4	5
21. Participate in institution security plan (e.g., newborn nursery security, bomb threats)	N	0	1	2	3	4	5+	1	2	3	4	5
22. Acknowledge and document practice error (e.g., incident report for medication error)	N	0	1	2	3	4	5+	1	2	3	4	5
23. Ensure proper identification of client when providing care	N	0	1	2	3	4	5+	1	2	3	4	5
24. Educate client on home safety issues	N	0	1	2	3	4	5+	1	2	3	4	5
25. Comply with federal/state/institutional requirements regarding the use of client restraints and/or safety devices	N	0	1	2	3	4	5+	1	2	3	4	5
26. Assess for client allergies/sensitivities and intervene as needed (e.g., food, latex, environmental allergies)	N	0	1	2	3	4	5+	1	2	3	4	5
27. Recognize and report symptom clusters (e.g., food poisoning, anthrax)	N	0	1	2	3	4	5+	1	2	3	4	5
28. Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education)	N	0	1	2	3	4	5+	1	2	3	4	5
29. Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	N	0	1	2	3	4	5+	1	2	3	4	5
30. Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	N	0	1	2	3	4	5+	1	2	3	4	5
31. Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	N	0	1	2	3	4	5+	1	2	3	4	5
32. Perform comprehensive health assessment	N	0	1	2	3	4	5+	1	2	3	4	5
33. Assist client to cope with life transitions	N	0	1	2	3	4	5+	1	2	3	4	5
34. Provide care and education that meets the special needs of the infant client 1 month to 1 year	N	0	1	2	3	4	5+	1	2	3	4	5
35. Provide care and education that meets the special needs of the school age client, ages 5 to 12 years	N	0	1	2	3	4	5+	1	2	3	4	5
36. Provide care and education 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	5
37. Provide care and education that meets the special needs of the older adult, over 65 years	N	0	1	2	3	4	5+	1	2	3	4	5
38. Assess and teach client about health risks based on known population or community characteristics	N	0	1	2	3	4	5+	1	2	3	4	5
39. Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate	N	0	1	2	3	4	5+	1	2	3	4	5
40. Assess client for potential or actual abuse/neglect and intervene when appropriate	N	0	1	2	3	4	5+	1	2	3	4	5

SECTION 1: NURSING ACTIVITIES (continued)

**Question A** - If an activity does not apply to your work setting, mark "Never performed in work setting", select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting 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 importance of this activity considering client safety, and/or threat of complications or distress with 1 = Not Important, 2 = Marginally Important, 3 = Moderately Important, 4 = Important, 5 = Critically Important.

# Activity

# Activity	A - Frequency						B - Importance					
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1 = Not Important	2 = Marginally Important	3 = Moderately Important	4 = Important	5 = Critically Important
41. Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	N	0	1	2	3	4	5+	1	2	3	4	5
42. Incorporate client cultural practice and beliefs when planning and providing care	N	0	1	2	3	4	5+	1	2	3	4	5
43. Facilitate group sessions	N	0	1	2	3	4	5+	1	2	3	4	5
44. Assess family dynamics in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	N	0	1	2	3	4	5+	1	2	3	4	5
45. Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	N	0	1	2	3	4	5+	1	2	3	4	5
46. Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	N	0	1	2	3	4	5+	1	2	3	4	5
47. Recognize non-verbal cues to physical and/or psychological stressors	N	0	1	2	3	4	5+	1	2	3	4	5
48. Address client needs based on visual, auditory or cognitive distortions (e.g., hallucinations)	N	0	1	2	3	4	5+	1	2	3	4	5
49. Assess and intervene in client performance of activities of daily living (ADL) and instrumental activities of daily living (IADL)	N	0	1	2	3	4	5+	1	2	3	4	5
50. Perform post-mortem care	N	0	1	2	3	4	5+	1	2	3	4	5
51. Incorporate alternative/complementary therapies into client plan of care (e.g., music therapy, relaxation therapy)	N	0	1	2	3	4	5+	1	2	3	4	5
52. Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning compensatory techniques)	N	0	1	2	3	4	5+	1	2	3	4	5
53. Assess and manage client with an alteration in elimination (e.g., bowel, urinary)	N	0	1	2	3	4	5+	1	2	3	4	5
54. Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	N	0	1	2	3	4	5+	1	2	3	4	5
55. Manage the client who has an alteration in nutritional intake (e.g., adjust diet, monitor height and weight, change delivery to include method, time and food preferences)	N	0	1	2	3	4	5+	1	2	3	4	5
56. Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	N	0	1	2	3	4	5+	1	2	3	4	5
57. Promote circulation (e.g., active or passive range of motion, positioning and mobilization)	N	0	1	2	3	4	5+	1	2	3	4	5
58. Evaluate therapeutic effect of medications	N	0	1	2	3	4	5+	1	2	3	4	5
59. Prepare and administer medications, using rights of medication administration	N	0	1	2	3	4	5+	1	2	3	4	5
60. Perform calculations needed for medication administration	N	0	1	2	3	4	5+	1	2	3	4	5
61. Insert, maintain and remove a peripheral intravenous line	N	0	1	2	3	4	5+	1	2	3	4	5
62. Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	N	0	1	2	3	4	5+	1	2	3	4	5
63. Administer blood products and evaluate client response	N	0	1	2	3	4	5+	1	2	3	4	5
64. Educate client about medications	N	0	1	2	3	4	5+	1	2	3	4	5
65. Administer parenteral nutrition and evaluate client response (e.g., TPN)	N	0	1	2	3	4	5+	1	2	3	4	5
66. Assess and respond to changes in client vital signs	N	0	1	2	3	4	5+	1	2	3	4	5
67. Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	N	0	1	2	3	4	5+	1	2	3	4	5
68. Evaluate the results of diagnostic testing and intervene as needed	N	0	1	2	3	4	5+	1	2	3	4	5
69. Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	N	0	1	2	3	4	5+	1	2	3	4	5
70. Provide pre and/or postoperative education	N	0	1	2	3	4	5+	1	2	3	4	5
71. Perform fetal heart rate monitoring	N	0	1	2	3	4	5+	1	2	3	4	5
72. Obtain blood specimens peripherally or through central line	N	0	1	2	3	4	5+	1	2	3	4	5
73. Educate client about treatments and procedures	N	0	1	2	3	4	5+	1	2	3	4	5
74. Insert, maintain and remove nasogastric tubes and/or urethral catheters	N	0	1	2	3	4	5+	1	2	3	4	5
75. Recognize trends and changes in client condition and intervene appropriately	N	0	1	2	3	4	5+	1	2	3	4	5
76. Perform emergency care procedures (e.g., cardio pulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated external defibrillator)	N	0	1	2	3	4	5+	1	2	3	4	5
77. Perform wound care and/or assist with dressing change	N	0	1	2	3	4	5+	1	2	3	4	5
78. Provide ostomy care and education (e.g., tracheal, enteral)	N	0	1	2	3	4	5+	1	2	3	4	5
79. Perform and manage care of client receiving peritoneal dialysis	N	0	1	2	3	4	5+	1	2	3	4	5
80. Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	N	0	1	2	3	4	5+	1	2	3	4	5
81. Manage the care of a client on telemetry	N	0	1	2	3	4	5+	1	2	3	4	5
82. Maintain desired temperature of client (e.g., cooling and/or warming blanket)	N	0	1	2	3	4	5+	1	2	3	4	5
83. Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	N	0	1	2	3	4	5+	1	2	3	4	5
84. Monitor and maintain arterial lines	N	0	1	2	3	4	5+	1	2	3	4	5
85. Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	N	0	1	2	3	4	5+	1	2	3	4	5
86. Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	N	0	1	2	3	4	5+	1	2	3	4	5
87. Recognize signs and symptoms of complications and intervene appropriately when providing client care	N	0	1	2	3	4	5+	1	2	3	4	5



**SECTION 1: NURSING ACTIVITIES (continued)**

How well did the survey cover the important activities a newly licensed RN should possess, regardless of the practice setting?

- Very Well    Well    Adequately    Poorly

Please list any important activities you believe are missing from the survey. \_\_\_\_\_

**SECTION 2: EXPERIENCE AND ORIENTATION**

1. What is the total number of months you have worked in the U.S. or a Member Board jurisdiction as a licensed RN?

Example: 

0	8
1	0
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. or a Member Board jurisdiction as an RN?

- Yes  
 No

If yes, what is the total number of months you worked outside the U.S. as an RN?

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)**

- No formal orientation → **Skip to Question 5**
- Classroom instruction/skills lab work only
- Classroom and/or skills lab plus supervised work with patients
- Work with an assigned preceptor(s) or mentor(s) with or without additional classroom or skills lab work
- A formal internship with or without additional classroom or skills lab work
- 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)**

- Advanced Cardiac Life Support
- Basic Life Support
- Chemotherapy
- Conscious/Moderate Sedation
- Coronary Care
- Critical Care
- Intravenous Therapy
- Neonatal Resuscitation Program
- Pediatric Advanced Life Support
- Peritoneal Dialysis
- Rehabilitation
- None
- Other **(Please specify):** \_\_\_\_\_

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

- Yes   If yes, is this your primary position?    Yes    No

## SECTION 3: WORK ENVIRONMENT

1. Which of the following **best** describes **most** of your clients on the last day you worked?  
(Select ALL that apply)
- Well clients, possibly with minor illnesses
  - OB (Maternity) clients
  - Clients with stabilized chronic conditions
  - Clients with unstabilized chronic conditions
  - Clients with acute conditions, including clients with medical, surgical or critical conditions
  - Clients at end of life
  - Clients with behavioral/emotional conditions
  - 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)
- Newborns (less than 1 month)
  - Infants/children (1 month-12 years)
  - Adolescent (ages 13-18)
  - Young Adult (ages 19-30)
  - Adult (ages 31-64)
  - Older Adult (ages 65-85)
  - Older Adult (over age 85)
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 that 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
  - 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/mental retardation care)
  - Rehabilitation
  - Subacute unit
  - Transitional care unit
  - Physician/APRN/Dentist office
  - Occupational health
  - Outpatient clinic
  - Home health, including visiting nurses associations
  - Public health
  - Student/school health
  - Hospice care
  - Prison
  - Other (Please specify): \_\_\_\_\_
4. Which of the following **best** describes the type of facility/organization where your employment setting/specialty area is located?  
(Select only one)
- Hospital
  - Long-term care facility
  - Community-based or ambulatory care facility/organization (including public health department, visiting nurses association, home health, physician/APRN/dentist office, clinic, school, prison, etc.)
  - Other (Please specify): \_\_\_\_\_
5. If you work in a hospital or nursing home, how large is it?  
(Select only one)
- Less than 50 beds
  - 50-99 beds
  - 100-299 beds
  - 300-499 beds
  - 500 or more beds
  - Don't know
  - 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)
- Days (8, 10, or 12 hour shift)
  - Evenings (8, 10, or 12 hour shift)
  - Nights (8, 10, or 12 hour shift)
  - Rotating shifts
  - Other (Please specify): \_\_\_\_\_
7. Which **best** describes the location of your employment setting?
- Urban/Metropolitan Area
  - Suburban
  - Rural
8. Which **best** describes the population where your employment setting is located?
- Less than 20,000
  - 20,000 to 49,999
  - 50,000 to 99,999
  - 100,000 to 500,000
  - Greater than 500,000
  - Don't know

continued →

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

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

Hours

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

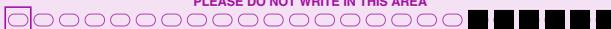
2. For how many patients/clients were you responsible on your **last day of work**? This includes clients to whom you were assigned to provide direct care, indirect care (provided through others such as LPN/VNs or nursing assistants), or any performance of tasks or other responsibility for care during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

Number of Clients

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, select the option "2 hours." If you spent 2 1/2 to 2 3/4 hours on a set of activities, select the option "3 hours."

		Approximate Amount of Time (Hours) Spent on Set of Activities
Sets of Activities		0 1 2 3 4 5 6 7 8 8>
1	<i>Management of Care:</i> Provide and direct nursing care that enhances the care delivery setting to protect client, family/significant others and health care personnel (e.g., advance directives, advocacy, case management, client rights, collaboration with interdisciplinary team, concepts of management, confidentiality/ information security, consultation, continuity of care, delegation, establishing priorities, ethical practice, informed consent, information technology, legal rights and responsibilities, performance improvement (quality improvement), referrals, resource management, staff education and supervision).	0 1 2 3 4 5 6 7 8 8>
2	<i>Safety and Infection Control:</i> Protect clients, family/significant others and health care personnel from health and environmental hazards (e.g., accident prevention, disaster planning, emergency response plan, ergonomic principles, error prevention, handling hazardous and infectious materials, home safety, injury prevention, medical and surgical asepsis, reporting of incident/event/irregular occurrence/variance, safe use of equipment, security plan, standard/transmission-based/other precautions and use of restraints/safety devices).	0 1 2 3 4 5 6 7 8 8>
3	<i>Health Promotion and Maintenance:</i> Provide and direct nursing care of the client and family/significant others that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health (e.g., aging process, ante/intra/post partum/newborn care, developmental stages and transitions, disease prevention, expected body image changes, family planning, family systems, growth and development, health and wellness, health promotion programs, health screening, high-risk behaviors, human sexuality, immunizations, lifestyle choices, principles of teaching/learning, self-care, and techniques of physical assessment).	0 1 2 3 4 5 6 7 8 8>
4	<i>Psychosocial Integrity:</i> Provide and direct nursing care that promotes and supports the emotional, mental and social well being of the client and family/significant others experiencing stressful events, as well as clients with acute or chronic mental illness (e.g., abuse/neglect, behavioral interventions, chemical and other dependencies, coping mechanisms, crisis intervention, cultural diversity, end-of-life care, family dynamics, grief and loss, mental health concepts, psychopathology, religious and spiritual influences on health, sensory/perceptual alterations, situational role changes, stress management, support systems, therapeutic communications, therapeutic environment, and unexpected body image changes).	0 1 2 3 4 5 6 7 8 8>
5	<i>Basic Care and Comfort:</i> Provide comfort and assistance in the performance of activities of daily living (e.g., assistive devices, complementary and alternative therapies, elimination, mobility/immobility, non-pharmacological comfort interventions, nutrition and oral hydration, palliative/comfort care, personal hygiene, rest and sleep).	0 1 2 3 4 5 6 7 8 8>



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

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, select the option "2 hours." If you spent 2 1/2 to 2 3/4 hours on a set of activities, select the option "3 hours."

Sets of Activities		Approximate Amount of Time (Hours) Spent on Set of Activities
		0 1 2 3 4 5 6 7 8 >
6	<i>Pharmacological and Parenteral Therapies:</i> Provide care related to the administration of medications and parenteral therapies (e.g., adverse effects/contraindications and side effects, blood and blood products, central venous access devices, dosage calculation, expected effects/outcomes, medication administration, parenteral/intravenous therapies, pharmacological agents/actions, pharmacological interactions, pharmacological pain management, and total parenteral nutrition).	0 1 2 3 4 5 6 7 8 >
7	<i>Reduction of Risk Potential:</i> Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures (e.g., diagnostic tests, laboratory values, monitoring conscious sedation, potential for alterations in body systems, potential for complications of diagnostic tests/treatments/procedures, potential for complications from surgical procedures and health alterations, system specific assessments, therapeutic procedures and vital signs).	0 1 2 3 4 5 6 7 8 >
8	<i>Physiological Adaptation:</i> Manage and provide care for clients with acute, chronic or life threatening physical health conditions (e.g., alterations in body systems, fluid and electrolyte imbalances, hemodynamics, illness management, infectious disease, medical emergencies, pathophysiology, radiation therapy, and unexpected response to therapies).	0 1 2 3 4 5 6 7 8 >

### SECTION 5: DEMOGRAPHIC INFORMATION

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

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

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

Years

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

Months

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

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

Years

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

Months

3. What is your gender?  
 Male     Female

4. What is your age in years?

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

Years

5. Which of the following is **most descriptive** of your racial/ethnic background? (**Select one answer**)  
 African American  
 Asian Indian  
 Asian Other  
 Hispanic  
 Native American  
 Pacific Islander  
 White - not of Hispanic origin  
 Other



## Web Form 1



# NCSBN

National Council of State Boards of Nursing

### Registered Nursing Online Survey

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

#### INSTRUCTIONS

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

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

As used in this survey, the "**client**" can be an individual, family, or group. "Clients" are the same as "residents" or "patients". Your answers will be kept confidential and your individual responses to the questions will not be released.

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

- RN  
 LPN/VN

2. Are you currently working as an RN in the U.S. or a Member Board jurisdiction?

- No - Skip to Section 5: Demographic Information.  
 Yes

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

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

- No  
(skip to Section 5: Demographic Information)  
 Yes, less than 20 hours per week, on average  
(skip to Section 5: Demographic Information)  
 Yes, 20 or more hours per week, on average  
(continue to Section 1: Nursing Activities)

Next

 Schroeder Measurement Technologies  
Solutions through Innovation



# NCSBN

## National Council of State Boards of Nursing

### Registered Nursing Online Survey

#### Section 01: Nursing Activities

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

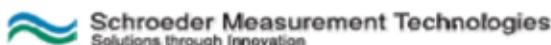
**Question A - Frequency:** If the activity is performed in your work setting, how often (0 Times, 1 Time, 2 Times, 3 Times, 4 Times, or 5+ times) did you personally perform the activity on the last day you worked? If it is never performed in your work setting or is not applicable, then select "NEVER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

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

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

	---- Frequency ----					-- Importance --						
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1=Not Important	2=Marginally Important	3=Moderately Important	4=Important	5=Critically Important
<b>Question A - Frequency:</b> If an activity does not apply to your work setting, mark "Never performed in work setting", select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting mark 0-5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B.												
<b>Question B - Importance:</b> Rate the overall importance of this activity considering client safety, and/or threat of complications or distress with 1=Not Important, 2=Marginally Important, 3=Moderately Important, 4=Important, 5=Critically Important.												
1. Act as a client advocate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Collaborate with health care members in other disciplines when providing client care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Verify that the client comprehends and consents to care/procedures, including procedures requiring informed consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Maintain client confidentiality/privacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Participate in educational activities to maintain/improve professional knowledge and skills of self and others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Use information technology (e.g., computer, video, books) to enhance the care provided to a client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Recognize ethical dilemmas and take appropriate action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Prioritize workload to manage time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Practice in a manner consistent with a code of ethics for registered nurses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Provide care within the legal scope of practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Verify appropriateness and/or accuracy of a treatment order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Acknowledge and document practice error (e.g., incident report for medication error)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Educate client on home safety issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**NCSBN**

National Council of State Boards of Nursing

Registered Nursing Online Survey

**Section 01: Nursing Activities (continued)**

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

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

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

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

	---- Frequency ----					-- Importance --						
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1=Not Important	2=Marginally Important	3=Moderately Important	4=Important	5=Critically Important
<b>Question A - Frequency:</b> If an activity does not apply to your work setting, mark "Never performed in work setting", select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting mark 0-5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B.												
<b>Question B - Importance:</b> Rate the overall importance of this activity considering client safety, and/or threat of complications or distress with 1=Not Important, 2=Marginally Important, 3=Moderately Important, 4=Important, 5=Critically Important.												
18. Assess for client allergies/sensitivities and intervene as needed (e.g., food, latex, environmental allergies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Assist client to cope with life transitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Provide care and education that meets the special needs of the infant client 1 month to 1 year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Assess and teach client about health risks based on known population or community characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Provide care and education that meets the special needs of the adult client ages 19 to 64 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Assess psychosocial, spiritual, and occupational factors affecting care and plan interventions as appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Incorporate client cultural practice and beliefs when planning and providing care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Assess family dynamics in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Recognize non-verbal cues to physical and/or psychological stressors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Address client needs based on visual, auditory, or cognitive distortions (e.g., hallucinations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Perform post-mortem care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Incorporate alternative/complementary therapies into client plan of care (e.g., music therapy, relaxation therapy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# NCSBN

## National Council of State Boards of Nursing

### Registered Nursing Online Survey

#### Section 01: Nursing Activities (continued)

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

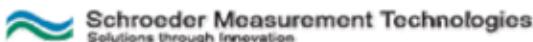
**Question A - Frequency:** If the activity is performed in your work setting, how often (0 Times, 1 Time, 2 Times, 3 Times, 4 Times, or 5+ times) did you personally perform the activity on the last day you worked? If it is never performed in your work setting or is not applicable, then select "NEVER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

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

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	----- Frequency -----						-- Importance --					
<b>Question A - Frequency:</b> If an activity does not apply to your work setting, mark "Never performed in work setting", select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting mark 0-5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B.	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1=Not Important	2=Marginally Important	3=Modestly Important	4=Important	5=Critically Important
<b>Question B - Importance:</b> Rate the overall importance of this activity considering client safety, and/or threat of complications or distress with 1=Not Important, 2=Marginally Important, 3=Modestly Important, 4=Important, 5=Critically Important.												
35. Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Evaluate therapeutic effect of medications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Prepare and administer medications, using rights of medication administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Educate client about medications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Assess and respond to changes in client vital signs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. 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"/>	<input type="radio"/>
45. Obtain blood specimens peripherally or through central line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Insert, maintain and remove nasogastric tubes and/or urethral catheters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Recognize trends and changes in client condition and intervene appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated external defibrillator)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Provide ostomy care and education (e.g., tracheal, enteral)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Maintain desired temperature of client (e.g., cooling and/or warming blanket)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Monitor and maintain arterial lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# NCSBN

National Council of State Boards of Nursing

## Registered Nursing Online Survey

### Section 02: Experience and Orientation

1. What is the total number of months you have worked in the U.S. or a Member Board jurisdiction as a licensed RN? \_\_\_\_\_ months

2. Have you ever worked outside the U.S. or a Member Board jurisdiction as an RN?  No  
 Yes

3. Which of the following **best** describes the orientation you received for your current position? (Select only one)

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

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

5. Which of the following types of certificates have you earned or courses have you completed since graduation? (Select all that apply)

- Advanced Cardiac Life Support  
 Basic Life Support  
 Chemotherapy  
 Conscious/Moderate Sedation  
 Coronary Care  
 Critical Care  
 Intravenous Therapy  
 Neonatal Resuscitation Program  
 Pediatric Advanced Life Support  
 Peritoneal Dialysis  
 Rehabilitation  
 None  
 Other, please specify:

6. Do you routinely have administrative responsibilities within your nursing position (e.g. Unit Manager, Team Leader, Charge Nurse, Coordinator)?  No  
 Yes

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## Registered Nursing Online Survey

### Section 03: Work Environment

1. Which of the following **best** describes **most** of your clients on the last day you worked?  
(Select all that apply)

- Well clients, possibly with minor illnesses
- OB (Maternity) clients
- Clients with stabilized chronic conditions
- Clients with unstabilized chronic conditions
- Clients with acute conditions, including clients with medical, surgical or critical conditions
- Clients at end of life
- Clients with behavioral/emotional conditions
- 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)

- Newborns (less than 1 month)
- Infants/children (1 month - 12 years)
- Adolescent (ages 13 - 18)
- Young Adult (ages 19 - 30)
- Adult (ages 31 - 64)
- Older Adult (ages 65 - 85)
- Older Adult (over age 85)

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, check the appropriate box for that one setting. If you worked in more than one setting, check the appropriate box for all the 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 room)
- Medical-surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology)
- Pediatrics
- 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/mental retardation care)
- Rehabilitation
- Subacute unit
- Transitional care unit
- Physician/APRN/Dentist office
- Occupational health
- Outpatient clinic
- Home health, including visiting nurses associations
- Public health
- Student/school health
- Hospice care
- Prison



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## Registered Nursing Online Survey

### Section 04: Description of your last day at work

1. How many hours did you work on your **last day of work** \_\_\_\_\_ hours

2. How many patients/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 LPN/VNs 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. \_\_\_\_\_ patients/clients

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, select the option "2 hours". If you spent 2 1/2 to 2 3/4 hour on a set of activities, select the option "3 hours".

Set of Activities	Approximate Amount of Time (Hours) Spent on Set of Activities
01. <i>Management of Care</i> : Provide and direct nursing care that enhances the care delivery setting to protect client, family/significant others and health care personnel (e.g. advance directives, advocacy, case management, client rights, collaboration with interdisciplinary team, concepts of management, confidentiality/information security, consultation, continuity of care, delegation, establishing priorities, ethical practice, informed consent, information technology, legal rights and responsibilities, performance improvement (quality improvement), referrals, resource management, staff education and supervision).	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8>
02. <i>Safety and Infection Control</i> : Protect clients, family/significant others and health care personnel from health and environmental hazards (e.g., accident prevention, disaster planning, emergency response plan, ergonomic principles, error prevention, handling hazardous and infectious materials, home safety, injury prevention, medical and surgical asepsis, reporting of incident/event/irregular occurrence/variance, safe use of equipment, security plan, standard/transmission-based/other precautions and use of restraints/safety devices).	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8>
03. <i>Health Promotion and Maintenance</i> : Provide and direct nursing care of the client and family/significant others that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health (e.g., aging process, ante/intra/post partum/newborn care, developmental stages and transitions, disease prevention, expected body image changes, family planning, family systems, growth and development, health and wellness, health promotion programs, health screening, high-risk behaviors, human sexuality, immunizations, lifestyle choices, principles of teaching/learning, self-care, and	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8>

techniques of physical assessment).

04. *Psychosocial Integrity*: Provide and direct nursing care that promotes and supports the emotional, mental and social well being of the client and family/significant others experiencing stressful events, as well as clients with acute or chronic mental illness (e.g. abuse/neglect, behavioral interventions, chemical and other dependencies, coping mechanisms, crisis intervention, cultural diversity, end-of-life care, family dynamics, grief and loss, mental health concepts, psychopathology, religious and spiritual influences on health, sensory/perceptual alterations, situational role changes, stress management, support systems, therapeutic communications, therapeutic environment, and unexpected body image changes). 0 1 2 3 4 5 6 7 8 8>
05. *Basic Care and Comfort*: Provide comfort and assistance in the performance of activities of daily living (e.g. assistive devices, complementary and alternative therapies, elimination, mobility/immobility, non-pharmacological comfort interventions, nutrition and oral hydration, palliative/comfort care, personal hygiene, rest and sleep). 0 1 2 3 4 5 6 7 8 8>
06. *Pharmacological and Parenteral Therapies*: Provide care related to the administration of medications and parenteral therapies (e.g., adverse effects/contraindications and side effects, blood and blood products, central venous access devices, dosage calculation, expected effects/outcomes, medication administration, parenteral/intravenous therapies, pharmacological agents/actions, pharmacological interactions, pharmacological pain management, and total parenteral nutrition). 0 1 2 3 4 5 6 7 8 8>
07. *Reduction of Risk Potential*: Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures (e.g., diagnostic tests, laboratory values, monitoring conscious sedation, potential for alterations in body systems, potential for complications of diagnostic tests/treatments/procedures, potential for complications from surgical procedures and health alterations, system specific assessments, therapeutic procedures and vital signs). 0 1 2 3 4 5 6 7 8 8>
08. *Physiological Adaptation*: Manage and provide care for clients with acute, chronic or life threatening physical health conditions (e.g., alterations in body systems, fluid and electrolyte imbalances, hemodynamics, illness management, infectious disease, medical emergencies, pathophysiology, radiation therapy, and unexpected response to therapies). 0 1 2 3 4 5 6 7 8 8>

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## Registered Nursing Online Survey

### Section 05: Demographic Information

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

- 
1. Did you work as a nursing assistant/aide, etc. prior to becoming an RN?  No  
 Yes
2. Did you work as an LPN/VN prior to becoming an RN?  No  
 Yes
3. Gender  Male  
 Female
4. What is your age in years?  years
5. Which of the following is **most descriptive** of your racial/ethnic background?  
(Select one answer)  African American  
 Asian Indian  
 Asian Other  
 Hispanic  
 Native American  
 Pacific Islander  
 White - not of Hispanic origin  
 Other
6. What is your primary language?  English  
 English and Another Language  
 Another Language
7. Type of **basic** nursing education program most recently completed?  RN - Diploma in U.S.  
 RN - Associate Degree in U.S.  
 RN - Baccalaureate Degree in U.S.  
 RN - Generic Masters Degree in U.S.  
 RN - Generic Doctorate in U.S. (e.g., ND)  
 Any nursing program NOT located in the U.S.  
 Other program (please specify):
8. How many months has it been since you graduated from the above nursing education program?  months

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### Section 06: Comments

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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.

Name:

Phone Number:

THANK YOU FOR PARTICIPATING IN THIS IMPORTANT WORK!

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## Web Form 2



# NCSBN

National Council of State Boards of Nursing

### Registered Nursing Online Survey

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

#### INSTRUCTIONS

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

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

As used in this survey, the "**client**" can be an individual, family, or group. "Clients" are the same as "residents" or "patients". Your answers will be kept confidential and your individual responses to the questions will not be released.

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

- RN  
 LPN/VN

2. Are you currently working as an RN in the U.S. or a Member Board jurisdiction?

- No - Skip to Section 5: Demographic Information.  
 Yes

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

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

- No  
(skip to Section 5: Demographic Information)  
 Yes, less than 20 hours per week, on average  
(skip to Section 5: Demographic Information)  
 Yes, 20 or more hours per week, on average  
(continue to Section 1: Nursing Activities)

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**NCSBN**

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Registered Nursing Online Survey

**Section 01: Nursing Activities**

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

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

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

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

Question A - Frequency: If an activity does not apply to your work setting, mark "Never performed in work setting", select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting mark 0-5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B.	---- Frequency -----						-- Importance --					
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1=Not Important	2=Marginally Important	3=Moderately Important	4=Important	5=Critically Important
1. Provide and receive report on assigned clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Integrate advance directives into client plan of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Plan, implement and evaluate cost-effective care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Initiate, evaluate, and update plan of care, care map, clinical pathway used to guide and evaluate 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"/>
7. Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use information technology (e.g., computer, video, books) to enhance the care provided to a client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Use approved abbreviations and standard terminology when documenting care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Practices in a manner consistent with a code of ethics for registered nurses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Participate in institution security plan (e.g., newborn nursery security, bomb threats)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Acknowledge and document practice error (e.g., incident report for medication error)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Ensure proper identification of client when providing care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Comply with federal/state/institutional requirements regarding the use of client restraints and/or safety devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Recognize and report symptom clusters (e.g., food poisoning, anthrax)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Section 01: Nursing Activities (continued)

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

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

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

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

Question A - Frequency: If an activity does not apply to your work setting, mark "Never performed in work setting", select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting mark 0-5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B.	---- Frequency ----						-- Importance --					
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1=Not Important	2=Marginally Important	3=Modestly Important	4=Important	5=Critically Important
18. Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Assist client to cope with life transitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Assess readiness to learn, learning preferences and barriers to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Provide care and education that meets the special needs of the school age client, ages 5 to 12 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Assess psychosocial, spiritual, and occupational factors affecting care and plan interventions as appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Provide care and education that meets the special needs of the older adult, over 85 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Provide pre-natal care and education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Facilitate group sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Recognize non-verbal cues to physical and/or psychological stressors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Assess and intervene in client performance of activities of daily living (ADL) and instrumental activities of daily living (IADL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Incorporate alternative/complementary therapies into client plan of care (e.g., music therapy, relaxation therapy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Assess and manage client with an alteration in elimination (e.g. bowel, urinary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Manage the client who has an alteration in nutritional intake (e.g., adjust diet, monitor height and weight, change delivery to include method, time and food preferences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Promote circulation (e.g., active or passive range of motion, positioning and mobilization)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Evaluate the therapeutic effect of medications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Registered Nursing Online Survey**

**Section 01: Nursing Activities (continued)**

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

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

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

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

Question A - Frequency: If an activity does not apply to your work setting, mark "Never performed in work setting", select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting mark 0-5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B.	---- Frequency ----						-- Importance --					
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1=Not Important	2=Marginally Important	3=Moderately Important	4=Important	5=Critically important
35. Prepare and administer medications, using rights of medication administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Perform calculations needed for medication administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Insert, maintain and remove a peripheral intravenous line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Administer blood products and evaluate client response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Administer parenteral nutrition and evaluate client response (e.g., TPN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Evaluate the results of diagnostic testing and intervene as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Perform fetal heart rate monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Educate client about treatments and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Recognize trends and changes in client condition and intervene appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Perform wound care and/or assist with dressing change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Perform and manage care of client receiving peritoneal dialysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Manage the care of a client on telemetry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Recognize signs and symptoms of complications and intervene appropriately when providing client care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### Section 02: Experience and Orientation

1. What is the total number of months you have worked in the U.S. or a Member Board jurisdiction as a licensed RN? \_\_\_\_\_ months

2. Have you ever worked outside the U.S. or a Member Board jurisdiction as an RN?  No  
 Yes

3. Which of the following **best** describes the orientation you received for your current position? (Select only one)

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

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

5. Which of the following types of certificates have you earned or courses have you completed since graduation? (Select all that apply)

- Advanced Cardiac Life Support  
 Basic Life Support  
 Chemotherapy  
 Conscious/Moderate Sedation  
 Coronary Care  
 Critical Care  
 Intravenous Therapy  
 Neonatal Resuscitation Program  
 Pediatric Advanced Life Support  
 Peritoneal Dialysis  
 Rehabilitation  
 None  
 Other, please specify:

6. Do you routinely have administrative responsibilities within your nursing position (e.g. Unit Manager, Team Leader, Charge Nurse, Coordinator)?  No  
 Yes

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# NCSBN

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## Registered Nursing Online Survey

### Section 03: Work Environment

1. Which of the following **best** describes **most** of your clients on the last day you worked?  
(Select all that apply)

- Well clients, possibly with minor illnesses
- OB (Maternity) clients
- Clients with stabilized chronic conditions
- Clients with unstabilized chronic conditions
- Clients with acute conditions, including clients with medical, surgical or critical conditions
- Clients at end of life
- Clients with behavioral/emotional conditions
- 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)

- Newborns (less than 1 month)
- Infants/children (1 month - 12 years)
- Adolescent (ages 13 - 18)
- Young Adult (ages 19 - 30)
- Adult (ages 31 - 64)
- Older Adult (ages 65 - 85)
- Older Adult (over age 85)

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, check the appropriate box for that one setting. If you worked in more than one setting, check the appropriate box for all the 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 room)
- Medical-surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology)
- Pediatrics
- 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/mental retardation care)
- Rehabilitation
- Subacute unit
- Transitional care unit
- Physician/APRN/Dentist office
- Occupational health
- Outpatient clinic
- Home health, including visiting nurses associations
- Public health
- Student/school health
- Hospice care
- Prison



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## Registered Nursing Online Survey

### Section 04: Description of your last day at work

1. How many hours did you work on your **last day of work** \_\_\_\_\_ hours

2. How many patients/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 LPN/VNs 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. \_\_\_\_\_ patients/clients

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, select the option "2 hours". If you spent 2 1/2 to 2 3/4 hour on a set of activities, select the option "3 hours".

Set of Activities	Approximate Amount of Time (Hours) Spent on Set of Activities
01. <i>Management of Care</i> : Provide and direct nursing care that enhances the care delivery setting to protect client, family/significant others and health care personnel (e.g. advance directives, advocacy, case management, client rights, collaboration with interdisciplinary team, concepts of management, confidentiality/information security, consultation, continuity of care, delegation, establishing priorities, ethical practice, informed consent, information technology, legal rights and responsibilities, performance improvement (quality improvement), referrals, resource management, staff education and supervision).	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8>
02. <i>Safety and Infection Control</i> : Protect clients, family/significant others and health care personnel from health and environmental hazards (e.g., accident prevention, disaster planning, emergency response plan, ergonomic principles, error prevention, handling hazardous and infectious materials, home safety, injury prevention, medical and surgical asepsis, reporting of incident/event/irregular occurrence/variance, safe use of equipment, security plan, standard/transmission-based/other precautions and use of restraints/safety devices).	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8>
03. <i>Health Promotion and Maintenance</i> : Provide and direct nursing care of the client and family/significant others that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health (e.g., aging process, ante/intra/post partum/newborn care, developmental stages and transitions, disease prevention, expected body image changes, family planning, family systems, growth and development, health and wellness, health promotion programs, health screening, high-risk behaviors, human sexuality, immunizations, lifestyle choices, principles of teaching/learning, self-care, and	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8>

techniques of physical assessment).

04. *Psychosocial Integrity*: Provide and direct nursing care that promotes and supports the emotional, mental and social well being of the client and family/significant others experiencing stressful events, as well as clients with acute or chronic mental illness (e.g. abuse/neglect, behavioral interventions, chemical and other dependencies, coping mechanisms, crisis intervention, cultural diversity, end-of-life care, family dynamics, grief and loss, mental health concepts, psychopathology, religious and spiritual influences on health, sensory/perceptual alterations, situational role changes, stress management, support systems, therapeutic communications, therapeutic environment, and unexpected body image changes). 0 1 2 3 4 5 6 7 8 8>
05. *Basic Care and Comfort*: Provide comfort and assistance in the performance of activities of daily living (e.g. assistive devices, complementary and alternative therapies, elimination, mobility/immobility, non-pharmacological comfort interventions, nutrition and oral hydration, palliative/comfort care, personal hygiene, rest and sleep). 0 1 2 3 4 5 6 7 8 8>
06. *Pharmacological and Parenteral Therapies*: Provide care related to the administration of medications and parenteral therapies (e.g., adverse effects/contraindications and side effects, blood and blood products, central venous access devices, dosage calculation, expected effects/outcomes, medication administration, parenteral/intravenous therapies, pharmacological agents/actions, pharmacological interactions, pharmacological pain management, and total parenteral nutrition). 0 1 2 3 4 5 6 7 8 8>
07. *Reduction of Risk Potential*: Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures (e.g., diagnostic tests, laboratory values, monitoring conscious sedation, potential for alterations in body systems, potential for complications of diagnostic tests/treatments/procedures, potential for complications from surgical procedures and health alterations, system specific assessments, therapeutic procedures and vital signs). 0 1 2 3 4 5 6 7 8 8>
08. *Physiological Adaptation*: Manage and provide care for clients with acute, chronic or life threatening physical health conditions (e.g., alterations in body systems, fluid and electrolyte imbalances, hemodynamics, illness management, infectious disease, medical emergencies, pathophysiology, radiation therapy, and unexpected response to therapies). 0 1 2 3 4 5 6 7 8 8>

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## Registered Nursing Online Survey

### Section 05: Demographic Information

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

1. Did you work as a nursing assistant/aide, etc. prior to becoming an RN?  No  
 Yes
2. Did you work as an LPN/VN prior to becoming an RN?  No  
 Yes
3. Gender  Male  
 Female
4. What is your age in years? \_\_\_\_\_ years
5. Which of the following is **most descriptive** of your racial/ethnic background?  
(Select one answer)  African American  
 Asian Indian  
 Asian Other  
 Hispanic  
 Native American  
 Pacific Islander  
 White - not of Hispanic origin  
 Other
6. What is your primary language?  English  
 English and Another Language  
 Another Language
7. Type of **basic** nursing education program most recently completed?  RN - Diploma in U.S.  
 RN - Associate Degree in U.S.  
 RN - Baccalaureate Degree in U.S.  
 RN - Generic Masters Degree in U.S.  
 RN - Generic Doctorate in U.S. (e.g., ND)  
 Any nursing program NOT located in the U.S.  
 Other program (please specify): \_\_\_\_\_
8. How many months has it been since you graduated from the above nursing education program? \_\_\_\_\_ months

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**Section 06: Comments**

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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.

Name: | Phone Number: 

THANK YOU FOR PARTICIPATING IN THIS IMPORTANT WORK!

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## Web Form 3



# NCSBN

National Council of State Boards of Nursing

### Registered Nursing Online Survey

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

#### INSTRUCTIONS

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

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

As used in this survey, the "**client**" can be an individual, family, or group. "Clients" are the same as "residents" or "patients". Your answers will be kept confidential and your individual responses to the questions will not be released.

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

- RN  
 LPN/VN

2. Are you currently working as an RN in the U.S. or a Member Board jurisdiction?

- No - Skip to Section 5: Demographic Information.  
 Yes

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

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

- No  
(skip to Section 5: Demographic Information)  
 Yes, less than 20 hours per week, on average  
(skip to Section 5: Demographic Information)  
 Yes, 20 or more hours per week, on average  
(continue to Section 1: Nursing Activities)

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Registered Nursing Online Survey

**Section 01: Nursing Activities**

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

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

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

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

Question A - Frequency: If an activity does not apply to your work setting, mark "Never performed in work setting", select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting mark 0-5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B.	---- Frequency ----						-- Importance --					
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1=Not Important	2=Marginally Important	3=Moderately Important	4=Important	5=Critically Important
1. Perform procedures necessary to safely admit, transfer or discharge a client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Assess/triage client(s) to prioritize the order of care delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Report unsafe practice of health care personnel to internal/external entities and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Recognize the need for referrals and obtain necessary orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Comply with state and/or federal requirements for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Use information technology (e.g., computer, video, books) to enhance the care provided to a client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Incorporate evidence-based practice/research results when providing care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Use emerging technology in managing client health care (e.g., telehealth, electronic records)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Practices in a manner consistent with a code of ethics for registered nurses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Follow procedures for handling biohazardous materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Acknowledge and document practice error (e.g., incident report for medication error)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Facilitate appropriate and safe use of equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Educate client and staff regarding infection control measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Registered Nursing Online Survey**

**Section 01: Nursing Activities (continued)**

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

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

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

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

	---- Frequency ----						-- Importance --					
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1=Not Important	2=Marginally Important	3=Moderately Important	4=Important	5=Critically Important
<b>Question A - Frequency:</b> If an activity does not apply to your work setting, mark "Never performed in work setting", select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting mark 0-5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B.												
<b>Question B - Importance:</b> Rate the overall importance of this activity considering client safety, and/or threat of complications or distress with 1=Not Important, 2=Marginally Important, 3=Moderately Important, 4=Important, 5=Critically Important.												
18. Provide intrapartum care and education (e.g., care provided during labor and birth)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Provide care and education that meets the special needs of the preschool client ages 1 year to 4 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Perform comprehensive health assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Assist client to cope with life transitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Provide care and education that meets the special needs of the adolescent client ages 13 to 18 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Assist client and staff to access resources regarding genetic issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Provide a therapeutic environment for clients with emotional/behavioral issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Assess the potential for violence and initiate/maintain safety precautions (e.g., suicide, homicide, self-destructive behavior)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Use therapeutic communication techniques to provide support to client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Recognize non-verbal cues to physical and/or psychological stressors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Establish and maintain a therapeutic relationship with client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Perform irrigations (e.g., of bladder, ear, eye)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Incorporate alternative/complementary therapies into client plan of care (e.g., music therapy, relaxation therapy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Assess client need for sleep/rest and intervene as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Registered Nursing Online Survey**

**Section 01: Nursing Activities (continued)**

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

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

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

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

	---- Frequency ----						-- Importance --					
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1=Not Important	2=Marginally Important	3=Moderately Important	4=Important	5=Critically Important
<b>Question A - Frequency:</b> If an activity does not apply to your work setting, mark "Never performed in work setting", select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting mark 0-5+ reflecting the frequency of performing the activity on your <b>last day of work</b> , then complete Question B.												
<b>Question B - Importance:</b> Rate the overall importance of this activity considering client safety, and/or threat of complications or distress with 1=Not Important, 2=Marginally Important, 3=Moderately Important, 4=Important, 5=Critically Important.												
35. Evaluate therapeutic effect of medications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Evaluate appropriateness/accuracy of medication order for client per institution policy including reconciling orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Prepare and administer medications, using rights of medication administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Comply with requirements governing controlled substances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Manage client experiencing side effects and adverse reactions of medication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Provide intraoperative care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Provide preoperative care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Recognize trends and changes in client condition and intervene appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Assist with invasive procedures (e.g., central line placement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Manage the care of a client with impaired ventilation/oxygenation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Manage the care of the client with a fluid and electrolyte imbalance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Manage the care of a client receiving hemodialysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## Registered Nursing Online Survey

### Section 02: Experience and Orientation

1. What is the total number of months you have worked in the U.S. or a Member Board jurisdiction as a licensed RN? \_\_\_\_\_ months

2. Have you ever worked outside the U.S. or a Member Board jurisdiction as an RN?  No  
 Yes

3. Which of the following **best** describes the orientation you received for your current position? (Select only one)

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

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

5. Which of the following types of certificates have you earned or courses have you completed since graduation? (Select all that apply)

- Advanced Cardiac Life Support  
 Basic Life Support  
 Chemotherapy  
 Conscious/Moderate Sedation  
 Coronary Care  
 Critical Care  
 Intravenous Therapy  
 Neonatal Resuscitation Program  
 Pediatric Advanced Life Support  
 Peritoneal Dialysis  
 Rehabilitation  
 None  
 Other, please specify:

6. Do you routinely have administrative responsibilities within your nursing position (e.g. Unit Manager, Team Leader, Charge Nurse, Coordinator)?  No  
 Yes

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# NCSBN

*National Council of State Boards of Nursing*

## Registered Nursing Online Survey

### Section 03: Work Environment

1. Which of the following **best** describes **most** of your clients on the last day you worked?  
(Select all that apply)

- Well clients, possibly with minor illnesses
- OB (Maternity) clients
- Clients with stabilized chronic conditions
- Clients with unstabilized chronic conditions
- Clients with acute conditions, including clients with medical, surgical or critical conditions
- Clients at end of life
- Clients with behavioral/emotional conditions
- 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)

- Newborns (less than 1 month)
- Infants/children (1 month - 12 years)
- Adolescent (ages 13 - 18)
- Young Adult (ages 19 - 30)
- Adult (ages 31 - 64)
- Older Adult (ages 65 - 85)
- Older Adult (over age 85)

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, check the appropriate box for that one setting. If you worked in more than one setting, check the appropriate box for all the 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 room)
- Medical-surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology)
- Pediatrics
- 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/mental retardation care)
- Rehabilitation
- Subacute unit
- Transitional care unit
- Physician/APRN/Dentist office
- Occupational health
- Outpatient clinic
- Home health, including visiting nurses associations
- Public health
- Student/school health
- Hospice care
- Prison



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## Registered Nursing Online Survey

### Section 04: Description of your last day at work

1. How many hours did you work on your **last day of work** \_\_\_\_\_ hours

2. How many patients/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 LPN/VNs 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. \_\_\_\_\_ patients/clients

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, select the option "2 hours". If you spent 2 1/2 to 2 3/4 hour on a set of activities, select the option "3 hours".

Set of Activities	Approximate Amount of Time (Hours) Spent on Set of Activities
01. <i>Management of Care</i> : Provide and direct nursing care that enhances the care delivery setting to protect client, family/significant others and health care personnel (e.g. advance directives, advocacy, case management, client rights, collaboration with interdisciplinary team, concepts of management, confidentiality/information security, consultation, continuity of care, delegation, establishing priorities, ethical practice, informed consent, information technology, legal rights and responsibilities, performance improvement (quality improvement), referrals, resource management, staff education and supervision).	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8>
02. <i>Safety and Infection Control</i> : Protect clients, family/significant others and health care personnel from health and environmental hazards (e.g., accident prevention, disaster planning, emergency response plan, ergonomic principles, error prevention, handling hazardous and infectious materials, home safety, injury prevention, medical and surgical asepsis, reporting of incident/event/irregular occurrence/variance, safe use of equipment, security plan, standard/transmission-based/other precautions and use of restraints/safety devices).	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8>
03. <i>Health Promotion and Maintenance</i> : Provide and direct nursing care of the client and family/significant others that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health (e.g., aging process, ante/intra/post partum/newborn care, developmental stages and transitions, disease prevention, expected body image changes, family planning, family systems, growth and development, health and wellness, health promotion programs, health screening, high-risk behaviors, human sexuality, immunizations, lifestyle choices, principles of teaching/learning, self-care, and	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8>

techniques of physical assessment).

04. *Psychosocial Integrity*: Provide and direct nursing care that promotes and supports the emotional, mental and social well being of the client and family/significant others experiencing stressful events, as well as clients with acute or chronic mental illness (e.g. abuse/neglect, behavioral interventions, chemical and other dependencies, coping mechanisms, crisis intervention, cultural diversity, end-of-life care, family dynamics, grief and loss, mental health concepts, psychopathology, religious and spiritual influences on health, sensory/perceptual alterations, situational role changes, stress management, support systems, therapeutic communications, therapeutic environment, and unexpected body image changes). 0 1 2 3 4 5 6 7 8 8>
05. *Basic Care and Comfort*: Provide comfort and assistance in the performance of activities of daily living (e.g. assistive devices, complementary and alternative therapies, elimination, mobility/immobility, non-pharmacological comfort interventions, nutrition and oral hydration, palliative/comfort care, personal hygiene, rest and sleep). 0 1 2 3 4 5 6 7 8 8>
06. *Pharmacological and Parenteral Therapies*: Provide care related to the administration of medications and parenteral therapies (e.g., adverse effects/contraindications and side effects, blood and blood products, central venous access devices, dosage calculation, expected effects/outcomes, medication administration, parenteral/intravenous therapies, pharmacological agents/actions, pharmacological interactions, pharmacological pain management, and total parenteral nutrition). 0 1 2 3 4 5 6 7 8 8>
07. *Reduction of Risk Potential*: Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures (e.g., diagnostic tests, laboratory values, monitoring conscious sedation, potential for alterations in body systems, potential for complications of diagnostic tests/treatments/procedures, potential for complications from surgical procedures and health alterations, system specific assessments, therapeutic procedures and vital signs). 0 1 2 3 4 5 6 7 8 8>
08. *Physiological Adaptation*: Manage and provide care for clients with acute, chronic or life threatening physical health conditions (e.g., alterations in body systems, fluid and electrolyte imbalances, hemodynamics, illness management, infectious disease, medical emergencies, pathophysiology, radiation therapy, and unexpected response to therapies). 0 1 2 3 4 5 6 7 8 8>

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## Registered Nursing Online Survey

### Section 05: Demographic Information

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

1. Did you work as a nursing assistant/aide, etc. prior to becoming an RN?  No  
 Yes
2. Did you work as an LPN/VN prior to becoming an RN?  No  
 Yes
3. Gender  Male  
 Female
4. What is your age in years? \_\_\_\_\_ years
5. Which of the following is **most descriptive** of your racial/ethnic background?  
(Select one answer)  African American  
 Asian Indian  
 Asian Other  
 Hispanic  
 Native American  
 Pacific Islander  
 White - not of Hispanic origin  
 Other
6. What is your primary language?  English  
 English and Another Language  
 Another Language
7. Type of **basic** nursing education program most recently completed?  RN - Diploma in U.S.  
 RN - Associate Degree in U.S.  
 RN - Baccalaureate Degree in U.S.  
 RN - Generic Masters Degree in U.S.  
 RN - Generic Doctorate in U.S. (e.g., ND)  
 Any nursing program NOT located in the U.S.  
 Other program (please specify): \_\_\_\_\_
8. How many months has it been since you graduated from the above nursing education program? \_\_\_\_\_ months



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**Section 06: Comments**

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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.

Name: | Phone Number: 

THANK YOU FOR PARTICIPATING IN THIS IMPORTANT WORK!

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Solutions through Innovation

## Web Form 4



# NCSBN

National Council of State Boards of Nursing

### Registered Nursing Online Survey

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

#### INSTRUCTIONS

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

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

As used in this survey, the "**client**" can be an individual, family, or group. "Clients" are the same as "residents" or "patients". Your answers will be kept confidential and your individual responses to the questions will not be released.

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

- RN  
 LPN/VN

2. Are you currently working as an RN in the U.S. or a Member Board jurisdiction?

- No - Skip to Section 5: Demographic Information.  
 Yes

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

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

- No  
(skip to Section 5: Demographic Information)  
 Yes, less than 20 hours per week, on average  
(skip to Section 5: Demographic Information)  
 Yes, 20 or more hours per week, on average  
(continue to Section 1: Nursing Activities)

Next





**NCSBN**

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**Registered Nursing Online Survey**

**Section 01: Nursing Activities**

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

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

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

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

Question A - Frequency: If an activity does not apply to your work setting, mark "Never performed in work setting", select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting mark 0-5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B.	---- Frequency -----						-- Importance --					
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1=Not Important	2=Marginally Important	3=Moderately Important	4=Important	5=Critically Important
<b>Question B - Importance:</b> Rate the overall importance of this activity considering client safety, and/or threat of complications or distress with 1=Not Important, 2=Marginally Important, 3=Moderately Important, 4=Important, 5=Critically Important.												
1. Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. Receive and/or transcribe health care provider orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Serve as a resource person to other staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Maintain continuity of care between/among health care agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Manage conflict among clients and health care staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Use information technology (e.g., computer, video, books) to enhance the care provided to a client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Provide individualized/client-centered care consistent with Standards of Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Practices in a manner consistent with a code of ethics for registered nurses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Protect client from injury (e.g., falls, electrical hazards)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Acknowledge and document practice error (e.g., incident report for medication error)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Implement emergency response plans (e.g., internal/external disaster)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Identify and report occupational/environmental exposures (e.g., lead, asbestos exposure)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# NCSBN

National Council of State Boards of Nursing

## Registered Nursing Online Survey

### Section 01: Nursing Activities (continued)

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

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

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

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Question A - Frequency: If an activity does not apply to your work setting, mark "Never performed in work setting", select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting mark 0-5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B.	---- Frequency -----						-- Importance --					
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1=Not Important	2=Marginally Important	3=Moderately Important	4=Important	5=Critically Important
18. Provide newborn care and education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Provide postpartum care and education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Assist client to cope with life transitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Assess client for potential or actual abuse/neglect and intervene when appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Provide care and education that meets the special needs of the older adult client ages 65 to 85 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Assess client understanding of and ability to manage self care in the home environment (i.e., community resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Assess psychosocial spiritual and occupational factors affecting care and plan interventions as appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Assess client for drug/alcohol related dependencies, withdrawal, or toxicities and intervene when appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Provide end of life care and education to clients (e.g., hospice)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Provide support to client in coping with life changes (e.g., loss, new diagnosis, role change, stress)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Recognize non-verbal cues to physical and/or psychological stressors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Recognize impact of illness/disease on individual/family lifestyle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Provide client nutrition through continuous or intermittent tube feedings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Incorporate alternative/complementary therapies into client plan of care (e.g., music therapy, relaxation therapy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Assess client need for pain management and intervene as needed using non-pharmacological comfort measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Section 01: Nursing Activities (continued)**

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

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

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Question A - Frequency: If an activity does not apply to your work setting, mark "Never performed in work setting", select the importance rating as noted in Question B and then move on to the next activity. If an activity is performed in your work setting mark 0-5+ reflecting the frequency of performing the activity on your last day of work, then complete Question B.	---- Frequency ----						-- Importance --					
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1=Not Important	2=Marginally Important	3=Moderately Important	4=Important	5=Critically Important
35. Calculate client intake and output	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Evaluate therapeutic effect of medications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Prepare and administer medications using rights of medication administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Access venous access devices, including tunneled, implanted and central lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Use pharmacological measures for pain management as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Evaluate responses to procedures and treatments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Manage client during and following procedure with moderate sedation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine specimens)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Recognize trends and changes in client condition and intervene appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Monitor and care for clients on a ventilator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Provide postoperative care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Implement and monitor phototherapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# NCSBN

National Council of State Boards of Nursing

## Registered Nursing Online Survey

### Section 02: Experience and Orientation

1. What is the total number of months you have worked in the U.S. or a Member Board jurisdiction as a licensed RN? \_\_\_\_\_ months

2. Have you ever worked outside the U.S. or a Member Board jurisdiction as an RN?  No  
 Yes

3. Which of the following **best** describes the orientation you received for your current position? (Select only one)

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

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

5. Which of the following types of certificates have you earned or courses have you completed since graduation? (Select all that apply)

- Advanced Cardiac Life Support  
 Basic Life Support  
 Chemotherapy  
 Conscious/Moderate Sedation  
 Coronary Care  
 Critical Care  
 Intravenous Therapy  
 Neonatal Resuscitation Program  
 Pediatric Advanced Life Support  
 Peritoneal Dialysis  
 Rehabilitation  
 None  
 Other, please specify:

6. Do you routinely have administrative responsibilities within your nursing position (e.g. Unit Manager, Team Leader, Charge Nurse, Coordinator)?  No  
 Yes

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# NCSBN

*National Council of State Boards of Nursing*

## Registered Nursing Online Survey

### Section 03: Work Environment

1. Which of the following **best** describes **most** of your clients on the last day you worked?  
(Select all that apply)

- Well clients, possibly with minor illnesses
- OB (Maternity) clients
- Clients with stabilized chronic conditions
- Clients with unstabilized chronic conditions
- Clients with acute conditions, including clients with medical, surgical or critical conditions
- Clients at end of life
- Clients with behavioral/emotional conditions
- 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)

- Newborns (less than 1 month)
- Infants/children (1 month - 12 years)
- Adolescent (ages 13 - 18)
- Young Adult (ages 19 - 30)
- Adult (ages 31 - 64)
- Older Adult (ages 65 - 85)
- Older Adult (over age 85)

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, check the appropriate box for that one setting. If you worked in more than one setting, check the appropriate box for all the 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 room)
- Medical-surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology)
- Pediatrics
- 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/mental retardation care)
- Rehabilitation
- Subacute unit
- Transitional care unit
- Physician/APRN/Dentist office
- Occupational health
- Outpatient clinic
- Home health, including visiting nurses associations
- Public health
- Student/school health
- Hospice care
- Prison



# NCSBN

National Council of State Boards of Nursing

## Registered Nursing Online Survey

### Section 04: Description of your last day at work

1. How many hours did you work on your **last day of work**  hours
2. How many patients/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 LPN/VNs 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.  patients/clients

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, select the option "2 hours". If you spent 2 1/2 to 2 3/4 hour on a set of activities, select the option "3 hours".

Set of Activities	Approximate Amount of Time (Hours) Spent on Set of Activities
01. <i>Management of Care</i> : Provide and direct nursing care that enhances the care delivery setting to protect client, family/significant others and health care personnel (e.g. advance directives, advocacy, case management, client rights, collaboration with interdisciplinary team, concepts of management, confidentiality/information security, consultation, continuity of care, delegation, establishing priorities, ethical practice, informed consent, information technology, legal rights and responsibilities, performance improvement (quality improvement), referrals, resource management, staff education and supervision).	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8>
02. <i>Safety and Infection Control</i> : Protect clients, family/significant others and health care personnel from health and environmental hazards (e.g., accident prevention, disaster planning, emergency response plan, ergonomic principles, error prevention, handling hazardous and infectious materials, home safety, injury prevention, medical and surgical asepsis, reporting of incident/event/irregular occurrence/variance, safe use of equipment, security plan, standard/transmission-based/other precautions and use of restraints/safety devices).	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8>
03. <i>Health Promotion and Maintenance</i> : Provide and direct nursing care of the client and family/significant others that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health (e.g., aging process, ante/intra/post partum/newborn care, developmental stages and transitions, disease prevention, expected body image changes, family planning, family systems, growth and development, health and wellness, health promotion programs, health screening, high-risk behaviors, human sexuality, immunizations, lifestyle choices, principles of teaching/learning, self-care, and	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8>

techniques of physical assessment).

04. *Psychosocial Integrity*: Provide and direct nursing care that promotes and supports the emotional, mental and social well being of the client and family/significant others experiencing stressful events, as well as clients with acute or chronic mental illness (e.g. abuse/neglect, behavioral interventions, chemical and other dependencies, coping mechanisms, crisis intervention, cultural diversity, end-of-life care, family dynamics, grief and loss, mental health concepts, psychopathology, religious and spiritual influences on health, sensory/perceptual alterations, situational role changes, stress management, support systems, therapeutic communications, therapeutic environment, and unexpected body image changes). 0 1 2 3 4 5 6 7 8 8>
05. *Basic Care and Comfort*: Provide comfort and assistance in the performance of activities of daily living (e.g. assistive devices, complementary and alternative therapies, elimination, mobility/immobility, non-pharmacological comfort interventions, nutrition and oral hydration, palliative/comfort care, personal hygiene, rest and sleep). 0 1 2 3 4 5 6 7 8 8>
06. *Pharmacological and Parenteral Therapies*: Provide care related to the administration of medications and parenteral therapies (e.g., adverse effects/contraindications and side effects, blood and blood products, central venous access devices, dosage calculation, expected effects/outcomes, medication administration, parenteral/intravenous therapies, pharmacological agents/actions, pharmacological interactions, pharmacological pain management, and total parenteral nutrition). 0 1 2 3 4 5 6 7 8 8>
07. *Reduction of Risk Potential*: Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures (e.g., diagnostic tests, laboratory values, monitoring conscious sedation, potential for alterations in body systems, potential for complications of diagnostic tests/treatments/procedures, potential for complications from surgical procedures and health alterations, system specific assessments, therapeutic procedures and vital signs). 0 1 2 3 4 5 6 7 8 8>
08. *Physiological Adaptation*: Manage and provide care for clients with acute, chronic or life threatening physical health conditions (e.g., alterations in body systems, fluid and electrolyte imbalances, hemodynamics, illness management, infectious disease, medical emergencies, pathophysiology, radiation therapy, and unexpected response to therapies). 0 1 2 3 4 5 6 7 8 8>

Previous

Next



# NCSBN

*National Council of State Boards of Nursing*

## Registered Nursing Online Survey

### Section 05: Demographic Information

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

1. Did you work as a nursing assistant/aide, etc. prior to becoming an RN?
  - No
  - Yes
  
2. Did you work as an LPN/VN prior to becoming an RN?
  - No
  - Yes
  
3. Gender
  - Male
  - Female
  
4. What is your age in years?
  years
  
5. Which of the following is **most descriptive** of your racial/ethnic background? (Select one answer)
  - African American
  - Asian Indian
  - Asian Other
  - Hispanic
  - Native American
  - Pacific Islander
  - White - not of Hispanic origin
  - Other
  
6. What is your primary language?
  - English
  - English and Another Language
  - Another Language
  
7. Type of **basic** nursing education program most recently completed?
  - RN - Diploma in U.S.
  - RN - Associate Degree in U.S.
  - RN - Baccalaureate Degree in U.S.
  - RN - Generic Masters Degree in U.S.
  - RN - Generic Doctorate in U.S. (e.g., ND)
  - Any nursing program NOT located in the U.S.
  - Other program (please specify):
  
8. How many months has it been since you graduated from the above nursing education program?
  months




**Schroeder Measurement Technologies**  
Solutions through Innovation

**NCSBN***National Council of State Boards of Nursing***Registered Nursing Online Survey**

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**Section 06: Comments**

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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.

Name: Phone Number: 

THANK YOU FOR PARTICIPATING IN THIS IMPORTANT WORK!

**Schroeder Measurement Technologies**  
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## APPENDIX D: ACTIVITIES RANK ORDERED BY AVERAGE SETTING-SPECIFIC FREQUENCY\*

Activities Rank Ordered by Average Setting-Specific Frequency				
Activity #	Activity	Average Frequency (Setting-Specific)		
		N	Avg	Std. Err.
58	Identify and report occupational/environmental exposures (e.g., lead, asbestos exposure)	521	0.34	0.05
89	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	302	0.54	0.07
143	Perform and manage care of client receiving peritoneal dialysis	437	0.56	0.06
54	Implement emergency response plans (e.g., internal/external disaster)	626	0.57	0.05
97	Perform post-mortem care	559	0.58	0.05
28	Report unsafe practice of health care personnel to internal/external entities and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	611	0.64	0.05
137	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated, external defibrillator)	661	0.70	0.06
59	Recognize and report symptom clusters (e.g., food poisoning, anthrax)	537	0.76	0.07
85	Facilitate group sessions	282	0.80	0.09
7	Acknowledge and document practice error (e.g., incident report for medication error)	1737	0.81	0.04
36	Comply with state and/or federal requirements for reporting client conditions (e.g., abuse/neglect, communicable disease, gunshot wound, dog bite)	628	0.83	0.06
78	Assist client and staff to access resources regarding genetic issues	391	0.85	0.08
148	Implement and monitor phototherapy	298	0.87	0.10
61	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education)	444	0.90	0.08
98	Perform irrigations (e.g., of bladder, ear, eye)	647	0.90	0.06
140	Assist with invasive procedures (e.g., central line placement)	547	0.96	0.07
38	Manage conflict among clients and health care staff	709	0.99	0.05
63	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	414	1.08	0.08
84	Provide end of life care and education to clients (e.g., hospice)	567	1.10	0.07
60	Provide pre-natal care and education	237	1.15	0.12
154	Manage the care of a client receiving hemodialysis	533	1.17	0.07
141	Provide ostomy care and education (e.g., tracheal, enteral)	653	1.21	0.07
49	Participate in the institution's security plan (e.g., newborn nursery security, bomb threats)	649	1.24	0.07
62	Provide intrapartum care and education (e.g., care provided during labor and birth)	196	1.24	0.14
124	Provide intraoperative care	357	1.26	0.10
117	Administer blood products and evaluate client response	682	1.27	0.07
102	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	614	1.28	0.07
70	Provide care and education that meets the special needs of the preschool client ages 1 year to 4 years	242	1.32	0.12

Activities Rank Ordered by Average Setting-Specific Frequency				
Activity #	Activity	Average Frequency (Setting-Specific)		
		N	Avg	Std. Err.
121	Administer parenteral nutrition and evaluate client response (e.g., TPN)	614	1.34	0.07
72	Provide care and education that meets the special needs of the adolescent client ages 13 to 18 years	360	1.36	0.09
129	Perform fetal heart rate monitoring	203	1.40	0.14
86	Assess the potential for violence and initiate/maintain safety precautions (e.g., suicide, homicide, self-destructive behavior)	685	1.42	0.07
149	Monitor and maintain arterial lines	474	1.42	0.09
71	Provide care and education that meets the special needs of the school age client, ages 5 to 12 years	281	1.48	0.12
19	Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	1597	1.50	0.05
138	Monitor and care for clients on a ventilator	439	1.50	0.10
39	Recognize ethical dilemmas and take appropriate action	746	1.51	0.06
128	Provide preoperative care	618	1.53	0.07
12	Incorporate alternative/complementary therapies into client plan of care (e.g., music therapy, relaxation therapy)	1662	1.55	0.04
130	Manage client during and following procedure with moderate sedation	613	1.56	0.08
66	Provide post-partum care and education	250	1.73	0.14
93	Address client needs based on visual, auditory or cognitive distortions (e.g., hallucinations)	650	1.73	0.08
96	Provide client nutrition through continuous or intermittent tube feedings	690	1.80	0.07
77	Assess and teach client about health risks based on known population or community characteristics	655	1.81	0.07
120	Manage client experiencing side effects and adverse reactions of medication	771	1.81	0.07
18	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	1764	1.82	0.05
80	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities and intervene when appropriate	730	1.82	0.07
136	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	701	1.84	0.07
27	Integrate advance directives into client plan of care	671	1.87	0.07
79	Assess client for potential or actual abuse/neglect and intervene when appropriate	749	1.88	0.07
127	Provide pre and/or postoperative education	685	1.90	0.07
69	Provide care and education that meets the special needs of the infant client 1 month to 1 year	299	1.93	0.12
55	Comply with federal/state/institutional requirements regarding the use of client restraints and/or safety devices	692	2.00	0.08
65	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	707	2.00	0.07
147	Maintain desired temperature of client (e.g., cooling and/or warming blanket)	690	2.00	0.07
53	Educate client on home safety issues	745	2.01	0.07

Activities Rank Ordered by Average Setting-Specific Frequency				
Activity #	Activity	Average Frequency (Setting-Specific)		
		N	Avg	Std. Err.
142	Provide postoperative care	672	2.01	0.08
64	Provide newborn care and education	273	2.04	0.14
83	Incorporate client cultural practice and beliefs when planning and providing care	765	2.06	0.07
135	Insert, maintain and remove nasogastric tubes and/or urethral catheters	737	2.10	0.07
139	Perform wound care and/or assist with dressing change	737	2.10	0.07
1	Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	1700	2.12	0.05
144	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	711	2.12	0.08
32	Recognize the need for referrals and obtain necessary orders	774	2.13	0.07
82	Provide a therapeutic environment for clients with emotional/behavioral issues	730	2.15	0.07
37	Participate in educational activities to maintain/improve professional knowledge and skills of self and others	780	2.16	0.07
9	Assist client to cope with life transitions	1839	2.20	0.04
146	Manage the care of a client with impaired ventilation/oxygenation	713	2.20	0.07
2	Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	1935	2.21	0.04
151	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	684	2.21	0.07
81	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	671	2.22	0.07
87	Assess family dynamics in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	720	2.25	0.07
30	Serve as a resource person to other staff	746	2.26	0.06
34	Maintain continuity of care between/among health care agencies	733	2.27	0.07
88	Provide support to client in coping with life changes (e.g., loss, new diagnosis, role change, stress)	782	2.27	0.06
150	Manage the care of the client with a fluid and electrolyte imbalance	765	2.29	0.07
56	Educate client and staff regarding infection control measures	771	2.35	0.07
131	Obtain blood specimens peripherally or through central line	666	2.36	0.08
134	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine specimens)	791	2.37	0.07
107	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	748	2.40	0.07
76	Assess client understanding of and ability to manage self care in the home environment (i.e., community resources)	728	2.44	0.07
8	Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	1854	2.57	0.04
91	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	716	2.58	0.07
31	Plan, implement and evaluate cost-effective care	700	2.67	0.07
10	Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate	1937	2.68	0.04

Activities Rank Ordered by Average Setting-Specific Frequency				
Activity #	Activity	Average Frequency (Setting-Specific)		
		N	Avg	Std. Err.
105	Manage the client who has an alteration in nutritional intake (e.g., adjust diet, monitor height and weight, change delivery to include method, time and food preferences)	719	2.69	0.07
99	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	742	2.77	0.07
118	Access venous access devices, including tunneled, implanted, and central lines	749	2.77	0.08
75	Provide care and education that meets the special needs of the older adult, over 85 years	631	2.81	0.08
20	Perform procedures necessary to safely admit, transfer or discharge a client	796	2.82	0.06
103	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	705	2.86	0.07
125	Evaluate the results of diagnostic testing and intervene as needed	750	2.92	0.07
155	Recognize signs and symptoms of complications and intervene appropriately when providing client care	776	2.92	0.07
29	Verify that the client comprehends and consents to care/procedures, including procedures requiring informed consent	779	2.95	0.07
106	Assess client need for sleep/rest and intervene as needed	769	2.96	0.07
40	Incorporate evidence-based practice/research results when providing care	772	2.99	0.07
92	Recognize impact of illness/disease on individual/family lifestyle	792	2.99	0.06
111	Perform calculations needed for medication administration	754	3.06	0.07
132	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	776	3.07	0.07
109	Promote circulation (e.g., active or passive range of motion, positioning and mobilization)	738	3.09	0.07
116	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	767	3.09	0.07
153	Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	756	3.14	0.07
101	Assess and manage client with an alteration in elimination (e.g. bowel, urinary)	738	3.16	0.06
152	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	768	3.16	0.07
145	Manage the care of a client on telemetry	597	3.17	0.08
95	Assess and intervene in client performance of activities of daily living (ADL) and instrumental activities of daily living (IADL)	720	3.20	0.07
113	Insert, maintain and remove a peripheral intravenous line	718	3.20	0.07
17	Recognize trends and changes in client condition and intervene appropriately	1993	3.22	0.04
68	Assess readiness to learn, learning preferences and barriers to learning	752	3.26	0.06
3	Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	2000	3.28	0.04
22	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	771	3.29	0.07

Activities Rank Ordered by Average Setting-Specific Frequency				
Activity #	Activity	Average Frequency (Setting-Specific)		
		N	Avg	Std. Err.
48	Follow procedures for handling biohazardous materials	782	3.30	0.07
11	Recognize non-verbal cues to physical and/or psychological stressors	1997	3.37	0.04
57	Assess for client allergies/sensitivities and intervene as needed (e.g., food, latex, environmental allergies)	783	3.38	0.06
33	Initiate, evaluate, and update plan of care, care map, clinical pathway used to guide and evaluate client care	745	3.44	0.06
4	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	1967	3.45	0.04
74	Provide care and education that meets the special needs of the older adult client ages 65 to 85 years	677	3.46	0.07
133	Educate client about treatments and procedures	764	3.48	0.06
73	Provide care and education that meets the special needs of the adult client ages 19 to 64 years	724	3.56	0.06
104	Assess client need for pain management and intervene as needed using non-pharmacological comfort measures	797	3.59	0.06
23	Act as a client advocate	788	3.60	0.05
21	Provide and receive report on assigned clients	770	3.61	0.05
44	Use emerging technology in managing client health care (e.g., telehealth, electronic records)	738	3.61	0.07
119	Educate client about medications	773	3.62	0.06
24	Assess/triage client(s) to prioritize the order of care delivery	735	3.64	0.06
50	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	799	3.64	0.06
123	Assess and respond to changes in client vital signs	785	3.69	0.06
114	Comply with requirements governing controlled substances	788	3.77	0.06
25	Collaborate with health care members in other disciplines when providing client care	776	3.84	0.05
67	Perform comprehensive health assessment	758	3.84	0.06
90	Use therapeutic communication techniques to provide support to client	796	3.84	0.05
126	Evaluate responses to procedures and treatments	795	3.84	0.05
26	Receive and/or transcribe health care provider orders	782	3.86	0.06
16	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	1978	3.92	0.04
108	Calculate client intake and output	775	3.95	0.06
122	Use pharmacological measures for pain management as needed	798	3.95	0.05
52	Facilitate appropriate and safe use of equipment	795	3.98	0.05
100	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	791	4.00	0.05
112	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)	782	4.07	0.06
47	Verify appropriateness and/or accuracy of a treatment order	780	4.08	0.05
110	Evaluate appropriateness/accuracy of medication order for client per institution policy including reconciling orders	797	4.11	0.05

**Activities Rank Ordered by Average Setting-Specific Frequency**

Activity #	Activity	Average Frequency (Setting-Specific)		
		N	Avg	Std. Err.
15	Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	1983	4.25	0.03
94	Establish and maintain a therapeutic relationship with client	797	4.26	0.05
13	Evaluate therapeutic effect of medications	2003	4.28	0.03
46	Protect client from injury (e.g., falls, electrical hazards)	809	4.32	0.04
115	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	784	4.39	0.04
42	Provide individualized/client-centered care consistent with Standards of Practice	803	4.47	0.04
35	Maintain client confidentiality/privacy	782	4.51	0.04
41	Use approved abbreviations and standard terminology when documenting care	779	4.59	0.04
43	Prioritize workload to manage time effectively	792	4.59	0.03
5	Practices in a manner consistent with a code of ethics for registered nurses	2018	4.72	0.02
14	Prepare and administer medications, using rights of medication administration	2007	4.73	0.02
51	Ensure proper identification of client when providing care	774	4.77	0.03
45	Provide care within the legal scope of practice	790	4.81	0.02
6	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	2026	4.89	0.01

\*Activities are rank ordered from least to most frequent

## APPENDIX E: ACTIVITIES RANK ORDERED BY AVERAGE TOTAL GROUP FREQUENCY\*

Activities Rank Ordered by Average Total Group Frequency				
Activity #	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
89	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	784	0.21	0.03
58	Identify and report occupational/environmental exposures (e.g., lead, asbestos exposure)	803	0.22	0.03
85	Facilitate group sessions	779	0.29	0.04
62	Provide intrapartum care and education (e.g., care provided during labor and birth)	803	0.30	0.04
143	Perform and manage care of client receiving peritoneal dialysis	780	0.31	0.04
148	Implement and monitor phototherapy	806	0.32	0.04
60	Provide pre-natal care and education	782	0.35	0.04
129	Perform fetal heart rate monitoring	784	0.36	0.04
70	Provide care and education that meets the special needs of the preschool client ages 1 year to 4 years	801	0.40	0.04
97	Perform post-mortem care	779	0.41	0.04
78	Assist client and staff to access resources regarding genetic issues	799	0.42	0.04
54	Implement emergency response plans (e.g., internal/external disaster)	805	0.45	0.04
28	Report unsafe practice of health care personnel to internal/external entities and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	803	0.48	0.04
61	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education)	792	0.51	0.05
59	Recognize and report symptom clusters (e.g., food poisoning, anthrax)	777	0.53	0.05
71	Provide care and education that meets the special needs of the school age client, ages 5 to 12 years	783	0.53	0.05
66	Provide post-partum care and education	801	0.54	0.05
124	Provide intraoperative care	804	0.56	0.05
63	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	775	0.58	0.05
137	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated, external defibrillator)	795	0.58	0.05
72	Provide care and education that meets the special needs of the adolescent client ages 13 to 18 years	795	0.62	0.05
36	Comply with state and/or federal requirements for reporting client conditions (e.g., abuse/neglect, communicable disease, gunshot wound, dog bite)	807	0.65	0.05
140	Assist with invasive procedures (e.g., central line placement)	804	0.66	0.05
64	Provide newborn care and education	805	0.69	0.06
7	Acknowledge and document practice error (e.g., incident report for medication error)	2017	0.70	0.03
98	Perform irrigations (e.g., of bladder, ear, eye)	800	0.73	0.05
69	Provide care and education that meets the special needs of the infant client 1 month to 1 year	791	0.73	0.06

Activities Rank Ordered by Average Total Group Frequency				
Activity #	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
84	Provide end of life care and education to clients (e.g., hospice)	807	0.77	0.05
154	Manage the care of a client receiving hemodialysis	803	0.77	0.05
138	Monitor and care for clients on a ventilator	810	0.81	0.06
149	Monitor and maintain arterial lines	787	0.85	0.06
38	Manage conflict among clients and health care staff	806	0.87	0.05
102	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	799	0.99	0.06
141	Provide ostomy care and education (e.g., tracheal, enteral)	792	1.00	0.06
49	Participate in the institution's security plan (e.g., newborn nursery security, bomb threats)	780	1.03	0.06
121	Administer parenteral nutrition and evaluate client response (e.g., TPN)	781	1.05	0.06
117	Administer blood products and evaluate client response	779	1.11	0.06
128	Provide preoperative care	803	1.18	0.06
19	Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	2028	1.18	0.04
130	Manage client during and following procedure with moderate sedation	807	1.19	0.06
86	Assess the potential for violence and initiate/maintain safety precautions (e.g., suicide, homicide, self-destructive behavior)	803	1.21	0.06
12	Incorporate alternative/complementary therapies into client plan of care (e.g., music therapy, relaxation therapy)	2028	1.27	0.04
39	Recognize ethical dilemmas and take appropriate action	791	1.43	0.06
93	Address client needs based on visual, auditory or cognitive distortions (e.g., hallucinations)	787	1.43	0.07
77	Assess and teach client about health risks based on known population or community characteristics	793	1.49	0.06
96	Provide client nutrition through continuous or intermittent tube feedings	808	1.54	0.07
18	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	2030	1.58	0.04
136	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	805	1.60	0.07
127	Provide pre and/or postoperative education	791	1.64	0.07
27	Integrate advance directives into client plan of care	764	1.65	0.07
80	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities and intervene when appropriate	807	1.65	0.06
142	Provide postoperative care	809	1.67	0.07
120	Manage client experiencing side effects and adverse reactions of medication	804	1.73	0.07
79	Assess client for potential or actual abuse/neglect and intervene when appropriate	808	1.74	0.07
147	Maintain desired temperature of client (e.g., cooling and/or warming blanket)	793	1.74	0.07
55	Comply with federal/state/institutional requirements regarding the use of client restraints and/or safety devices	782	1.77	0.07

Activities Rank Ordered by Average Total Group Frequency				
Activity #	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
65	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	793	1.79	0.07
1	Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	2019	1.79	0.04
144	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	810	1.86	0.07
81	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	785	1.90	0.07
53	Educate client on home safety issues	787	1.90	0.07
151	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	782	1.93	0.07
82	Provide a therapeutic environment for clients with emotional/behavioral issues	804	1.95	0.07
135	Insert, maintain and remove nasogastric tubes and/or urethral catheters	790	1.96	0.07
146	Manage the care of a client with impaired ventilation/oxygenation	800	1.96	0.07
139	Perform wound care and/or assist with dressing change	784	1.98	0.07
131	Obtain blood specimens peripherally or through central line	793	1.98	0.07
83	Incorporate client cultural practice and beliefs when planning and providing care	791	1.99	0.07
9	Assist client to cope with life transitions	2013	2.01	0.04
32	Recognize the need for referrals and obtain necessary orders	804	2.05	0.06
87	Assess family dynamics in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	792	2.05	0.07
34	Maintain continuity of care between/among health care agencies	805	2.06	0.07
30	Serve as a resource person to other staff	807	2.09	0.06
2	Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	2023	2.11	0.04
37	Participate in educational activities to maintain/improve professional knowledge and skills of self and others	789	2.13	0.07
150	Manage the care of the client with a fluid and electrolyte imbalance	803	2.19	0.07
88	Provide support to client in coping with life changes (e.g., loss, new diagnosis, role change, stress)	807	2.20	0.06
76	Assess client understanding of and ability to manage self care in the home environment (i.e., community resources)	807	2.20	0.07
56	Educate client and staff regarding infection control measures	803	2.26	0.07
107	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	792	2.27	0.07
75	Provide care and education that meets the special needs of the older adult, over 85 years	783	2.27	0.07
134	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine specimens)	808	2.32	0.07
91	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	794	2.33	0.07
8	Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	2019	2.36	0.04

Activities Rank Ordered by Average Total Group Frequency				
Activity #	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
31	Plan, implement and evaluate cost-effective care	778	2.40	0.07
145	Manage the care of a client on telemetry	784	2.41	0.08
105	Manage the client who has an alteration in nutritional intake (e.g., adjust diet, monitor height and weight, change delivery to include method, time and food preferences)	784	2.47	0.07
103	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	793	2.54	0.07
118	Access venous access devices, including tunneled, implanted, and central lines	809	2.57	0.07
10	Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate	2022	2.57	0.04
99	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	793	2.59	0.07
20	Perform procedures necessary to safely admit, transfer or discharge a client	804	2.79	0.06
125	Evaluate the results of diagnostic testing and intervene as needed	780	2.81	0.07
106	Assess client need for sleep/rest and intervene as needed	803	2.83	0.07
40	Incorporate evidence-based practice/research results when providing care	800	2.89	0.07
155	Recognize signs and symptoms of complications and intervene appropriately when providing client care	783	2.89	0.07
74	Provide care and education that meets the special needs of the older adult client ages 65 to 85 years	809	2.90	0.07
29	Verify that the client comprehends and consents to care/procedures, including procedures requiring informed consent	791	2.91	0.07
109	Promote circulation (e.g., active or passive range of motion, positioning and mobilization)	779	2.92	0.07
92	Recognize impact of illness/disease on individual/family lifestyle	809	2.92	0.06
116	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	805	2.94	0.07
95	Assess and intervene in client performance of activities of daily living (ADL) and instrumental activities of daily living (IADL)	783	2.95	0.07
113	Insert, maintain and remove a peripheral intravenous line	778	2.95	0.07
111	Perform calculations needed for medication administration	779	2.96	0.07
132	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	804	2.97	0.07
101	Assess and manage client with an alteration in elimination (e.g. bowel, urinary)	775	3.01	0.07
152	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	808	3.01	0.07
153	Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	782	3.03	0.07
22	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	811	3.13	0.07
68	Assess readiness to learn, learning preferences and barriers to learning	781	3.14	0.07

Activities Rank Ordered by Average Total Group Frequency				
Activity #	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
17	Recognize trends and changes in client condition and intervene appropriately	2018	3.18	0.04
48	Follow procedures for handling biohazardous materials	804	3.21	0.07
3	Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	2026	3.23	0.04
73	Provide care and education that meets the special needs of the adult client ages 19 to 64 years	793	3.25	0.07
33	Initiate, evaluate, and update plan of care, care map, clinical pathway used to guide and evaluate client care	777	3.30	0.06
11	Recognize non-verbal cues to physical and/or psychological stressors	2026	3.32	0.04
24	Assess/triage client(s) to prioritize the order of care delivery	806	3.32	0.07
44	Use emerging technology in managing client health care (e.g., telehealth, electronic records)	802	3.32	0.07
57	Assess for client allergies/sensitivities and intervene as needed (e.g., food, latex, environmental allergies)	792	3.34	0.07
4	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	2023	3.35	0.04
133	Educate client about treatments and procedures	779	3.41	0.06
104	Assess client need for pain management and intervene as needed using non-pharmacological comfort measures	809	3.53	0.06
119	Educate client about medications	786	3.56	0.06
21	Provide and receive report on assigned clients	778	3.58	0.05
50	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	812	3.58	0.06
23	Act as a client advocate	791	3.59	0.06
123	Assess and respond to changes in client vital signs	792	3.66	0.06
67	Perform comprehensive health assessment	794	3.66	0.07
114	Comply with requirements governing controlled substances	805	3.69	0.06
26	Receive and/or transcribe health care provider orders	799	3.77	0.06
126	Evaluate responses to procedures and treatments	807	3.78	0.06
108	Calculate client intake and output	805	3.80	0.06
90	Use therapeutic communication techniques to provide support to client	803	3.81	0.05
25	Collaborate with health care members in other disciplines when providing client care	780	3.82	0.05
16	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	2025	3.83	0.04
122	Use pharmacological measures for pain management as needed	807	3.91	0.06
100	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	808	3.91	0.06
112	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)	808	3.94	0.06
52	Facilitate appropriate and safe use of equipment	803	3.95	0.06
47	Verify appropriateness and/or accuracy of a treatment order	789	4.03	0.05

**Activities Rank Ordered by Average Total Group Frequency**

Activity #	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
110	Evaluate appropriateness/accuracy of medication order for client per institution policy including reconciling orders	804	4.07	0.05
15	Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	2025	4.16	0.03
94	Establish and maintain a therapeutic relationship with client	802	4.23	0.05
13	Evaluate therapeutic effect of medications	2024	4.24	0.03
46	Protect client from injury (e.g., falls, electrical hazards)	811	4.30	0.04
115	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	792	4.35	0.05
42	Provide individualized/client-centered care consistent with Standards of Practice	806	4.45	0.04
35	Maintain client confidentiality/privacy	783	4.50	0.04
41	Use approved abbreviations and standard terminology when documenting care	783	4.57	0.04
43	Prioritize workload to manage time effectively	793	4.59	0.03
14	Prepare and administer medications, using rights of medication administration	2025	4.69	0.02
5	Practices in a manner consistent with a code of ethics for registered nurses	2019	4.72	0.02
51	Ensure proper identification of client when providing care	776	4.76	0.03
45	Provide care within the legal scope of practice	790	4.81	0.02
6	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	2027	4.89	0.01

\*Activities are rank ordered from least to most frequent

## APPENDIX F: ACTIVITIES RANK ORDERED BY AVERAGE SETTING-SPECIFIC IMPORTANCE\*

Activities Rank Ordered by Average Setting-Specific Importance				
Activity #	Activity	Setting-Specific Importance		
		N	Avg	Std. Err.
31	Plan, implement and evaluate cost-effective care	556	3.86	0.04
85	Facilitate group sessions	80	3.86	0.10
30	Serve as a resource person to other staff	605	3.87	0.04
12	Incorporate alternative/complementary therapies into client plan of care (e.g., music therapy, relaxation therapy)	949	3.88	0.03
89	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	58	3.90	0.13
78	Assist client and staff to access resources regarding genetic issues	121	3.94	0.09
97	Perform post-mortem care	146	4.00	0.07
98	Perform irrigations (e.g., of bladder, ear, eye)	228	4.03	0.05
38	Manage conflict among clients and health care staff	337	4.03	0.04
87	Assess family dynamics in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	554	4.04	0.03
1	Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	1167	4.05	0.03
77	Assess and teach client about health risks based on known population or community characteristics	407	4.06	0.04
91	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	581	4.08	0.03
44	Use emerging technology in managing client health care (e.g., telehealth, electronic records)	620	4.09	0.03
63	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	153	4.09	0.07
10	Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate	1613	4.09	0.02
61	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education)	131	4.10	0.08
102	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	289	4.11	0.05
106	Assess client need for sleep/rest and intervene as needed	651	4.12	0.03
70	Provide care and education that meets the special needs of the preschool client ages 1 year to 4 years	105	4.12	0.07
65	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	480	4.13	0.04
83	Incorporate client cultural practice and beliefs when planning and providing care	514	4.13	0.03
4	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	1746	4.14	0.02
32	Recognize the need for referrals and obtain necessary orders	566	4.15	0.03
72	Provide care and education that meets the special needs of the adolescent client ages 13 to 18 years	180	4.16	0.06
107	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	584	4.16	0.03
92	Recognize impact of illness/disease on individual/family lifestyle	694	4.16	0.03

Activities Rank Ordered by Average Setting-Specific Importance				
Activity #	Activity	Setting-Specific Importance		
		N	Avg	Std. Err.
9	Assist client to cope with life transitions	1411	4.17	0.02
81	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	484	4.18	0.03
68	Assess readiness to learn, learning preferences and barriers to learning	672	4.18	0.03
82	Provide a therapeutic environment for clients with emotional/behavioral issues	536	4.19	0.03
22	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	679	4.19	0.03
2	Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	1469	4.20	0.02
8	Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	1257	4.20	0.02
33	Initiate, evaluate, and update plan of care, care map, clinical pathway used to guide and evaluate client care	690	4.20	0.03
34	Maintain continuity of care between/among health care agencies	549	4.20	0.03
134	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine specimens)	588	4.21	0.03
148	Implement and monitor phototherapy	79	4.22	0.11
53	Educate client on home safety issues	530	4.22	0.04
95	Assess and intervene in client performance of activities of daily living (ADL) and instrumental activities of daily living (IADL)	623	4.22	0.03
39	Recognize ethical dilemmas and take appropriate action	464	4.23	0.04
105	Manage the client who has an alteration in nutritional intake (e.g., adjust diet, monitor height and weight, change delivery to include method, time and food preferences)	598	4.24	0.03
93	Address client needs based on visual, auditory or cognitive distortions (e.g., hallucinations)	378	4.24	0.04
147	Maintain desired temperature of client (e.g., cooling and/or warming blanket)	439	4.25	0.04
88	Provide support to client in coping with life changes (e.g., loss, new diagnosis, role change, stress)	611	4.25	0.03
99	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	606	4.25	0.03
76	Assess client understanding of and ability to manage self care in the home environment (i.e., community resources)	556	4.26	0.03
40	Incorporate evidence-based practice/research results when providing care	649	4.26	0.03
135	Insert, maintain and remove nasogastric tubes and/or urethral catheters	532	4.26	0.03
74	Provide care and education that meets the special needs of the older adult client ages 65 to 85 years	604	4.27	0.03
73	Provide care and education that meets the special needs of the adult client ages 19 to 64 years	662	4.29	0.03
75	Provide care and education that meets the special needs of the older adult, over 85 years	505	4.29	0.03
37	Participate in educational activities to maintain/improve professional knowledge and skills of self and others	601	4.29	0.03
90	Use therapeutic communication techniques to provide support to client	753	4.31	0.02

Activities Rank Ordered by Average Setting-Specific Importance				
Activity #	Activity	Setting-Specific Importance		
		N	Avg	Std. Err.
101	Assess and manage client with an alteration in elimination (e.g. bowel, urinary)	662	4.31	0.03
84	Provide end of life care and education to clients (e.g., hospice)	236	4.31	0.05
144	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	454	4.31	0.03
131	Obtain blood specimens peripherally or through central line	472	4.33	0.03
139	Perform wound care and/or assist with dressing change	527	4.33	0.03
80	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities and intervene when appropriate	474	4.34	0.03
41	Use approved abbreviations and standard terminology when documenting care	761	4.34	0.03
28	Report unsafe practice of health care personnel to internal/external entities and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	183	4.34	0.06
71	Provide care and education that meets the special needs of the school age client, ages 5 to 12 years	134	4.35	0.07
11	Recognize non-verbal cues to physical and/or psychological stressors	1842	4.35	0.02
124	Provide intraoperative care	137	4.36	0.07
27	Integrate advance directives into client plan of care	452	4.36	0.04
108	Calculate client intake and output	710	4.36	0.03
109	Promote circulation (e.g., active or passive range of motion, positioning and mobilization)	633	4.36	0.03
128	Provide preoperative care	331	4.37	0.04
143	Perform and manage care of client receiving peritoneal dialysis	98	4.38	0.08
141	Provide ostomy care and education (e.g., tracheal, enteral)	272	4.38	0.04
58	Identify and report occupational/environmental exposures (e.g., lead, asbestos exposure)	68	4.38	0.10
104	Assess client need for pain management and intervene as needed using non-pharmacological comfort measures	728	4.39	0.03
96	Provide client nutrition through continuous or intermittent tube feedings	414	4.39	0.03
133	Educate client about treatments and procedures	706	4.39	0.02
103	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	567	4.39	0.03
20	Perform procedures necessary to safely admit, transfer or discharge a client	716	4.41	0.02
79	Assess client for potential or actual abuse/neglect and intervene when appropriate	481	4.42	0.03
50	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	734	4.43	0.02
136	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	401	4.43	0.03
127	Provide pre and/or postoperative education	431	4.43	0.03
59	Recognize and report symptom clusters (e.g., food poisoning, anthrax)	144	4.44	0.06
19	Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	867	4.44	0.02

Activities Rank Ordered by Average Setting-Specific Importance				
Activity #	Activity	Setting-Specific Importance		
		N	Avg	Std. Err.
54	Implement emergency response plans (e.g., internal/external disaster)	149	4.45	0.06
154	Manage the care of a client receiving hemodialysis	225	4.46	0.05
69	Provide care and education that meets the special needs of the infant client 1 month to 1 year	168	4.46	0.05
152	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	653	4.46	0.03
140	Assist with invasive procedures (e.g., central line placement)	193	4.46	0.05
94	Establish and maintain a therapeutic relationship with client	770	4.48	0.02
142	Provide postoperative care	426	4.48	0.03
66	Provide post-partum care and education	117	4.49	0.07
86	Assess the potential for violence and initiate/maintain safety precautions (e.g., suicide, homicide, self-destructive behavior)	352	4.49	0.04
126	Evaluate responses to procedures and treatments	746	4.49	0.02
55	Comply with federal/state/institutional requirements regarding the use of client restraints and/or safety devices	437	4.49	0.03
49	Participate in the institution's security plan (e.g., newborn nursery security, bomb threats)	289	4.51	0.04
60	Provide pre-natal care and education	77	4.51	0.08
62	Provide intrapartum care and education (e.g., care provided during labor and birth)	65	4.51	0.10
52	Facilitate appropriate and safe use of equipment	746	4.51	0.02
121	Administer parenteral nutrition and evaluate client response (e.g., TPN)	303	4.51	0.04
119	Educate client about medications	712	4.52	0.02
122	Use pharmacological measures for pain management as needed	733	4.52	0.02
3	Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	1888	4.53	0.02
125	Evaluate the results of diagnostic testing and intervene as needed	640	4.54	0.02
56	Educate client and staff regarding infection control measures	589	4.54	0.02
18	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	945	4.54	0.02
132	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	644	4.55	0.03
153	Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	664	4.55	0.02
113	Insert, maintain and remove a peripheral intravenous line	612	4.55	0.02
25	Collaborate with health care members in other disciplines when providing client care	751	4.56	0.02
150	Manage the care of the client with a fluid and electrolyte imbalance	582	4.56	0.03
118	Access venous access devices, including tunneled, implanted, and central lines	562	4.56	0.03
7	Acknowledge and document practice error (e.g., incident report for medication error)	555	4.57	0.03
130	Manage client during and following procedure with moderate sedation	318	4.58	0.04
23	Act as a client advocate	760	4.58	0.02

Activities Rank Ordered by Average Setting-Specific Importance				
Activity #	Activity	Setting-Specific Importance		
		N	Avg	Std. Err.
36	Comply with state and/or federal requirements for reporting client conditions (e.g., abuse/neglect, communicable disease, gunshot wound, dog bite)	177	4.59	0.05
145	Manage the care of a client on telemetry	487	4.59	0.03
67	Perform comprehensive health assessment	699	4.60	0.02
16	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	1843	4.60	0.01
149	Monitor and maintain arterial lines	200	4.61	0.04
24	Assess/triage client(s) to prioritize the order of care delivery	657	4.61	0.02
114	Comply with requirements governing controlled substances	708	4.61	0.02
42	Provide individualized/client-centered care consistent with Standards of Practice	787	4.62	0.02
43	Prioritize workload to manage time effectively	783	4.62	0.02
13	Evaluate therapeutic effect of medications	1922	4.62	0.01
29	Verify that the client comprehends and consents to care/procedures, including procedures requiring informed consent	678	4.63	0.02
120	Manage client experiencing side effects and adverse reactions of medication	425	4.63	0.03
100	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	742	4.64	0.02
146	Manage the care of a client with impaired ventilation/oxygenation	505	4.64	0.03
48	Follow procedures for handling biohazardous materials	675	4.66	0.02
64	Provide newborn care and education	138	4.66	0.05
21	Provide and receive report on assigned clients	769	4.66	0.02
151	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	492	4.67	0.03
138	Monitor and care for clients on a ventilator	193	4.68	0.05
129	Perform fetal heart rate monitoring	85	4.69	0.06
35	Maintain client confidentiality/privacy	769	4.70	0.02
110	Evaluate appropriateness/accuracy of medication order for client per institution policy including reconciling orders	756	4.70	0.02
26	Receive and/or transcribe health care provider orders	736	4.72	0.02
57	Assess for client allergies/sensitivities and intervene as needed (e.g., food, latex, environmental allergies)	706	4.72	0.02
17	Recognize trends and changes in client condition and intervene appropriately	1807	4.73	0.01
112	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)	724	4.73	0.02
15	Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	1901	4.74	0.01
5	Practices in a manner consistent with a code of ethics for registered nurses	1990	4.76	0.01
47	Verify appropriateness and/or accuracy of a treatment order	750	4.77	0.02
116	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	623	4.77	0.02

Activities Rank Ordered by Average Setting-Specific Importance				
Activity #	Activity	Setting-Specific Importance		
		N	Avg	Std. Err.
117	Administer blood products and evaluate client response	334	4.78	0.03
155	Recognize signs and symptoms of complications and intervene appropriately when providing client care	664	4.78	0.02
46	Protect client from injury (e.g., falls, electrical hazards)	784	4.81	0.02
123	Assess and respond to changes in client vital signs	736	4.81	0.02
45	Provide care within the legal scope of practice	782	4.83	0.02
137	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated, external defibrillator)	174	4.83	0.04
111	Perform calculations needed for medication administration	646	4.84	0.02
115	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	765	4.85	0.02
14	Prepare and administer medications, using rights of medication administration	1963	4.90	0.01
6	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	2002	4.91	0.01
51	Ensure proper identification of client when providing care	767	4.91	0.01

\*Activities are rank ordered from least to most important

## APPENDIX G: ACTIVITIES RANK ORDERED BY AVERAGE TOTAL GROUP IMPORTANCE\*

Activities Rank Ordered by Average Total Group Importance				
Activity #	Activity	Total Group Importance		
		N	Avg	Std. Err.
85	Facilitate group sessions	707	2.97	0.05
89	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	720	3.20	0.04
78	Assist client and staff to access resources regarding genetic issues	719	3.28	0.04
61	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education)	744	3.44	0.04
63	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	733	3.49	0.04
12	Incorporate alternative/complementary therapies into client plan of care (e.g., music therapy, relaxation therapy)	1941	3.51	0.02
148	Implement and monitor phototherapy	705	3.58	0.05
70	Provide care and education that meets the special needs of the preschool client ages 1 year to 4 years	706	3.62	0.05
97	Perform post-mortem care	730	3.64	0.04
31	Plan, implement and evaluate cost-effective care	760	3.65	0.04
1	Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	1964	3.72	0.02
72	Provide care and education that meets the special needs of the adolescent client ages 13 to 18 years	717	3.74	0.04
30	Serve as a resource person to other staff	787	3.75	0.03
98	Perform irrigations (e.g., of bladder, ear, eye)	752	3.76	0.03
62	Provide intrapartum care and education (e.g., care provided during labor and birth)	715	3.76	0.05
77	Assess and teach client about health risks based on known population or community characteristics	764	3.77	0.04
60	Provide pre-natal care and education	698	3.79	0.05
102	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	746	3.80	0.04
71	Provide care and education that meets the special needs of the school age client, ages 5 to 12 years	698	3.80	0.05
66	Provide post-partum care and education	716	3.82	0.05
38	Manage conflict among clients and health care staff	777	3.82	0.03
87	Assess family dynamics in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	775	3.84	0.03
69	Provide care and education that meets the special needs of the infant client 1 month to 1 year	715	3.86	0.05
64	Provide newborn care and education	721	3.89	0.05
91	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	773	3.89	0.03
44	Use emerging technology in managing client health care (e.g., telehealth, electronic records)	776	3.89	0.03
65	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	772	3.92	0.03
83	Incorporate client cultural practice and beliefs when planning and providing care	777	3.94	0.03

Activities Rank Ordered by Average Total Group Importance				
Activity #	Activity	Total Group Importance		
		N	Avg	Std. Err.
93	Address client needs based on visual, auditory or cognitive distortions (e.g., hallucinations)	755	3.96	0.03
143	Perform and manage care of client receiving peritoneal dialysis	714	3.96	0.04
124	Provide intraoperative care	708	3.97	0.04
10	Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate	1985	3.98	0.02
32	Recognize the need for referrals and obtain necessary orders	780	4.00	0.03
106	Assess client need for sleep/rest and intervene as needed	775	4.01	0.03
34	Maintain continuity of care between/among health care agencies	777	4.01	0.03
9	Assist client to cope with life transitions	1964	4.01	0.02
81	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	763	4.02	0.03
4	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	1996	4.03	0.02
107	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	775	4.04	0.03
53	Educate client on home safety issues	772	4.05	0.03
141	Provide ostomy care and education (e.g., tracheal, enteral)	753	4.05	0.04
82	Provide a therapeutic environment for clients with emotional/behavioral issues	775	4.05	0.03
2	Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	1990	4.06	0.02
8	Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	1971	4.06	0.02
95	Assess and intervene in client performance of activities of daily living (ADL) and instrumental activities of daily living (IADL)	763	4.08	0.03
27	Integrate advance directives into client plan of care	739	4.08	0.04
84	Provide end of life care and education to clients (e.g., hospice)	752	4.08	0.03
58	Identify and report occupational/environmental exposures (e.g., lead, asbestos exposure)	764	4.09	0.04
140	Assist with invasive procedures (e.g., central line placement)	741	4.10	0.04
22	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	792	4.10	0.03
33	Initiate, evaluate, and update plan of care, care map, clinical pathway used to guide and evaluate client care	761	4.10	0.03
76	Assess client understanding of and ability to manage self care in the home environment (i.e., community resources)	778	4.10	0.03
99	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	772	4.10	0.03
105	Manage the client who has an alteration in nutritional intake (e.g., adjust diet, monitor height and weight, change delivery to include method, time and food preferences)	765	4.10	0.03
75	Provide care and education that meets the special needs of the older adult, over 85 years	743	4.11	0.03
92	Recognize impact of illness/disease on individual/family lifestyle	791	4.11	0.03
68	Assess readiness to learn, learning preferences and barriers to learning	759	4.11	0.03
128	Provide preoperative care	747	4.11	0.03

Activities Rank Ordered by Average Total Group Importance				
Activity #	Activity	Total Group Importance		
		N	Avg	Std. Err.
147	Maintain desired temperature of client (e.g., cooling and/or warming blanket)	755	4.11	0.04
135	Insert, maintain and remove nasogastric tubes and/or urethral catheters	765	4.12	0.03
129	Perform fetal heart rate monitoring	688	4.13	0.05
40	Incorporate evidence-based practice/research results when providing care	781	4.13	0.03
131	Obtain blood specimens peripherally or through central line	757	4.13	0.03
134	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine specimens)	786	4.13	0.03
154	Manage the care of a client receiving hemodialysis	742	4.13	0.04
49	Participate in the institution's security plan (e.g., newborn nursery security, bomb threats)	752	4.14	0.03
144	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	778	4.14	0.03
74	Provide care and education that meets the special needs of the older adult client ages 65 to 85 years	780	4.14	0.03
59	Recognize and report symptom clusters (e.g., food poisoning, anthrax)	748	4.16	0.04
80	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities and intervene when appropriate	780	4.16	0.03
39	Recognize ethical dilemmas and take appropriate action	775	4.16	0.03
88	Provide support to client in coping with life changes (e.g., loss, new diagnosis, role change, stress)	786	4.19	0.03
139	Perform wound care and/or assist with dressing change	768	4.21	0.03
101	Assess and manage client with an alteration in elimination (e.g. bowel, urinary)	758	4.21	0.03
127	Provide pre and/or postoperative education	757	4.21	0.03
73	Provide care and education that meets the special needs of the adult client ages 19 to 64 years	775	4.22	0.03
96	Provide client nutrition through continuous or intermittent tube feedings	765	4.22	0.03
103	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	770	4.23	0.03
19	Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	1930	4.24	0.02
37	Participate in educational activities to maintain/improve professional knowledge and skills of self and others	779	4.24	0.03
109	Promote circulation (e.g., active or passive range of motion, positioning and mobilization)	761	4.26	0.03
90	Use therapeutic communication techniques to provide support to client	788	4.27	0.03
121	Administer parenteral nutrition and evaluate client response (e.g., TPN)	741	4.28	0.03
136	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	761	4.28	0.03
36	Comply with state and/or federal requirements for reporting client conditions (e.g., abuse/neglect, communicable disease, gunshot wound, dog bite)	769	4.30	0.03

Activities Rank Ordered by Average Total Group Importance				
Activity #	Activity	Total Group Importance		
		N	Avg	Std. Err.
11	Recognize non-verbal cues to physical and/or psychological stressors	1998	4.30	0.02
149	Monitor and maintain arterial lines	725	4.31	0.04
104	Assess client need for pain management and intervene as needed using non-pharmacological comfort measures	790	4.32	0.03
108	Calculate client intake and output	780	4.32	0.03
41	Use approved abbreviations and standard terminology when documenting care	776	4.32	0.03
55	Comply with federal/state/institutional requirements regarding the use of client restraints and/or safety devices	758	4.32	0.03
86	Assess the potential for violence and initiate/maintain safety precautions (e.g., suicide, homicide, self-destructive behavior)	767	4.32	0.03
18	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	1953	4.33	0.02
54	Implement emergency response plans (e.g., internal/external disaster)	775	4.34	0.03
142	Provide postoperative care	763	4.34	0.03
130	Manage client during and following procedure with moderate sedation	750	4.34	0.03
133	Educate client about treatments and procedures	763	4.34	0.03
79	Assess client for potential or actual abuse/neglect and intervene when appropriate	791	4.35	0.03
28	Report unsafe practice of health care personnel to internal/external entities and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	760	4.36	0.03
20	Perform procedures necessary to safely admit, transfer or discharge a client	787	4.37	0.02
152	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	781	4.37	0.03
145	Manage the care of a client on telemetry	739	4.38	0.03
50	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	795	4.39	0.02
138	Monitor and care for clients on a ventilator	733	4.42	0.04
113	Insert, maintain and remove a peripheral intravenous line	761	4.43	0.03
56	Educate client and staff regarding infection control measures	785	4.45	0.02
125	Evaluate the results of diagnostic testing and intervene as needed	763	4.45	0.03
94	Establish and maintain a therapeutic relationship with client	788	4.46	0.02
126	Evaluate responses to procedures and treatments	787	4.46	0.02
118	Access venous access devices, including tunneled, implanted, and central lines	784	4.46	0.03
132	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	780	4.47	0.03
119	Educate client about medications	777	4.47	0.02
52	Facilitate appropriate and safe use of equipment	790	4.47	0.02
153	Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	759	4.48	0.03
7	Acknowledge and document practice error (e.g., incident report for medication error)	1974	4.48	0.02
24	Assess/triage client(s) to prioritize the order of care delivery	766	4.49	0.03

Activities Rank Ordered by Average Total Group Importance				
Activity #	Activity	Total Group Importance		
		N	Avg	Std. Err.
151	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	746	4.49	0.03
150	Manage the care of the client with a fluid and electrolyte imbalance	774	4.50	0.03
3	Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	2002	4.50	0.02
122	Use pharmacological measures for pain management as needed	790	4.50	0.02
67	Perform comprehensive health assessment	780	4.51	0.03
25	Collaborate with health care members in other disciplines when providing client care	774	4.53	0.02
146	Manage the care of a client with impaired ventilation/oxygenation	767	4.54	0.03
16	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	1993	4.55	0.02
23	Act as a client advocate	785	4.55	0.02
114	Comply with requirements governing controlled substances	782	4.58	0.02
29	Verify that the client comprehends and consents to care/procedures, including procedures requiring informed consent	782	4.59	0.02
13	Evaluate therapeutic effect of medications	1995	4.59	0.01
100	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	790	4.60	0.02
42	Provide individualized/client-centered care consistent with Standards of Practice	795	4.60	0.02
120	Manage client experiencing side effects and adverse reactions of medication	773	4.61	0.02
43	Prioritize workload to manage time effectively	788	4.62	0.02
48	Follow procedures for handling biohazardous materials	781	4.62	0.02
21	Provide and receive report on assigned clients	777	4.64	0.02
26	Receive and/or transcribe health care provider orders	781	4.67	0.02
110	Evaluate appropriateness/accuracy of medication order for client per institution policy including reconciling orders	785	4.68	0.02
57	Assess for client allergies/sensitivities and intervene as needed (e.g., food, latex, environmental allergies)	782	4.68	0.02
117	Administer blood products and evaluate client response	753	4.69	0.03
112	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)	784	4.69	0.02
15	Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	1993	4.69	0.01
17	Recognize trends and changes in client condition and intervene appropriately	1988	4.69	0.01
35	Maintain client confidentiality/privacy	777	4.70	0.02
116	Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	775	4.72	0.02
47	Verify appropriateness and/or accuracy of a treatment order	784	4.74	0.02
5	Practices in a manner consistent with a code of ethics for registered nurses	2004	4.75	0.01

Activities Rank Ordered by Average Total Group Importance				
Activity #	Activity	Total Group Importance		
		N	Avg	Std. Err.
137	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated, external defibrillator)	753	4.76	0.03
155	Recognize signs and symptoms of complications and intervene appropriately when providing client care	772	4.77	0.02
123	Assess and respond to changes in client vital signs	779	4.78	0.02
111	Perform calculations needed for medication administration	764	4.79	0.02
46	Protect client from injury (e.g., falls, electrical hazards)	798	4.79	0.02
115	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	784	4.83	0.02
45	Provide care within the legal scope of practice	784	4.83	0.02
14	Prepare and administer medications, using rights of medication administration	1995	4.88	0.01
51	Ensure proper identification of client when providing care	772	4.90	0.01
6	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	2008	4.91	0.01

\*Activities are rank ordered from least to most important

## APPENDIX H: 2008 RN PRACTICE ANALYSIS SURVEY NON-RESPONDER STUDY

### Introduction

The National Council of State Boards of Nursing (NCSBN®) conducts practice analysis studies every three years to assess the practice environment and emerging practice changes. Although the response rate for the *2008 RN Practice Analysis* had an adequate return rate of approximately 20%, many individuals did not respond to the survey. Out of the 12,000 newly licensed RNs who were invited to take the survey, only 2,750 returned the survey. NCSBN wanted to contact a sample of the invitees who chose not to participate in the survey to ascertain the reasons for not returning the survey and compare a sample of activity statements, as well as demographic information against the RN practice survey responders.

### Background of Study

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

Findings from the *2008 RN Practice Analysis Non-Responder Study* will provide possible reasons why individuals do not participate in surveys and differences between survey responders and non-responders to determine if the non-responders were systematically different in terms of demographics and ratings of the activity statements. This study was conducted to determine if the results for the practice analysis were somehow biased.

### Methodology

#### Sample Selection

A random sample of newly licensed RNs who were invited, but did not respond to the RN practice analysis survey were contacted via telephone. The sample was derived from the 6,000 invitees who

were mailed the paper form of the RN practice analysis survey.

#### Survey Instrument and Process

Non-responders were contacted via telephone, using telephone numbers provided by NCSBN. First, non-responders were asked about their reasons for not completing the survey. In order to facilitate the gathering of data from non-responders, NCSBN developed a list of possible reasons why invitees may not have responded to the survey based on prior research. Possible reasons included the following: "too busy;" "did not care;" "do not like/trust surveys;" "did not receive;" or "other." Second, individuals were asked demographic information in order to provide background on non-responders, such as employment setting/specialty and length of time since they graduated with their nursing degree. In addition, non-responders were asked to rate the frequency of performance and importance of 10 activities that were listed in the RN practice analysis survey. Non-responders were thanked for their time and their data was recorded in a Microsoft Excel® 2007 spreadsheet.

### Non-Responder Results

#### Reasons for Not Responding

Reasons for not responding included "did not receive" (39 responses or 79.6%), "too busy" (9 responses or 18.4%) or "other" (1 response or 2.0%). One non-responder did not answer. None of the non-responders indicated "did not care" or "do not like/trust surveys" as a reason for not returning the survey.

#### Time at Your Current Position

Non-responders were asked how many months they have been in their current position. Non-responders averaged 8.2 months of work experience in their current position, while responders averaged 5.9 months. Overall, non-responders averaged a longer time in their position compared to original survey responders because they were contacted about six weeks after the RN practice analysis was completed.

## Employment Setting/Specialty

Non-responders were asked to provide their setting/specialty. The different nursing specialties/employment settings were well represented in this sample as seen in *Table 1*. The largest percentage (33.3% or 16 non-responders) worked in medical-surgical units. Critical care was also frequently cited by 29.2% or 14 non-responders. These results are similar to the RN practice analysis survey responders, which found the largest percentage of responders worked in Medical-Surgical (32.7%) and Critical Care (28.6%). See *Table 1*.

## Importance Ratings

In general, the importance ratings between non-responders and responders were very similar, with no activity statement importance rating differing by more than one point. See *Table 2*.

## Frequency Ratings

Frequency ratings were provided by the non-responders and compared to the average response rating of the RN Practice Analysis Survey responders. See *Table 3*.

Most of the frequency ratings were similar between non-responders and responders, except for "Maintain client confidentiality/privacy," "Prepare and administer medications, using the five rights of medication administration," and "Insert, maintain and remove peripheral intravenous line," which all had a rating difference of more than one point.

## Summary

The non-responder study suggests that the main reasons individuals did not complete the study was because they were either "too busy" or "did not receive" the survey. Overall, these results provide important information on why individuals do not complete surveys. More importantly, the ratings of the activity statements were quite similar, which indicates that the results of the survey are not systematically biased. The non-responder study provides support for the validity of the 2008 RN Practice Analysis results.

**Table 1. Employment Setting/Specialty**

Job Title	Non-Responders		Responders	
	Frequency	%	Frequency	%
Critical Care	14	29.2	708	28.6
Medical-surgical	16	33.3	811	32.7
Pediatrics	2	4.2	126	5.1
Nursery	0	0.0	62	2.5
Labor and delivery	6	12.5	75	3.0
Postpartum unit	0	0.0	79	3.2
Psychiatry or sub-specialties	0	0.0	59	2.4
Operating room	3	6.3	63	2.5
Nursing home	0	0.0	102	4.1
Other long term care	2	4.2	22	.9
Rehabilitation	2	4.2	67	2.7
Sub-acute unit	0	0.0	32	1.3
Transitional care unit	1	2.1	23	.9
Physician/APRN/Dentist office	1	2.1	10	.4
Occupational health	0	0.0	3	.1
Outpatient clinic	0	0.0	28	.1
Home health	0	0.0	41	1.7
Public health	0	0.0	6	.2
Student/school health	1	2.1	11	.4
Hospice care	0	0.0	26	1.0
Prison	0	0.0	6	.2
Other	0	0.0	119	4.8

\* Number of participants for Employment Setting/Specialty does not equal total number of participants in the survey because individuals may have indicated multiple responses.

**Table 2. Activity Statement Importance Ratings**

Activity #	Activity Statement	Non-Responder Rating	Responder Rating
35	Maintain client confidentiality/privacy	4.96 (N=50)	4.14 (N=1746)
4	Use information technology (e.g. computer, video, books) to enhance the care provided to a client	4.54 (N=48)	4.76 (N=1990)
5	Practice in a manner consistent with a code of ethics for registered nurses	4.88 (N=50)	4.91 (N=2002)
6	Apply principles of infection control (e.g. hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	5.00 (N=50)	4.90 (N=1963)
31	Ensure proper identification of client when providing care	4.90 (N=49)	4.60 (N=1843)
14	Prepare and administer medications, using the five rights of medication administration	4.98 (N=50)	4.73(N=1807)
113	Insert, maintain and remove a peripheral intravenous line	3.92 (N=41)	4.70 (N=769)
119	Educate client about medications	4.82 (N = 50)	4.91 (N=767)
16	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	4.30 (N=44)	4.55 (N=612)
17	Recognize trends and changes in client condition and intervene appropriately	3.70 (N=50)	4.52 (N=712)

**Table 3. Activity Statement Frequency Ratings**

Activity #	Activity Statement	Non-Responder Rating	Responder Rating
35	Maintain client confidentiality/privacy	4.76 (N=50)	3.45 (N=1746)
4	Use information technology (e.g. computer, video, books) to enhance the care provided to a client	4.54 (N=48)	4.72 (N=1990)
5	Practice in a manner consistent with a code of ethics for registered nurses	4.90 (N=50)	4.89 (N=2002)
6	Apply principles of infection control (e.g. hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	5.00 (N=50)	4.73(N=1963)
31	Ensure proper identification of client when providing care	4.90 (N=49)	3.92 (N=1843)
14	Prepare and administer medications, using the five rights of medication administration	4.86 (N=50)	3.22(N=1807)
113	Insert, maintain and remove a peripheral intravenous line	2.42 (N=41)	4.51 (N=769)
119	Educate client about medications	4.18 (N = 50)	4.77 (N=767)
16	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	3.70 (N=43)	3.20 (N=612)
17	Recognize trends and changes in client condition and intervene appropriately	4.38 (N=50)	3.62 (N=712)