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Report of Findings
from the Comparison
of Entry-level
Registered Nurses in
the U.S. and British
Columbia, Canada



Report of Findings from the

**COMPARISON OF ENTRY-LEVEL
REGISTERED NURSES IN THE U.S. AND
BRITISH COLUMBIA, CANADA**

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

Mission Statement

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EXECUTIVE SUMMARY

The purpose of this study was to compare entry-level nursing activities of U.S. registered nurses (RNs) with a cohort from British Columbia (B.C.), Canada. The College of Registered Nurses of British Columbia (CRNBC) collaborated with the National Council of State Boards of Nursing (NCSBN®) on this initiative. CRNBC managed the distribution of the surveys and collection of data using the examinees who sat for the June 2009 administration of the Canadian Registered Nurse Examination CRNE®. The goal was to determine if there is similarity between RNs in the U.S. and B.C. with respect to a list of 142 entry-level RN nursing activities, developed based on entry-level RNs working in the U.S. The RN nursing activities were developed using a rigorous process and were validated by a large-scale survey of U.S. entry-level RNs. Activities from the *2008 RN Practice Analysis: Linking NCLEX-RN® Examination to Practice* were used to assess the similarities between entry-level nursing practices in the two jurisdictions.

Survey Development

A total of 142 nursing activity statements from the 2008 RN Practice Analysis were incorporated into the Comparison of Entry-level Registered Nurses in the U.S. and British Columbia, Canada Survey. The survey also included questions about nurses' practice settings, past experiences and demographics. It was sent to the summer 2009 cohort of entry-level RNs in B.C. All participating entry-level RNs were sent a paper version of the survey.

Survey Process

Sample Selection

A sample was selected from the candidates who successfully passed the B.C. CRNE examination during its June 2009 administration. A total of 699 first-time Canadian-educated nursing candidates received the survey. To stay consistent with the sample used in U.S. nursing practice analysis studies, only first-time Canadian-educated candidates who passed the B.C. CRNE were invited to take part in this study.

Mailing Procedure

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 responses. The survey was conducted from August through October 2009.

Return Rates

Of the 699 total surveys sent, two surveys were returned due to incorrect addresses. A total of 219 surveys were received for an adjusted return rate of 31.4%. There were 29 individuals who did not qualify for survey ratings because they were not currently working in B.C. and/or they were working less than 20 hours per week providing direct care to clients as an RN. After adjusting for incorrect addresses and removals, the analyzable response rate was 27.3%.

RN B.C. Comparability Survey Nonresponder Study

In order to ensure the validity of the results, a survey of nonresponders was conducted to determine if those B.C. RNs not responding would have rated the survey activity statements comparably. Based on the nonresponder data, the ratings for nonresponders 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 of B.C. responders reported being female (92.7%). This result was similar to that of the U.S. cohort (88.3% female). The age of B.C. responders averaged 28.56 years (SD 6.95 years) compared to an average age of 31.89 years (SD 8.94 years) reported by the U.S. cohort. Ethnicity distribution of B.C. responders was similar to the U.S. cohort data collected in the 2008 RN Practice Analysis, with the majority (75.5%) of the B.C. sample reporting White.

B.C. responders listed having a baccalaureate degree most frequently (99.1%). This percentage

is considerably higher than the U.S. cohort (35.9%), which most frequently listed having an associate degree (56.1%).

Approximately 27.0% of B.C. responders reported working an average of 3.2 years as a nurse aide/nursing assistant (NA) before becoming an RN, compared to 51.7% of U.S. responders who reported an average of 3.1 years working as an NA prior to becoming an RN.

Orientation

The majority of B.C. responders reported working with an assigned preceptor (78.3%). This percentage was slightly higher than the U.S. cohort (73.4%). No formal orientation was reported by 3.7% of B.C. responders and only 1.6% reported having classroom instruction or skills lab work for their orientation.

Certifications Earned

In the current study, 64.4% of B.C. responders reported earning additional certifications or coursework. This is considerably lower than the 80.0% among the U.S. cohort that reported having earned additional certifications or coursework. Intravenous therapy (26.0%), basic life support (15.5%) and neonatal resuscitation program (9.1%) were the most frequently reported certifications among B.C. responders.

Facilities

Similar to the U.S. RNs, the majority (89.0%) of B.C. responders reported working in hospitals. Only 0.5% reported working in long-term care and 9.9% reported working in community-based facilities. The number of beds reported in hospitals or nursing homes were mostly distributed among 500 or more beds (18.6%), 300-499 beds (13.7%) and 100-299 beds (19.1%). Approximately a quarter of B.C. responders indicated that they did not know the number of beds available in the hospital where they worked. The majority of B.C. responders (64.0%) reported working in urban or metropolitan areas, 22.2% worked in suburban areas and 13.8% worked in rural areas.

Practice Settings

Approximately half of B.C. responders reported working in the medical/surgical setting, which is a greater percentage than in the U.S. cohort (39.5%). Critical care (12.7%) and pediatrics (6.8%) were also commonly cited work settings among B.C. RNs.

Client Health Conditions and Ages

B.C. responders reported caring for clients with acute conditions (58.4%), clients with stable chronic conditions (26.5%), clients with unstable chronic conditions (18.7%) and clients with behavior/emotional conditions (18.3%). This ranking pattern is consistent with entry-level RNs in the U.S. The majority of B.C. responders reported caring for older adult clients aged 65 to 85 (53.9%), adult clients aged 31 to 64 (42.0%), older adult clients aged 85 and older (15.5%) and newborn clients (10.0%). This ranking is very similar to the U.S. cohort, which reported caring mostly for older adult clients aged 65 to 85, adult clients aged 31 to 64, older adult clients aged 85 and older and young adults aged 19 to 30.

Shifts Worked

The majority of B.C. responders indicated working rotating shifts (83.3%). This is quite different from entry-level U.S. RNs who most commonly worked day (42.3%) and night (34.8%) shifts, with only 13.1% working rotating shifts.

Time Spent in Different Categories of Nursing Activities

The B.C. responders reported spending the greatest amount of time per day in physiological adaptation (average 4.06 hours) and management of care (average 3.83 hours). They also reported devoting approximately two to three hours of time per work day on safety and infection control; health promotion and maintenance; psychosocial integrity; pharmacological and parenteral therapies; and reduction of risk potential. Results of the U.S. study indicated that entry-level nurses in the U.S. spent more time per day on nursing activities in all of these categories.

Administrative Responsibilities/Primary Administrative Position

Of the B.C. responders, 9.5% reported having administrative responsibilities. This was lower than the U.S. cohort (16.0%), which reported having such responsibilities.

Activity Statement 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 entry-level RNs. The survey had a reliability value of 0.97 for importance and 0.98 for frequency ratings. These high-reliability values indicate the survey is reliably measuring entry-level nursing activities. The reliability indices found in the B.C. responders are comparable to that found among the U.S. cohort.

Applicability of Activities to Practice Setting

B.C. responders indicated whether each of the activities was applicable to his or her work setting. The activities ranged from 26.1% applicability (26.1% of the responders reported that the activity was performed within their work setting) to 100.0% (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 setting-specific frequencies ranged from 0.14 to 4.84.

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 3.60 to 4.85.

Conclusion

Responders to the Comparison of Entry-level Registered Nurses in the U.S. and British Columbia, Canada Survey found the activities listed in the survey to be representative of the work they performed in their practice settings. The results of the present study strongly suggest that entry-level RNs view entry-level nursing practice similarly in B.C. and in the U.S.

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BACKGROUND OF STUDY

The purpose of this study was to compare entry-level nursing activities of U.S. registered nurses (RNs) with a cohort from British Columbia (B.C.). The College of Registered Nurses of British Columbia (CRNBC) collaborated with the National Council of State Boards of Nursing (NCSBN®) on this initiative. CRNBC managed the distribution of the surveys using the examinees who sat for the June 2009 administration of the Canadian Registered Nurse Examination (CRNE®). The goal was to determine if there is similarity between nurses from the U.S. and B.C. with respect to a list of 142 entry-level RN nursing activities, developed based on entry-level RNs working in the U.S. The RN nursing activities were developed using a rigorous process and were validated by a large-scale survey of U.S. entry-level RNs. Activities from the *2008 RN Practice Analysis: Linking NCLEX-RN® Examination to Practice* were used to assess similarities between entry-level nursing practices in the two jurisdictions.

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NCSBN is responsible to its members, the boards of nursing in the U.S. and its territories, for the preparation of psychometrically sound and legally defensible nursing licensure examinations. The periodic performance of practice analyses (i.e., job analysis) studies assist 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 & Neustel, 2006).

CRNBC

Registered nursing in B.C. has been a self-governing profession since 1918. Under provincial legislation (Health Professions Act), it is the duty of CRNBC to protect the public through regulation of RNs, nurse practitioners and licensed graduate nurses.

METHODOLOGY

This section provides a description of the methodology used to conduct the Comparison of Entry-level Registered Nurses in the U.S. and British Columbia, Canada Survey. 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 entry-level B.C. RNs.

Survey Development

A number of processes were used to create, evaluate and refine the survey instrument used for the Comparison of Entry-level Registered Nurses in the U.S. and British Columbia, Canada Survey. In 2008, activity statements created by a panel of experts were reviewed and edited by the NCLEX® Examination Committee, then surveyed in the U.S. as part of the 2008 RN Practice Analysis. The survey used in the B.C. study was based on these activity statements.

The activity statements provide a current and comprehensive picture of entry-level RN practice in the U.S. This list of activity statements also provides a logical starting point to study the similarity of entry-level nursing practices within the two jurisdictions of interest in the current study. There were four external psychometricians who evaluated the study methodology and survey procedures of the 2008 study. The methodology for the 2008 study was found to be psychometrically sound, legally defensible and in compliance with nursing industry standards for practice analyses. See Appendix A for a listing of methodology reviewers.

The 142 entry-level RN activity statements validated in the 2008 study were reviewed and approved for use in this study by NCSBN and CRNBC nurse experts.

Additionally, the experts of both organizations collaborated on the survey instrument in order to ensure that the survey questions were clear and understandable for B.C. participants and were as congruent as possible between B.C. and U.S. nurses, so that meaningful comparisons could be made about entry-level RN practice. The list of

activity statements was reviewed by CRNBC for consistency with nursing practice in B.C. Minor changes were made to address differences between the two jurisdictions.

Based on feedback from CRNBC experts, only one form of the survey was used. In order to increase the likelihood that surveys would be completed and returned, the letters and survey featured logos of both organizations. Moreover, the mailings originated from and the return envelopes were addressed to CRNBC.

The B.C. survey contained six sections. In the first section, there were questions related to type of nursing license, nursing practice in B.C. and direct care of clients; activity statements were also in this section. The second section contained questions about the 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 regarding the responders' last day of work, including numbers of hours worked, number of clients cared for 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 and provide contact information for follow-up, if needed. *The survey used in the Comparison of Entry-level Registered Nurses in the U.S. and British Columbia, Canada Study may be found in Appendix B.*

Survey Process

Sample Selection and Representativeness

A sample was selected from the candidates who successfully passed CRNE in its June 2009 administration. To stay consistent with the sample used in U.S. nursing practice analysis studies, only first-time Canadian-educated candidates who passed CRNE were invited to take part in this study. A paper survey was sent to all 699 practitioners who met the selection criteria. The June administration was chosen as

the sampling timeframe as it contains the highest candidate volume among all CRNE examination administrations throughout the year.

Mailing Procedure

CRNBC managed the distribution of the surveys using a five-stage mailing process to engage participants in the study. A presurvey postcard was sent to each person selected for the sample. A week later, the paper survey, with a cover letter and postage-paid return envelope, was mailed. Reminder postcards were sent to nurses who had not yet responded two weeks later, reiterating the importance of the study and urging participation. A second reminder postcard was sent two weeks after the first and the third and final reminder postcard was sent approximately 10 days later. Data collection for the surveys was conducted from August through October 2009. At the time of data collection, no responder would have been licensed for more than six months. This is consistent with the definition of newly licensed nurses in U.S. nursing practice analysis studies.

Confidentiality

All nurses surveyed were promised confidentiality with regard to their participation and their responses. Files containing mailing information were kept separate from the data files. Preassigned codes were used to facilitate cost-effective follow-up mailings and data confidentiality.

Return Rates

Of the 699 total surveys sent, two surveys were returned due to incorrect addresses. A total of 219 completed surveys were returned for an adjusted return rate of 31.4%. There were 29 individuals who did not qualify for analysis of survey rating scales because they were not currently working in B.C. (n=22) and/or they were working less than 20 hours per week providing direct care to clients as an RN (n=7). After adjusting for incorrect addresses and removals, the analyzable response rate was 27.3%.

RN B.C. Comparability Survey Nonresponder Study

To provide additional support for the validity of the results, a survey of nonresponders was conducted to determine if B.C. RNs who did not respond rated the survey activity statements similarly to the responders. If there are no systematic differences in responders versus nonresponders, there is further evidence that the survey results are unbiased. The nonresponders rated the activity statements similarly to the responders, adding to the validity of the results. *See Appendix D for a full report of the non-responder study.*

Summary

A data collection instrument was developed and revised before being sent to 699 entry-level RNs selected from lists of candidates who recently passed CRNE in June 2009. The survey response rate was 27.3%.

DEMOGRAPHICS, EXPERIENCES AND PRACTICE ENVIRONMENTS OF PARTICIPANTS

Demographics/Past Experiences

Demographic information, including racial and ethnic background, educational preparation and gender are presented, along with descriptions of responders' work environments, including settings, shifts worked and client ages. In addition, data from the 2008 RN Practice Analysis will be presented for comparison purposes.

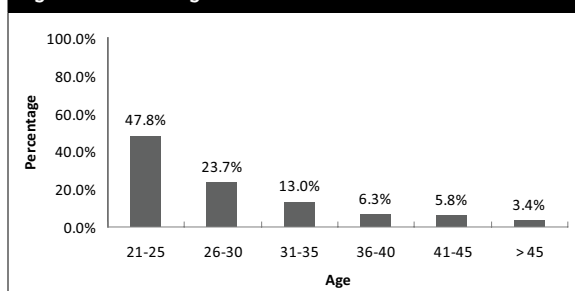
Gender

The majority of the B.C. responders (92.7%) reported being female; 13 responders did not answer this question. For U.S. responders, 88.3% reported being female.

Age

The average age of B.C. responders was 28.56 years (SD 6.95 years) and over 84.5% of the responders indicated they were 35 years old or younger; 12 responders did not answer this question. Figure 1 shows the age distribution for B.C. responders. The average age of U.S. responders was 31.89 years (SD 8.94 years). The B.C. responder cohort was about three years younger than its U.S. counterpart, on average. See Figure 1.

Figure 1. B.C. RN Age



Race/Ethnicity of Entry-level RNs

A majority of participants in the B.C. study reported being White (75.5%). The second largest racial group represented was Asian Other (13.5%); 11 responders did not answer this question. The ethnicity of B.C. responders is slightly different from the U.S. cohort, which is primarily composed of White (74.7%), African-American (7.6%) and Asian Other

(7.2%). Ethnicity categories were different between the two studies. See Table 1.

Table 1. Ethnicity

Category	B.C. %	U.S. %
Aboriginal ¹	1.9	n/a
African American	0.5	7.6
Asian Indian	3.4	n/a
Asian Other	13.5	7.2
Hispanic	1.0	6.0
White–Not of Hispanic Origin	75.5	74.7
Other	4.3	n/a

¹ Aboriginal peoples in Canada comprised of the First Nations, Inuit and Métis. This category was applicable only to the B.C. sample.

Educational Background

In the B.C. study, the majority (99.1%) of entry-level RNs listed obtaining an RN baccalaureate degree in Canada as their educational qualifying program to take the CRNE. One person did not answer this question. In the U.S. study, 92.0% of responders indicated obtaining either an associate or baccalaureate degree. When interpreting these data, it is important to note that educational requirements for obtaining a nursing license are different in the two jurisdictions. In the U.S., a nursing candidate can become eligible to sit for the licensure examination after completing the academic requirements from nursing programs approved by his/her board of nursing. These programs range from diploma to post-graduate levels. In B.C., successful completion of a baccalaureate degree level training is a minimum prerequisite for sitting for the CRNE.

Prelicensure Nursing Work Experience

Approximately 27.0% of B.C. responders reported working an average of 3.2 years as a nurse aide/nursing assistant (NA) before becoming an RN; for U.S. responders, 51.7% indicated working as an NA, on average, for 3.1 years. Only 7.6% of B.C. responders indicated working as a licensed practical/vocational nurse (LPN/VN) before becoming an RN for an average of 5.7 years. For U.S. responders, 18.6% indicated working as an LPN/VN, on average, for 5.3 years.

For the B.C. study, the survey asked about the number of weeks responders worked as a student nurse and with a temporary registration (permit). Most (96.7%) of the responders indicated working with a temporary registration for an average of seven weeks. Nearly 84.0% of the responders worked as an employed student nurse for 24.2 weeks, on average. No comparable statistics are available for the U.S. cohort. See *Table 2*.

Orientation

The majority of entry-level B.C. responders (78.3%) indicated that they received some type of formal orientation by working with assigned preceptors. Few responders indicated that their orientation consisted of classroom instruction with only a skills lab (1.6%); 30 people did not answer this question. A slightly lower percentage of U.S. responders (73.4%) worked with an assigned preceptor(s) or mentor(s), with or without additional classroom or skills lab work. The average length of orientation (for all types of orientation) received by B.C. responders was 18.9 days (SD 15.9 days) and for U.S. responders, the average was 10.7 weeks (SD 2.49 weeks). Approximately 96.3% of the B.C. responders received some

type of orientation and 98.6% of U.S. responders indicated receiving some type of orientation. See *Table 3 for type and length of orientation*.

Certifications Earned

In the current study, 26.0% of B.C. responders reported earning additional coursework or certifications in intravenous therapy; 20.7% of U.S. responders reported earning the same coursework or certifications study. More than one-third of the B.C. responders (35.6%) did not have additional coursework or certifications, which was higher than the percentage reporting no additional coursework or certifications in the U.S. cohort. For U.S. responders, coursework and certifications related to critical care environments may have a direct correlation to the significant increase in responders working in these areas. In addition, the high response for U.S. certification in basic life support is most likely directly related to this as a standard component of hospital orientation for new hires. See *Table 4 for a complete listing of additional coursework and/or certifications completed by survey responders for B.C and the U.S.* The ability to provide multiple answers allowed for percentages to equal more than 100.0%.

Table 2. Time in Previous Nursing Roles

Previous Nurse Work	B.C. % Selecting	B.C. Average Years	B.C. Average Months	B.C. Average Weeks	U.S. Yrs. Exp.	U.S.% Selecting
NA	27.0	3.2	3.6	n/a	3.1	51.7
LPN/VN	7.6	5.7	4.9	n/a	5.3	18.6
Temporary Registration	96.7	n/a	n/a	7.0	n/a	n/a
Employed as Student Nurse	83.9	n/a	n/a	24.2	n/a	n/a

Table 3. Type and Length of Orientation

	B.C. %	B.C. Avg. Weeks	U.S. %	U.S. Avg. Weeks
No formal orientation	3.7	0.3	1.4	0.0
Classroom instruction skills lab only	1.6	1.2	7.0	8.6
Classroom and/or skills lab plus supervised work with clients	7.4	2.4	5.1	8.7
Work with an assigned preceptor(s) or mentor(s) with or without additional classroom or skills lab work	78.3	2.8	73.4	9.9
A formal internship/residency program with or without additional classroom or skills lab work	5.3	2.8	5.0	14.3
Other	3.7	3.5	8.1	12.4

Note: For CRNBC, days were converted to weeks (7 days) and 99 was the max number of days responders could report in the survey.

Table 4: Additional Coursework/Certifications

Type of Additional Coursework/Certification	B.C. %	U.S. %
Advanced cardiac life support	4.6	21.5
Basic life support	15.5	63.1
Behavioral management	4.6	N/A
Chemotherapy	0.5	1.7
Conscious/moderate sedation	0.5	9.4
Coronary care	1.4	4.4
Critical care	1.4	10.0
Intravenous therapy	26.0	20.7
Neonatal resuscitation program	9.1	8.8
Pediatric advanced life support	0.0	7.2
Peritoneal dialysis	3.7	2.6
Rehabilitation	0.5	1.0
None	35.6	20.0
Other, please specify	19.2	12.8

Table 5: Employment Facilities B.C. and U.S.

Type of Facility/Organization	B.C. %	U.S. %
Hospital	89.0	89.2
Long-term care	0.5	5.3
Community-based or ambulatory care facility/organization	9.9	3.9
Other	0.5	1.6

Work Settings

Facilities

The majority of B.C. responders (89.0%) and U.S. responders (89.2%) reported working in hospitals. There were 28 B.C. responders who did not answer this question. See *Table 5*.

The size of the hospital or nursing home varied across the number of bed categories. Approximately 35.5% of the B.C. responders worked in facilities with 299 beds or less, 32.3% worked in facilities with 300 or more beds and 24.6% did not know facility bed size. There were 36 B.C. responders who did not answer this question. See *Table 6*.

Most (64.0%) of the B.C. responders reported working in urban or metropolitan areas and 22.2% selected suburban areas, with responders from rural areas accounting for the remaining 13.8%. The U.S. responders reported similar results for employment location. There were 30 B.C. responders who did not respond to this question. See *Table 6*.

Table 6: Employment Setting Characteristics

Setting Characteristics	B.C. %	U.S. %
Number of Hospital or Nursing Home Beds		
Under 50 beds	10.9	5.9
50–99 beds	5.5	6.4
100–299 beds	19.1	25.8
300–499 beds	13.7	23.3
500 or more beds	18.6	25.6
Don't know	24.6	8.8
Other work setting	7.7	4.2
Area		
Urban/metropolitan	64.0	60.1
Suburban	22.2	27.9
Rural	13.8	12.0

Practice Settings

Overall, the majority of entry-level B.C. responders reported working in a medical/surgical unit (51.1%), while critical care was reported by 12.7%. Similarly the greatest percentage of the U.S. cohort reported working in a medical/surgical unit (39.5%), while 34.5% reported working in critical care. The ability to provide multiple answers allowed for percentages to equal more than 100.0%. See *Table 7*.

Client Health Conditions

Entry-level B.C. responders reported caring most frequently for clients with acute conditions (58.4%) and clients with stabilized chronic conditions (26.5%). Similarly, the U.S. cohort selected clients with acute conditions more frequently than other categories. The ability to provide multiple answers allowed for percentages to equal more than 100.0%. See *Table 8*.

Client Ages

The majority of entry-level B.C. responders reported caring for older adult clients aged 65 to 85 (53.9%), adult clients aged 31 to 64 (42.0%) and older adult clients aged 85 and older (15.5%). Likewise, U.S. responders selected adults ages 31–64 and older adults ages 65–85 most frequently, with differences among percentages. The ability to provide multiple answers allowed for percentages to equal more than 100.0%. See *Table 9*.

Practice Setting	B.C. %	U.S. %
Critical care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, postanesthesia recovery unit)	12.7	34.5
Medical/surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology)	51.1	39.5
Pediatrics	6.8	6.1
Nursery	0.9	3.0
Labor and delivery	2.7	3.7
Postpartum unit	3.6	3.9
Psychiatry or any of its sub-specialties (e.g., detox)	3.6	2.9
Operating room, including outpatient surgery and surgicenters	0.5	3.1
Nursing home, skilled or intermediate care	0.5	5.0
Assisted living	0.9	--
Other long-term care (e.g., residential care, developmental disability)	2.3	1.1
Rehabilitation	1.4	3.3
Subacute unit	1.4	1.6
Transitional care unit	1.4	1.1
Physician/dentist office	0.0	0.5
Occupational health	0.0	0.1
Outpatient clinic	0.5	1.4
Home health, including visiting nurses associations	2.7	2.0
Public health	3.6	0.3
Student/school health	0.5	0.5
Hospice care	0.5	1.3
Prison/correctional facility/jail	0.0	0.3
Other	3.6	5.8

Client Type	B.C. %	U.S. %
Well clients, possibly with minor illnesses	12.3	17.1
Obstetrics (Maternity) clients	5.5	8.0
Clients with stabilized chronic conditions	26.5	38.6
Clients with unstabilized chronic conditions	18.7	30.7
Clients with acute conditions, including clients with medical, surgical or critical conditions	58.4	67.5
Clients at end-of-life	16.0	19.7
Clients with behavioral/emotional conditions	18.3	20.7
Other	5.0	7.4

Client Ages	B.C. %	U.S. %
Newborns (less than 1 month)	10.0	11.0
Infants/children (1 month-12 years)	9.6	11.7
Adolescent (ages 13-18)	6.4	10.5
Young adult (ages 19-30)	14.2	24.6
Adult (ages 31-64)	42.0	60.6
Older adult (ages 65-85)	53.9	61.6
Older adult (85 years and older)	15.5	25.8

Shift	B.C. %	U.S. %
Days	13.0	42.3
Evenings	1.0	8.6
Nights	0.5	34.8
Rotating Shift	83.3	13.1
Other	2.1	1.2

Shifts Worked

The shift most commonly worked by the B.C. responders was rotating shift (83.3%) and days (13.0%). A very small percentage of B.C. responders (2.1%) indicated they worked other types of shifts. There were 27 B.C. responders who did not answer this question. See *Table 10*.

Time Spent in Different Categories of Nursing Activities

B.C. responders were asked to record the number of hours spent performing specific categories of activities. The rating scale ranged from 0 to >8 using

one-hour intervals. To calculate the average number of hours spent in each category, the >8 value was converted to 9. To that end, the reported averages are conservative estimates of the real reported hours. B.C. responders indicated that they spent, on average, the most time (4.06 hours) in physiological adaptation. U.S. responders indicated that they spent, on average, the most time (4.10 hours) in management of care. See *Table 11*.

Administrative Responsibilities/ Primary Administrative Position

The B.C. responders were asked if they had administrative responsibilities within their nursing position,

Table 11: Average Time Spent in Different Categories of Nursing Activities B.C. and U.S.

Nursing Category	Average Hours B.C.	Standardized Proportion Hours B.C.	Average Hours U.S.	Standardized Proportion Hours U.S.
Management of care	3.83	0.16	4.10	0.14
Safety and infection control	2.37	0.10	3.62	0.13
Health promotion and maintenance	2.75	0.12	3.22	0.11
Psychosocial integrity	2.43	0.10	2.95	0.10
Basic care and comfort	3.36	0.14	3.94	0.14
Pharmacological and parenteral therapies	2.96	0.12	3.89	0.14
Reduction of risk potential	2.50	0.10	3.31	0.12
Physiological adaptation	4.06	0.17	3.57	0.12

such as being a unit/area manager, team leader, charge nurse, coordinator, etc. Of B.C. responders, 9.5% reported having such responsibilities. For U.S. responders, 16.0% reported having such responsibilities. Responders were also asked to report if this was their primary position, and only one B.C. responder indicated having administrative responsibilities as their primary position. The increased percentage of U.S. responders who reported having administrative responsibilities may be directly correlated to the increased number of nurses who report working in long-term care facilities (5.0% U.S. compared to 0.5% B.C.), where it is more common for staff to carry administrative responsibilities.

Summary

B.C. responders were primarily female, with an average age of 29 years. Most worked rotating shifts in hospitals. The majority were provided an orientation with an assigned preceptor or mentor for an average of 18.9 days. A large group of responders cared for adult clients aged 31 and older with acute conditions.

The U.S. responders were primarily female with an average age of 32 years. Most worked day shifts in hospitals. The majority were provided an orientation with an assigned preceptor or mentor for an average of 10.0 weeks. A large group of responders cared for all aged clients with acute conditions.

Demographics and practice settings for B.C. and U.S. responders appear to be similar in many instances. Shifts worked and certifications/additional coursework have some differences.

ACTIVITY STATEMENT PERFORMANCE FINDINGS

Findings relative to the activities performed by entry-level B.C. 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. See *Appendix C for activities in survey order*.

Overview of Methods

The Comparison of Entry-level Registered Nurse in the U.S. and British Columbia, Canada 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 how often by utilizing a six-point scale of 0 times to 5 or more times, 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 1 being not important and 5 being critically important. Applicability to practice setting was assessed by analyzing the number of responders having performed each activity statement, excluding those who marked never performed in work setting from frequency and importance average rating calculations.

The list of activity statements was reviewed by CRNBC for consistency with nursing practice in B.C. Per the review, activity 142 on the B.C. survey read *Recognize complications of an acute or chronic illness and intervene*, and on the U.S. survey it read *Recognize signs and symptoms of complications and intervene appropriately when providing client care*. Activity 140 on the B.C. survey read *Identify signs and symptoms related to an acute or chronic condition*, and on the U.S. survey it read *Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)*.

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 entry-level RNs. Cronbach's alpha coefficients were calculated for frequency and importance ratings to measure the internal consistency of the instrument (Cronbach, 1951). For the importance rating scale the reliability estimate was 0.97, and for the frequency rating scale the reliability estimate was 0.98. The scales exhibit good reliability.

Applicability of Activities to Practice Setting

B.C. responders indicated whether each of the activities was applicable to his or her work setting by marking the never performed in work setting response. *The percentages of entry-level nurses indicating that the activities were applicable are reported in Table 10*. The activities ranged from 26.1% applicability (26.1% of the responders reported that the activity was performed within their work settings) to 100.0% (100.0% of the responders reported the activity was performed within their work setting). The activities with the lowest percentage of applicability were *Implement and monitor phototherapy* (26.1%) and *Provide pre-natal care and education* (28.2%). There were seven activities with the highest percentage of applicability (100.0%) for responders. See *Table 12*.

Activity #	Activity	Apply to Setting		Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance Total Group			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
7	Collaborate with health care members in other disciplines when providing client care	100.0	168	3.55	0.12	167	4.38	0.05	167	4.38	0.03	0.00	
16	Maintain client confidentiality/privacy	100.0	168	4.42	0.09	168	4.59	0.05	168	4.59	0.03	0.00	
17	Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	100.0	188	3.25	0.12	187	4.65	0.04	187	4.65	0.02	0.00	
24	Prioritize workload to manage time effectively	100.0	187	4.51	0.08	187	4.51	0.05	187	4.51	0.02	0.00	
26	Practices in a manner consistent with a code of ethics for registered nurses	100.0	189	4.71	0.06	188	4.62	0.04	188	4.62	0.02	0.00	
27	Provide care within the legal scope of practice	100.0	188	4.79	0.05	187	4.77	0.03	187	4.77	0.03	0.00	
35	Ensure proper identification of client when providing care	100.0	187	4.62	0.07	187	4.79	0.03	187	4.79	0.03	0.00	
23	Use approved abbreviations and standard terminology when documenting care	99.5	188	4.57	0.07	188	3.91	0.06	189	3.90	0.02	0.02	
28	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	99.5	188	4.84	0.05	187	4.83	0.03	188	4.83	0.03	0.00	
73	Recognize impact of illness/disease on individual/family lifestyle	99.5	187	2.86	0.13	184	4.07	0.05	185	4.07	0.02	0.00	
36	Facilitate appropriate and safe use of equipment	99.5	186	3.65	0.12	184	4.36	0.05	185	4.36	0.02	0.00	
29	Protect client from injury (e.g., falls, electrical hazards)	99.5	185	3.52	0.13	183	4.68	0.04	184	4.68	0.03	0.00	
70	Use therapeutic communication techniques to provide support to client	99.5	185	3.64	0.12	182	4.19	0.05	183	4.17	0.02	0.02	
75	Establish and maintain a therapeutic relationship with client	99.5	183	4.53	0.07	180	4.46	0.04	181	4.44	0.02	0.02	
72	Recognize non-verbal cues to physical and/or psychological stressors	98.9	186	3.04	0.12	184	4.16	0.05	185	4.16	0.02	0.00	
86	Assess client need for sleep/rest and intervene as needed	98.9	185	2.73	0.13	183	3.99	0.06	185	3.97	0.02	0.02	
119	Recognize trends and changes in client condition and intervene appropriately	98.4	184	2.91	0.12	184	4.64	0.04	186	4.62	0.02	0.02	

Table 12: Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings Among B.C. Sample

Activity #	Activity	Apply to Setting		Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance Total Group			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
4	Act as a client advocate	98.2	165	3.08	0.12	165	4.45	0.05	168	4.44	0.03	0.01	
84	Assess client need for pain management and intervene as needed using non-pharmacological comfort measures	97.9	184	3.20	0.12	182	4.33	0.05	185	4.29	0.02	0.04	
97	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	97.9	184	4.29	0.10	183	4.74	0.04	187	4.72	0.03	0.03	
116	Educate client about treatments and procedures	97.9	184	2.70	0.14	180	4.18	0.06	182	4.16	0.02	0.02	
90	Evaluate therapeutic effect of medications	97.9	183	3.87	0.11	183	4.44	0.04	187	4.39	0.02	0.05	
140	Identify signs and symptoms related to an acute or chronic condition	97.9	183	2.77	0.13	181	4.43	0.05	185	4.40	0.02	0.03	
30	Verify appropriateness and/or accuracy of a treatment order	97.8	182	3.24	0.12	181	4.62	0.04	185	4.62	0.02	0.00	
22	Incorporate evidence-based practice/research results when providing care	97.8	181	3.25	0.13	177	4.38	0.05	180	4.38	0.02	0.00	
2	Provide and receive report on assigned clients	97.6	164	3.45	0.12	163	4.37	0.06	164	4.38	0.03	-0.01	
11	Verify that the client comprehends and consents to care/procedures, including procedures requiring informed consent	97.6	164	2.63	0.14	162	4.48	0.05	166	4.47	0.03	0.01	
14	Initiate, evaluate, and update plan of care, care map, clinical pathway used to guide and evaluate client care	97.6	163	3.07	0.14	162	4.08	0.06	165	4.07	0.02	0.01	
13	Recognize the need for referrals and obtain necessary orders	97.6	162	1.93	0.13	161	3.97	0.06	164	3.97	0.02	0.00	
87	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	97.3	183	2.24	0.14	180	4.02	0.06	185	4.01	0.02	0.02	
101	Educate client about medications	97.3	183	3.19	0.12	182	4.21	0.05	184	4.20	0.02	0.01	
110	Evaluate responses to procedures and treatments	97.3	183	3.55	0.12	181	4.46	0.05	184	4.46	0.02	0.00	
92	Prepare and administer medications, using rights of medication administration	97.3	182	4.81	0.06	182	4.84	0.03	187	4.81	0.03	0.02	
105	Assess and respond to changes in client vital signs	97.3	182	3.07	0.14	179	4.69	0.04	183	4.67	0.03	0.02	

Table 12: Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings Among B.C. Sample													
# Activity	Activity	Apply to Setting		Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance Total Group			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
20	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	97.3	181	3.13	0.13	181	3.89	0.06	185	3.86	0.02	0.03	
82	Assess and manage client with an alteration in elimination (e.g., bowel, urinary)	97.3	181	2.82	0.14	179	4.17	0.05	182	4.13	0.02	0.04	
68	Assess family dynamics in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	96.8	183	1.77	0.13	179	4.05	0.05	184	4.06	0.02	-0.01	
41	Assess for client allergies/sensitivities and intervene as needed (e.g., food, latex, environmental allergies)	96.8	182	2.80	0.14	181	4.65	0.04	187	4.64	0.02	0.01	
8	Receive and/or transcribe health care provider orders	96.4	161	3.38	0.12	161	4.47	0.06	166	4.45	0.03	0.02	
65	Incorporate client cultural practice and beliefs when planning and providing care	96.3	181	1.66	0.13	177	3.99	0.06	183	3.98	0.02	0.01	
91	Evaluate appropriateness/accuracy of medication order for client per institution policy including reconciling orders	96.3	181	3.49	0.12	181	4.52	0.04	186	4.47	0.02	0.05	
142	Recognize complications of an acute or chronic illness and intervene	96.3	181	2.00	0.14	179	4.60	0.04	185	4.54	0.02	0.06	
106	Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	96.3	180	3.91	0.12	178	4.58	0.04	183	4.56	0.02	0.03	
69	Provide support to client in coping with life changes (e.g., loss, new diagnosis, role change, stress)	95.8	181	2.04	0.12	178	4.14	0.05	185	4.11	0.02	0.03	
33	Use safe client handling when providing care (e.g., assistive devices, proper lifting)	95.7	180	3.41	0.14	179	4.42	0.05	185	4.39	0.02	0.04	
93	Perform calculations needed for medication administration	95.7	179	3.06	0.14	178	4.74	0.03	186	4.69	0.03	0.05	
104	Use pharmacological measures for pain management as needed	95.7	179	3.95	0.11	178	4.47	0.04	185	4.40	0.02	0.07	
71	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	95.2	179	2.46	0.14	178	3.90	0.06	185	3.89	0.02	0.01	

Table 12: Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings Among B.C. Sample

# Activity	Activity	Apply to Setting		Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance Total Group			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
85	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)	95.2	179	1.85	0.13	176	3.98	0.06	184	3.97	0.02	0.02	
31	Follow procedures for handling biohazardous materials	95.2	178	2.28	0.15	176	4.43	0.05	182	4.44	0.02	-0.01	
102	Manage client experiencing side effects and adverse reactions of medication	95.2	178	1.40	0.13	174	4.52	0.05	181	4.52	0.02	0.00	
21	Recognize ethical dilemmas and take appropriate action	94.7	178	0.87	0.09	174	4.11	0.06	184	4.11	0.02	0.00	
50	Assess readiness to learn, learning preferences and barriers to learning	94.7	178	2.46	0.14	177	3.97	0.06	184	3.98	0.02	-0.01	
109	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	94.7	178	3.76	0.12	177	4.49	0.04	186	4.42	0.02	0.06	
117	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine specimens)	94.7	178	1.86	0.14	178	4.11	0.05	184	4.09	0.02	0.02	
124	Perform wound care and/or assist with dressing change	94.7	178	2.07	0.13	177	4.14	0.05	186	4.09	0.02	0.06	
76	Assess and intervene in client performance of activities of daily living (ADL) and instrumental activities of daily living (IADL)	94.7	177	3.27	0.13	177	4.02	0.06	185	3.96	0.02	0.06	
40	Educate client and staff regarding infection control measures	94.6	176	1.66	0.13	174	4.28	0.05	184	4.29	0.02	-0.01	
139	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	94.6	176	2.93	0.14	175	4.39	0.05	184	4.30	0.02	0.09	
49	Perform comprehensive health assessment	94.2	178	3.51	0.15	177	4.51	0.05	186	4.50	0.02	0.01	
1	Perform procedures necessary to safely admit, transfer or discharge a client	94.0	158	2.70	0.14	158	4.27	0.05	165	4.22	0.03	0.05	
15	Maintain continuity of care between/among health care agencies	94.0	157	1.71	0.14	157	3.90	0.07	164	3.90	0.02	0.01	

Table 12: Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings Among B.C. Sample													
Activity #	Activity	Apply to Setting		Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance Total Group			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
98	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)	93.6	176	2.43	0.15	173	4.63	0.05	183	4.54	0.02	0.09	
60	Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate	93.6	175	1.86	0.13	171	3.84	0.06	181	3.84	0.02	0.00	
62	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities and intervene when appropriate	93.5	174	1.74	0.14	171	4.36	0.05	181	4.32	0.02	0.04	
58	Assess client understanding of and ability to manage self care in the home environment (e.g., community resources)	93.1	176	2.10	0.13	174	4.19	0.05	183	4.18	0.02	0.01	
64	Provide a therapeutic environment for clients with emotional/behavioral issues	93.1	176	1.71	0.12	173	4.12	0.05	184	4.08	0.02	0.04	
81	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	93.1	175	3.41	0.13	173	4.46	0.05	183	4.35	0.02	0.11	
88	Calculate client intake and output	93.1	175	3.31	0.13	173	4.20	0.05	184	4.09	0.02	0.11	
89	Promote circulation (e.g., active or passive range of motion, positioning and mobilization)	93.1	175	2.80	0.14	174	4.21	0.06	186	4.10	0.02	0.10	
63	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	93.0	174	1.84	0.13	172	4.25	0.05	184	4.22	0.02	0.03	
115	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	93.0	174	2.36	0.15	171	4.35	0.05	181	4.29	0.02	0.05	
96	Comply with requirements governing controlled substances	92.9	171	3.33	0.15	171	4.40	0.05	182	4.33	0.02	0.07	
12	Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	92.1	152	1.18	0.12	154	4.08	0.06	165	4.07	0.02	0.01	
137	Manage the care of the client with a fluid and electrolyte imbalance	92.0	172	2.10	0.14	171	4.46	0.05	183	4.37	0.02	0.10	
133	Maintain desired temperature of client (e.g., cooling and/or warming blanket)	91.5	172	2.11	0.14	171	4.11	0.06	184	4.02	0.02	0.09	

Table 12: Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings Among B.C. Sample

Activity #	Activity	Apply to Setting		Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance Total Group			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
19	Manage conflict among clients and health care staff	91.4	169	0.82	0.09	167	3.89	0.06	178	3.90	0.02	-0.01	
108	Evaluate the results of diagnostic testing and intervene as needed	91.4	169	2.28	0.15	166	4.38	0.05	175	4.30	0.02	0.08	
5	Assess/triage client(s) to prioritize the order of care delivery	91.0	151	3.51	0.14	149	4.56	0.05	161	4.50	0.03	0.06	
80	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	90.9	170	2.18	0.15	168	4.03	0.06	184	3.93	0.02	0.09	
74	Address client needs based on visual, auditory or cognitive distortions (e.g., hallucinations)	90.5	171	1.49	0.14	168	4.10	0.05	183	4.01	0.02	0.10	
25	Use emerging technology in managing client health care (e.g., telehealth, electronic records)	89.9	169	2.67	0.15	167	3.60	0.06	184	3.60	0.02	0.00	
37	Educate client on home safety issues	89.9	169	1.44	0.12	169	4.04	0.06	184	4.03	0.02	0.01	
34	Acknowledge and document practice error (e.g., incident report for medication error)	89.8	168	0.43	0.07	165	4.36	0.05	181	4.35	0.02	0.00	
61	Assess client for potential or actual abuse/neglect and intervene when appropriate	89.8	168	0.96	0.12	166	4.25	0.05	181	4.19	0.02	0.06	
118	Insert, maintain and remove nasogastric tubes and/or urethral catheters	88.8	167	1.51	0.14	166	4.11	0.05	182	3.99	0.02	0.12	
94	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)	88.3	166	3.73	0.13	165	4.58	0.04	182	4.45	0.02	0.13	
55	Provide care and education that meets the special needs of the adult client, ages 19 to 64 years	87.8	166	3.33	0.14	165	4.19	0.05	184	4.17	0.02	0.02	
67	Assess the potential for violence and initiate/maintain safety precautions (e.g., suicide, homicide, self-destructive behavior)	87.8	166	1.01	0.12	161	4.42	0.05	181	4.37	0.02	0.05	
59	Assess and teach client about health risks based on known population or community characteristics	87.8	165	1.18	0.12	162	3.84	0.07	181	3.83	0.02	0.01	
95	Insert, maintain and remove a peripheral intravenous line	86.2	162	2.51	0.15	161	4.33	0.05	181	4.22	0.02	0.11	
47	Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	85.7	162	1.72	0.14	158	4.10	0.06	184	4.05	0.02	0.05	

# Activity	Activity	Apply to Setting		Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance Total Group			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
99	Administer blood products and evaluate client response	85.6	161	0.83	0.12	157	4.77	0.04	178	4.61	0.03	0.16	
132	Manage the care of a client with impaired ventilation/oxygenation	85.6	160	1.58	0.14	160	4.61	0.05	181	4.51	0.02	0.10	
120	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	85.1	160	1.26	0.14	158	4.08	0.06	182	3.91	0.02	0.17	
56	Provide care and education that meets the special needs of the older adult client, ages 65 to 85 years	84.7	160	3.42	0.14	159	4.23	0.05	184	4.15	0.02	0.08	
3	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	84.4	141	2.22	0.16	141	3.79	0.07	162	3.65	0.02	0.13	
9	Integrate advance directives into client plan of care	83.6	138	1.25	0.13	135	4.05	0.07	156	3.90	0.03	0.15	
138	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	83.5	157	1.26	0.13	151	4.51	0.05	174	4.37	0.03	0.14	
111	Provide pre and/or postoperative education	83.3	155	2.15	0.16	151	4.29	0.05	175	4.13	0.02	0.17	
57	Provide care and education that meets the special needs of the older adult, over 85 years	82.4	155	2.25	0.16	155	4.23	0.05	185	4.14	0.02	0.09	
77	Provide client nutrition through continuous or intermittent tube feedings	82.4	154	1.31	0.15	153	4.19	0.06	181	4.12	0.02	0.07	
6	Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	81.8	135	1.87	0.16	136	3.61	0.08	160	3.58	0.02	0.03	
121	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	80.9	152	1.52	0.14	150	4.27	0.05	180	4.09	0.02	0.18	
130	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	80.9	152	1.36	0.13	151	4.12	0.05	180	3.97	0.02	0.15	
129	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	80.2	150	0.87	0.13	148	4.39	0.06	177	4.23	0.02	0.15	

Table 12: Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings Among B.C. Sample

# Activity	Activity	Apply to Setting		Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance Total Group			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
10	Report unsafe practice of health care personnel to internal/external entities and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	79.8	134	0.67	0.10	133	4.44	0.07	161	4.40	0.03	0.04	
39	Comply with federal/state/provincial/institutional requirements regarding the use of client restraints and/or safety devices	79.7	149	1.25	0.14	148	4.23	0.06	182	4.12	0.02	0.11	
100	Access venous access devices, including tunneled, implanted and central lines	79.1	148	1.54	0.16	143	4.34	0.05	176	4.21	0.02	0.13	
79	Perform irrigations (e.g., of bladder, ear, eye)	78.9	146	0.77	0.12	140	3.92	0.07	174	3.78	0.02	0.14	
126	Provide ostomy care and education (e.g., tracheal, enteral)	78.6	147	0.78	0.12	144	4.10	0.06	178	3.97	0.02	0.14	
122	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated external defibrillator)	78.2	147	0.24	0.07	143	4.85	0.03	176	4.69	0.03	0.17	
127	Provide postoperative care	78.1	146	2.36	0.17	145	4.39	0.05	179	4.17	0.02	0.21	
18	Comply with state/provincial and/or federal requirements for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	77.8	147	0.51	0.10	145	4.34	0.06	182	4.34	0.02	0.00	
46	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	76.6	144	1.30	0.13	145	4.10	0.06	185	4.05	0.02	0.04	
83	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	75.1	139	1.02	0.13	135	3.76	0.08	175	3.70	0.02	0.06	
66	Provide end of life care and education to clients (e.g., hospice)	74.7	139	0.85	0.12	134	4.28	0.06	174	4.17	0.02	0.11	
112	Provide preoperative care	74.7	139	1.37	0.15	134	4.25	0.05	173	4.06	0.02	0.20	
103	Administer parenteral nutrition and evaluate client response (e.g., TPN)	74.5	140	0.67	0.12	134	4.29	0.06	173	4.14	0.02	0.15	
78	Perform post-mortem care	71.1	133	0.40	0.09	128	3.78	0.08	177	3.64	0.02	0.14	
135	Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	69.7	131	0.94	0.12	129	4.19	0.06	174	3.98	0.02	0.20	

# Activity	Activity	Apply to Setting		Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance Total Group			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
113	Manage client during and following procedure with moderate sedation	68.4	128	1.15	0.15	125	4.38	0.06	176	4.17	0.02	0.21	
38	Implement emergency response plans (e.g., internal/external disaster)	66.8	125	0.14	0.05	123	4.10	0.08	177	4.08	0.02	0.01	
32	Participate in institution security plan (e.g., newborn nursery security, bomb threats)	65.8	123	0.46	0.11	122	4.23	0.08	179	4.17	0.02	0.06	
114	Obtain blood specimens peripherally or through central line	64.9	122	0.84	0.13	118	4.01	0.07	174	3.91	0.02	0.09	
125	Assist with invasive procedures (e.g., central line placement)	53.2	100	0.34	0.09	97	4.20	0.08	171	4.02	0.02	0.18	
131	Manage the care of a client on telemetry	48.4	91	1.95	0.22	90	4.44	0.07	170	4.14	0.02	0.31	
128	Perform and manage care of client receiving peritoneal dialysis	46.0	86	0.38	0.11	85	4.18	0.08	167	3.99	0.02	0.18	
136	Monitor and maintain arterial lines	46.0	86	0.62	0.15	84	4.32	0.07	168	4.03	0.02	0.29	
141	Manage the care of a client receiving hemodialysis	42.2	79	0.66	0.15	76	4.20	0.09	163	4.03	0.02	0.17	
54	Provide care and education that meets the special needs of the adolescent client, ages 13 to 18 years	38.1	72	1.36	0.21	72	4.22	0.08	170	3.94	0.02	0.28	
48	Provide post-partum care and education	36.2	68	1.57	0.24	68	4.21	0.09	169	3.99	0.02	0.22	
45	Provide newborn care and education	35.6	67	1.97	0.26	68	4.34	0.09	169	4.01	0.02	0.33	
51	Provide care and education that meets the special needs of the infant client 1 month to 1 year	32.3	61	1.36	0.25	60	4.23	0.09	168	3.90	0.02	0.33	
44	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	31.2	59	0.73	0.20	59	3.81	0.10	169	3.72	0.02	0.09	
43	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education)	30.9	58	1.19	0.23	59	3.80	0.10	171	3.63	0.02	0.17	
107	Provide intraoperative care	29.9	55	1.02	0.24	50	4.22	0.10	152	3.89	0.03	0.33	
52	Provide care and education that meets the special needs of the preschool client, ages 1 year to 4 years	29.8	56	1.20	0.25	57	4.19	0.08	170	3.89	0.02	0.30	

Table 12: Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings Among B.C. Sample

Activity #	Activity	Apply to Setting %	Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance Total Group			Imp. Diff.
			N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.	
53	Provide care and education that meets the special needs of the school age client, ages 5 to 12 years	29.1	55	1.05	0.23	55	4.18	0.09	170	3.88	0.02	0.31
123	Monitor and care for clients on a ventilator	28.7	54	0.48	0.18	49	4.67	0.09	164	4.37	0.03	0.30
42	Provide pre-natal care and education	28.2	53	0.79	0.22	52	4.15	0.11	164	3.84	0.02	0.31
134	Implement and monitor phototherapy	26.1	49	0.61	0.20	46	4.09	0.12	162	3.60	0.02	0.48

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 of 0 times to 5 times or more. Average frequency statistics were calculated by using the setting-specific frequency; it was calculated by averaging the frequency ratings of those responders providing ratings (e.g., responders indicating that the activity applied to their work setting). See Table 13 for average setting-specific frequency ratings.

Average frequencies ranged from 0.14 to 4.84. The activities performed with the lowest frequency were *Implement emergency response plans (e.g., internal/external disaster)* (0.14), *Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated external defibrillator)* (0.24) and *Assist with invasive procedures (e.g., central line placement)* (0.34).

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)* (4.84), *Prepare and administer medications, using rights of medication administration* (4.81) and *Provide care within the legal scope of practice* (4.79).

Activity #	Activity	Average Frequency (Setting-specific)		
		N	Avg	Std. Err.
28	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	188	4.84	0.05
92	Prepare and administer medications, using rights of medication administration	182	4.81	0.06
27	Provide care within the legal scope of practice	188	4.79	0.05
26	Practices in a manner consistent with a code of ethics for registered nurses	189	4.71	0.06
35	Ensure proper identification of client when providing care	187	4.62	0.07
23	Use approved abbreviations and standard terminology when documenting care	188	4.57	0.07
75	Establish and maintain a therapeutic relationship with client	183	4.53	0.07
24	Prioritize workload to manage time effectively	187	4.51	0.08
16	Maintain client confidentiality/privacy	168	4.42	0.09
97	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	184	4.29	0.10
104	Use pharmacological measures for pain management as needed	179	3.95	0.11
106	Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	180	3.91	0.12
90	Evaluate therapeutic effect of medications	183	3.87	0.11
109	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	178	3.76	0.12
94	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)	166	3.73	0.13
36	Facilitate appropriate and safe use of equipment	186	3.65	0.12
70	Use therapeutic communication techniques to provide support to client	185	3.64	0.12
7	Collaborate with health care members in other disciplines when providing client care	168	3.55	0.12
110	Evaluate responses to procedures and treatments	183	3.55	0.12
29	Protect client from injury (e.g., falls, electrical hazards)	185	3.52	0.13
5	Assess/triage client(s) to prioritize the order of care delivery	151	3.51	0.14
49	Perform comprehensive health assessment	178	3.51	0.15
91	Evaluate appropriateness/accuracy of medication order for client per institution policy including reconciling orders	181	3.49	0.12
2	Provide and receive report on assigned clients	164	3.45	0.12
56	Provide care and education that meets the special needs of the older adult client, ages 65 to 85 years	160	3.42	0.14
81	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	175	3.41	0.13
33	Use safe client handling when providing care (e.g., assistive devices, proper lifting)	180	3.41	0.14
8	Receive and/or transcribe health care provider orders	161	3.38	0.12
96	Comply with requirements governing controlled substances	171	3.33	0.15
55	Provide care and education that meets the special needs of the adult client, ages 19 to 64 years	166	3.33	0.14
88	Calculate client intake and output	175	3.31	0.13
76	Assess and intervene in client performance of activities of daily living (ADL) and instrumental activities of daily living (IADL)	177	3.27	0.13
22	Incorporate evidence-based practice/research results when providing care	181	3.25	0.13
17	Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	188	3.25	0.12

Table 13: Average Setting-specific Frequency Ratings (Highest to Lowest)

Activity #	Activity	Average Frequency (Setting-specific)		
		N	Avg	Std. Err.
30	Verify appropriateness and/or accuracy of a treatment order	182	3.24	0.12
84	Assess client need for pain management and intervene as needed using non-pharmacological comfort measures	184	3.20	0.12
101	Educate client about medications	183	3.19	0.12
20	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	181	3.13	0.13
4	Act as a client advocate	165	3.08	0.12
105	Assess and respond to changes in client vital signs	182	3.07	0.14
14	Initiate, evaluate, and update plan of care, care map, clinical pathway used to guide and evaluate client care	163	3.07	0.14
93	Perform calculations needed for medication administration	179	3.06	0.14
72	Recognize non-verbal cues to physical and/or psychological stressors	186	3.04	0.12
139	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	176	2.93	0.14
119	Recognize trends and changes in client condition and intervene appropriately	184	2.91	0.12
73	Recognize impact of illness/disease on individual/family lifestyle	187	2.86	0.13
82	Assess and manage client with an alteration in elimination (e.g., bowel, urinary)	181	2.82	0.14
41	Assess for client allergies/sensitivities and intervene as needed (e.g., food, latex, environmental allergies)	182	2.80	0.14
89	Promote circulation (e.g., active or passive range of motion, positioning and mobilization)	175	2.80	0.14
140	Identify signs and symptoms related to an acute or chronic condition	183	2.77	0.13
86	Assess client need for sleep/rest and intervene as needed	185	2.73	0.13
1	Perform procedures necessary to safely admit, transfer or discharge a client	158	2.70	0.14
116	Educate client about treatments and procedures	184	2.70	0.14
25	Use emerging technology in managing client health care (e.g., telehealth, electronic records)	169	2.67	0.15
11	Verify that the client comprehends and consents to care/procedures, including procedures requiring informed consent	164	2.63	0.14
95	Insert, maintain and remove a peripheral intravenous line	162	2.51	0.15
71	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	179	2.46	0.14
50	Assess readiness to learn, learning preferences and barriers to learning	178	2.46	0.14
98	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)	176	2.43	0.15
127	Provide postoperative care	146	2.36	0.17
115	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	174	2.36	0.15
31	Follow procedures for handling biohazardous materials	178	2.28	0.15
108	Evaluate the results of diagnostic testing and intervene as needed	169	2.28	0.15
57	Provide care and education that meets the special needs of the older adult, over 85 years	155	2.25	0.16
87	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	183	2.24	0.14
3	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	141	2.22	0.16

Activity #	Activity	Average Frequency (Setting-specific)		
		N	Avg	Std. Err.
80	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	170	2.18	0.15
111	Provide pre and/or postoperative education	155	2.15	0.16
133	Maintain desired temperature of client (e.g., cooling and/or warming blanket)	172	2.11	0.14
137	Manage the care of the client with a fluid and electrolyte imbalance	172	2.10	0.14
58	Assess client understanding of and ability to manage self care in the home environment (e.g., community resources)	176	2.10	0.13
124	Perform wound care and/or assist with dressing change	178	2.07	0.13
69	Provide support to client in coping with life changes (e.g., loss, new diagnosis, role change, stress)	181	2.04	0.12
142	Recognize complications of an acute or chronic illness and intervene	181	2.00	0.14
45	Provide newborn care and education	67	1.97	0.26
131	Manage the care of a client on telemetry	91	1.95	0.22
13	Recognize the need for referrals and obtain necessary orders	162	1.93	0.13
6	Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	135	1.87	0.16
60	Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate	175	1.86	0.13
117	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine specimens)	178	1.86	0.14
85	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)	179	1.85	0.13
63	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	174	1.84	0.13
68	Assess family dynamics in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	183	1.77	0.13
62	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities and intervene when appropriate	174	1.74	0.14
47	Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	162	1.72	0.14
64	Provide a therapeutic environment for clients with emotional/behavioral issues	176	1.71	0.12
15	Maintain continuity of care between/among health care agencies	157	1.71	0.14
40	Educate client and staff regarding infection control measures	176	1.66	0.13
65	Incorporate client cultural practice and beliefs when planning and providing care	181	1.66	0.13
132	Manage the care of a client with impaired ventilation/oxygenation	160	1.58	0.14
48	Provide post-partum care and education	68	1.57	0.24
100	Access venous access devices, including tunneled, implanted and central lines	148	1.54	0.16
121	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	152	1.52	0.14
118	Insert, maintain and remove nasogastric tubes and/or urethral catheters	167	1.51	0.14
74	Address client needs based on visual, auditory or cognitive distortions (e.g., hallucinations)	171	1.49	0.14
37	Educate client on home safety issues	169	1.44	0.12

Table 13: Average Setting-specific Frequency Ratings (Highest to Lowest)

Activity #	Activity	Average Frequency (Setting-specific)		
		N	Avg	Std. Err.
102	Manage client experiencing side effects and adverse reactions of medication	178	1.40	0.13
112	Provide preoperative care	139	1.37	0.15
54	Provide care and education that meets the special needs of the adolescent client, ages 13 to 18 years	72	1.36	0.21
51	Provide care and education that meets the special needs of the infant client 1 month to 1 year	61	1.36	0.25
130	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	152	1.36	0.13
77	Provide client nutrition through continuous or intermittent tube feedings	154	1.31	0.15
46	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	144	1.30	0.13
138	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	157	1.26	0.13
120	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	160	1.26	0.14
9	Integrate advance directives into client plan of care	138	1.25	0.13
39	Comply with federal/state/provincial/institutional requirements regarding the use of client restraints and/or safety devices	149	1.25	0.14
52	Provide care and education that meets the special needs of the preschool client, ages 1 year to 4 years	56	1.20	0.25
43	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education)	58	1.19	0.23
12	Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	152	1.18	0.12
59	Assess and teach client about health risks based on known population or community characteristics	165	1.18	0.12
113	Manage client during and following procedure with moderate sedation	128	1.15	0.15
53	Provide care and education that meets the special needs of the school age client, ages 5 to 12 years	55	1.05	0.23
83	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	139	1.02	0.13
107	Provide intraoperative care	55	1.02	0.24
67	Assess the potential for violence and initiate/maintain safety precautions (e.g., suicide, homicide, self-destructive behavior)	166	1.01	0.12
61	Assess client for potential or actual abuse/neglect and intervene when appropriate	168	0.96	0.12
135	Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	131	0.94	0.12
129	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	150	0.87	0.13
21	Recognize ethical dilemmas and take appropriate action	178	0.87	0.09
66	Provide end of life care and education to clients (e.g., hospice)	139	0.85	0.12
114	Obtain blood specimens peripherally or through central line	122	0.84	0.13
99	Administer blood products and evaluate client response	161	0.83	0.12
19	Manage conflict among clients and health care staff	169	0.82	0.09
42	Provide pre-natal care and education	53	0.79	0.22
126	Provide ostomy care and education (e.g., tracheal, enteral)	147	0.78	0.12
79	Perform irrigations (e.g., of bladder, ear, eye)	146	0.77	0.12

Table 13: Average Setting-specific Frequency Ratings (Highest to Lowest)

Activity #	Activity	Average Frequency (Setting-specific)		
		N	Avg	Std. Err.
44	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	59	0.73	0.20
10	Report unsafe practice of health care personnel to internal/external entities and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	134	0.67	0.10
103	Administer parenteral nutrition and evaluate client response (e.g., TPN)	140	0.67	0.12
141	Manage the care of a client receiving hemodialysis	79	0.66	0.15
136	Monitor and maintain arterial lines	86	0.62	0.15
134	Implement and monitor phototherapy	49	0.61	0.20
18	Comply with state/provincial and/or federal requirements for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	147	0.51	0.10
123	Monitor and care for clients on a ventilator	54	0.48	0.18
32	Participate in institution security plan (e.g., newborn nursery security, bomb threats)	123	0.46	0.11
34	Acknowledge and document practice error (e.g., incident report for medication error)	168	0.43	0.07
78	Perform post-mortem care	133	0.40	0.09
128	Perform and manage care of client receiving peritoneal dialysis	86	0.38	0.11
125	Assist with invasive procedures (e.g., central line placement)	100	0.34	0.09
122	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated external defibrillator)	147	0.24	0.07
38	Implement emergency response plans (e.g., internal/external disaster)	125	0.14	0.05

Importance of Activity Performance

Responders were asked to rate the importance of performing each nursing activity. Responders were requested to consider the importance of activity performance in terms of client safety, namely risk of unnecessary complications, impairment of function or serious distress to clients. Importance ratings were recorded using a five-point scale: 1=not important, 2=marginally important, 3=moderately important, 4=important and 5=critically important. Average importance ratings were calculated using setting-specific importance and they were 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). *Average importance ratings based on total group ratings, which included ratings from responders who indicated that they have never performed a particular activity, are available in Appendix E.*

Average importance ratings ranged from 3.60 to 4.85. The activities with the lowest importance ratings were *Use emerging technology in managing client health care (e.g., telehealth, electronic records)* (3.60), *Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)* (3.61) and *Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)* (3.76).

The activities with the highest importance ratings were *Perform emergency care procedures (e.g., cardiopulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated external defibrillator)* (4.85), *Prepare and administer medications, using rights of medication administration* (4.84) and *Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)* (4.83). *Table 14 displays activity statements rank ordered (high to low) by average importance ratings.*

Comparability with U.S. Ratings

To evaluate the relationship between U.S. and B.C. responders, a correlation analysis was conducted between the average frequency ratings and average importance ratings. Both rating scale comparisons across jurisdictions exhibited strong correlations. The bivariate pair of U.S. and B.C. average importance ratings had a correlation of 0.89 and 0.95 for the average frequency average ratings. This suggests that entry-level RNs in B.C. and U.S. view practice similarly based on this list of activity statements. See *Table 15*.

Average frequency and importance ratings were very similar among the U.S. and B.C. sample. Note: The rankings among activity statements were very consistent across the two groups. See *Figures 2 and 3* for average ratings between B.C. and U.S. responders.

Table 16 shows the setting-specific frequency rating differences between B.C. responders and the U.S. cohort, sorted by the absolute difference value. For the frequency ratings, *Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)* and *Use precautions to prevent injury and/or complications associated with a procedure or diagnosis* had the most disparate ratings. A negative value indicates the U.S. cohort rated the task, on average, higher. The absolute difference reflects the magnitude of average differences.

Table 17 shows importance rating differences between B.C. and U.S. responders, sorted by the absolute difference value. For the importance ratings, *Use information technology (e.g., computer, video, books) to enhance the care provided to a client* and *Use emerging technology in managing client health care (e.g., telehealth, electronic records)* had the most disparate ratings. The importance ratings by B.C. responders and the U.S. cohort were quite similar. There was only one activity statement rated with a difference of greater than 0.5 score points between the cohorts.

Figure 2. Average B.C. and U.S. Frequency Ratings

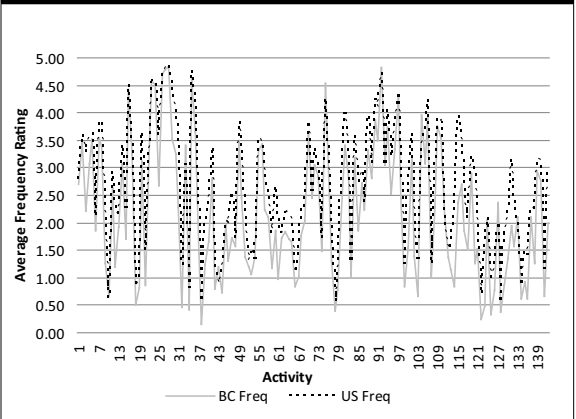
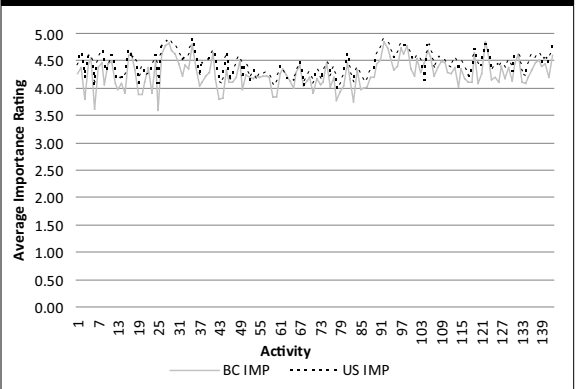


Figure 3. Average B.C. and U.S. Importance Ratings



Activity #	Activity	Average Importance (Setting-specific)		
		N	Avg	Std. Err.
122	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated external defibrillator)	143	4.85	0.03
92	Prepare and administer medications, using rights of medication administration	182	4.84	0.03
28	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	187	4.83	0.03
35	Ensure proper identification of client when providing care	187	4.79	0.03
99	Administer blood products and evaluate client response	157	4.77	0.04
27	Provide care within the legal scope of practice	187	4.77	0.03
97	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	183	4.74	0.04
93	Perform calculations needed for medication administration	178	4.74	0.03
105	Assess and respond to changes in client vital signs	179	4.69	0.04
29	Protect client from injury (e.g., falls, electrical hazards)	183	4.68	0.04
123	Monitor and care for clients on a ventilator	49	4.67	0.09
17	Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	187	4.65	0.04
41	Assess for client allergies/sensitivities and intervene as needed (e.g., food, latex, environmental allergies)	181	4.65	0.04
119	Recognize trends and changes in client condition and intervene appropriately	184	4.64	0.04
98	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)	173	4.63	0.05
30	Verify appropriateness and/or accuracy of a treatment order	181	4.62	0.04
26	Practices in a manner consistent with a code of ethics for registered nurses	188	4.62	0.04
132	Manage the care of a client with impaired ventilation/oxygenation	160	4.61	0.05
142	Recognize complications of an acute or chronic illness and intervene	179	4.60	0.04
16	Maintain client confidentiality/privacy	168	4.59	0.05
106	Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	178	4.58	0.04
94	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)	165	4.58	0.04
5	Assess/triage client(s) to prioritize the order of care delivery	149	4.56	0.05
102	Manage client experiencing side effects and adverse reactions of medication	174	4.52	0.05
91	Evaluate appropriateness/accuracy of medication order for client per institution policy including reconciling orders	181	4.52	0.04
49	Perform comprehensive health assessment	177	4.51	0.05
138	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	151	4.51	0.05
24	Prioritize workload to manage time effectively	187	4.51	0.05
109	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	177	4.49	0.04
11	Verify that the client comprehends and consents to care/procedures, including procedures requiring informed consent	162	4.48	0.05
104	Use pharmacological measures for pain management as needed	178	4.47	0.04
8	Receive and/or transcribe health care provider orders	161	4.47	0.06

Table 14: Average Setting-specific Importance Ratings (Highest to Lowest)

Activity #	Activity	Average Importance (Setting-specific)		
		N	Avg	Std. Err.
110	Evaluate responses to procedures and treatments	181	4.46	0.05
137	Manage the care of the client with a fluid and electrolyte imbalance	171	4.46	0.05
75	Establish and maintain a therapeutic relationship with client	180	4.46	0.04
81	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	173	4.46	0.05
4	Act as a client advocate	165	4.45	0.05
131	Manage the care of a client on telemetry	90	4.44	0.07
90	Evaluate therapeutic effect of medications	183	4.44	0.04
10	Report unsafe practice of health care personnel to internal/external entities and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	133	4.44	0.07
31	Follow procedures for handling biohazardous materials	176	4.43	0.05
140	Identify signs and symptoms related to an acute or chronic condition	181	4.43	0.05
33	Use safe client handling when providing care (e.g., assistive devices, proper lifting)	179	4.42	0.05
67	Assess the potential for violence and initiate/maintain safety precautions (e.g., suicide, homicide, self-destructive behavior)	161	4.42	0.05
96	Comply with requirements governing controlled substances	171	4.40	0.05
139	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	175	4.39	0.05
127	Provide postoperative care	145	4.39	0.05
129	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	148	4.39	0.06
22	Incorporate evidence-based practice/research results when providing care	177	4.38	0.05
108	Evaluate the results of diagnostic testing and intervene as needed	166	4.38	0.05
7	Collaborate with health care members in other disciplines when providing client care	167	4.38	0.05
113	Manage client during and following procedure with moderate sedation	125	4.38	0.06
2	Provide and receive report on assigned clients	163	4.37	0.06
36	Facilitate appropriate and safe use of equipment	184	4.36	0.05
62	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities and intervene when appropriate	171	4.36	0.05
34	Acknowledge and document practice error (e.g., incident report for medication error)	165	4.36	0.05
115	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	171	4.35	0.05
100	Access venous access devices, including tunneled, implanted and central lines	143	4.34	0.05
45	Provide newborn care and education	68	4.34	0.09
18	Comply with state/provincial and/or federal requirements for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	145	4.34	0.06
84	Assess client need for pain management and intervene as needed using non-pharmacological comfort measures	182	4.33	0.05
95	Insert, maintain and remove a peripheral intravenous line	161	4.33	0.05
136	Monitor and maintain arterial lines	84	4.32	0.07
111	Provide pre and/or postoperative education	151	4.29	0.05
103	Administer parenteral nutrition and evaluate client response (e.g., TPN)	134	4.29	0.06
40	Educate client and staff regarding infection control measures	174	4.28	0.05

Activity #	Activity	Average Importance (Setting-specific)		
		N	Avg	Std. Err.
66	Provide end of life care and education to clients (e.g., hospice)	134	4.28	0.06
1	Perform procedures necessary to safely admit, transfer or discharge a client	158	4.27	0.05
121	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	150	4.27	0.05
112	Provide preoperative care	134	4.25	0.05
61	Assess client for potential or actual abuse/neglect and intervene when appropriate	166	4.25	0.05
63	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	172	4.25	0.05
51	Provide care and education that meets the special needs of the infant client 1 month to 1 year	60	4.23	0.09
39	Comply with federal/state/provincial/institutional requirements regarding the use of client restraints and/or safety devices	148	4.23	0.06
32	Participate in institution security plan (e.g., newborn nursery security, bomb threats)	122	4.23	0.08
56	Provide care and education that meets the special needs of the older adult client, ages 65 to 85 years	159	4.23	0.05
57	Provide care and education that meets the special needs of the older adult, over 85 years	155	4.23	0.05
54	Provide care and education that meets the special needs of the adolescent client, ages 13 to 18 years	72	4.22	0.08
107	Provide intraoperative care	50	4.22	0.10
101	Educate client about medications	182	4.21	0.05
89	Promote circulation (e.g., active or passive range of motion, positioning and mobilization)	174	4.21	0.06
48	Provide post-partum care and education	68	4.21	0.09
88	Calculate client intake and output	173	4.20	0.05
141	Manage the care of a client receiving hemodialysis	76	4.20	0.09
125	Assist with invasive procedures (e.g., central line placement)	97	4.20	0.08
55	Provide care and education that meets the special needs of the adult client, ages 19 to 64 years	165	4.19	0.05
52	Provide care and education that meets the special needs of the preschool client, ages 1 year to 4 years	57	4.19	0.08
70	Use therapeutic communication techniques to provide support to client	182	4.19	0.05
58	Assess client understanding of and ability to manage self care in the home environment (e.g., community resources)	174	4.19	0.05
77	Provide client nutrition through continuous or intermittent tube feedings	153	4.19	0.06
135	Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	129	4.19	0.06
116	Educate client about treatments and procedures	180	4.18	0.06
53	Provide care and education that meets the special needs of the school age client, ages 5 to 12 years	55	4.18	0.09
128	Perform and manage care of client receiving peritoneal dialysis	85	4.18	0.08
82	Assess and manage client with an alteration in elimination (e.g., bowel, urinary)	179	4.17	0.05
72	Recognize non-verbal cues to physical and/or psychological stressors	184	4.16	0.05
42	Provide pre-natal care and education	52	4.15	0.11
124	Perform wound care and/or assist with dressing change	177	4.14	0.05

Table 14: Average Setting-specific Importance Ratings (Highest to Lowest)

Activity #	Activity	Average Importance (Setting-specific)		
		N	Avg	Std. Err.
69	Provide support to client in coping with life changes (e.g., loss, new diagnosis, role change, stress)	178	4.14	0.05
64	Provide a therapeutic environment for clients with emotional/behavioral issues	173	4.12	0.05
130	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	151	4.12	0.05
21	Recognize ethical dilemmas and take appropriate action	174	4.11	0.06
133	Maintain desired temperature of client (e.g., cooling and/or warming blanket)	171	4.11	0.06
118	Insert, maintain and remove nasogastric tubes and/or urethral catheters	166	4.11	0.05
117	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine specimens)	178	4.11	0.05
126	Provide ostomy care and education (e.g., tracheal, enteral)	144	4.10	0.06
47	Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	158	4.10	0.06
74	Address client needs based on visual, auditory or cognitive distortions (e.g., hallucinations)	168	4.10	0.05
38	Implement emergency response plans (e.g., internal/external disaster)	123	4.10	0.08
46	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	145	4.10	0.06
134	Implement and monitor phototherapy	46	4.09	0.12
120	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	158	4.08	0.06
14	Initiate, evaluate, and update plan of care, care map, clinical pathway used to guide and evaluate client care	162	4.08	0.06
12	Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	154	4.08	0.06
73	Recognize impact of illness/disease on individual/family lifestyle	184	4.07	0.05
9	Integrate advance directives into client plan of care	135	4.05	0.07
68	Assess family dynamics in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	179	4.05	0.05
37	Educate client on home safety issues	169	4.04	0.06
80	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	168	4.03	0.06
87	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	180	4.02	0.06
76	Assess and intervene in client performance of activities of daily living (ADL) and instrumental activities of daily living (IADL)	177	4.02	0.06
114	Obtain blood specimens peripherally or through central line	118	4.01	0.07
86	Assess client need for sleep/rest and intervene as needed	183	3.99	0.06
65	Incorporate client cultural practice and beliefs when planning and providing care	177	3.99	0.06
85	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)	176	3.98	0.06
50	Assess readiness to learn, learning preferences and barriers to learning	177	3.97	0.06
13	Recognize the need for referrals and obtain necessary orders	161	3.97	0.06
79	Perform irrigations (e.g., of bladder, ear, eye)	140	3.92	0.07
23	Use approved abbreviations and standard terminology when documenting care	188	3.91	0.06

Activity #	Activity	Average Importance (Setting-specific)		
		N	Avg	Std. Err.
15	Maintain continuity of care between/among health care agencies	157	3.90	0.07
71	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	178	3.90	0.06
19	Manage conflict among clients and health care staff	167	3.89	0.06
20	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	181	3.89	0.06
59	Assess and teach client about health risks based on known population or community characteristics	162	3.84	0.07
60	Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate	171	3.84	0.06
44	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	59	3.81	0.10
43	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education)	59	3.80	0.10
3	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	141	3.79	0.07
78	Perform post-mortem care	128	3.78	0.08
83	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	135	3.76	0.08
6	Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	136	3.61	0.08
25	Use emerging technology in managing client health care (e.g., telehealth, electronic records)	167	3.60	0.06

Measure	U.S. Importance	U.S. Frequency	B.C. Importance	B.C. Frequency
U.S. Importance		0.431*	0.893*	0.386*
U.S. Frequency			0.408*	0.951*
B.C. Importance				0.418*
B.C. Frequency				

*Correlation is significant at the 0.01 level (2-tailed).

Table 16: Average Frequency Rating Differences (Sorted by Absolute Difference)

Activity #	Activity	Frequency Ratings			
		B.C. Mean (Setting-specific)	U.S. Mean (Setting-specific)	Difference	Absolute Difference
120	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	1.26	2.86	-1.60	1.60
115	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	2.36	3.95	-1.59	1.59
114	Obtain blood specimens peripherally or through central line	0.84	2.36	-1.52	1.52
100	Access venous access devices, including tunneled, implanted and central lines	1.54	2.77	-1.23	1.23
131	Manage the care of a client on telemetry	1.95	3.17	-1.22	1.22
3	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	2.22	3.29	-1.07	1.07
12	Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	1.18	2.21	-1.03	1.03
31	Follow procedures for handling biohazardous materials	2.28	3.30	-1.02	1.02
123	Monitor and care for clients on a ventilator	0.48	1.50	-1.02	1.02
138	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	1.26	2.21	-0.95	0.95
129	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	0.87	1.82	-0.95	0.95
25	Use emerging technology in managing client health care (e.g., telehealth, electronic records)	2.67	3.61	-0.94	0.94
142	Recognize complications of an acute or chronic illness and intervene	2.00	2.92	-0.92	0.92
61	Assess client for potential or actual abuse/neglect and intervene when appropriate	0.96	1.88	-0.92	0.92
47	Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	1.72	2.57	-0.85	0.85
30	Verify appropriateness and/or accuracy of a treatment order	3.24	4.08	-0.84	0.84
85	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)	1.85	2.69	-0.84	0.84
60	Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate	1.86	2.68	-0.82	0.82
136	Monitor and maintain arterial lines	0.62	1.42	-0.80	0.80
50	Assess readiness to learn, learning preferences and barriers to learning	2.46	3.26	-0.80	0.80
29	Protect client from injury (e.g., falls, electrical hazards)	3.52	4.32	-0.80	0.80
116	Educate client about treatments and procedures	2.70	3.48	-0.78	0.78
32	Participate in institution security plan (e.g., newborn nursery security, bomb threats)	0.46	1.24	-0.78	0.78
130	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	1.36	2.12	-0.76	0.76
39	Comply with federal/state/provincial/institutional requirements regarding the use of client restraints and/or safety devices	1.25	2.00	-0.75	0.75
46	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	1.30	2.00	-0.70	0.70
95	Insert, maintain and remove a peripheral intravenous line	2.51	3.20	-0.69	0.69
40	Educate client and staff regarding infection control measures	1.66	2.35	-0.69	0.69

Table 16: Average Frequency Rating Differences (Sorted by Absolute Difference)

Activity #	Activity	Frequency Ratings			
		B.C. Mean (Setting-specific)	U.S. Mean (Setting-specific)	Difference	Absolute Difference
103	Administer parenteral nutrition and evaluate client response (e.g., TPN)	0.67	1.34	-0.67	0.67
98	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)	2.43	3.09	-0.66	0.66
21	Recognize ethical dilemmas and take appropriate action	0.87	1.51	-0.64	0.64
108	Evaluate the results of diagnostic testing and intervene as needed	2.28	2.92	-0.64	0.64
88	Calculate client intake and output	3.31	3.95	-0.64	0.64
59	Assess and teach client about health risks based on known population or community characteristics	1.18	1.81	-0.63	0.63
125	Assist with invasive procedures (e.g., central line placement)	0.34	0.96	-0.62	0.62
132	Manage the care of a client with impaired ventilation/oxygenation	1.58	2.20	-0.62	0.62
105	Assess and respond to changes in client vital signs	3.07	3.69	-0.62	0.62
91	Evaluate appropriateness/accuracy of medication order for client per institution policy including reconciling orders	3.49	4.11	-0.62	0.62
9	Integrate advance directives into client plan of care	1.25	1.87	-0.62	0.62
80	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	2.18	2.77	-0.59	0.59
118	Insert, maintain and remove nasogastric tubes and/or urethral catheters	1.51	2.10	-0.59	0.59
81	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	3.41	4.00	-0.59	0.59
41	Assess for client allergies/sensitivities and intervene as needed (e.g., food, latex, environmental allergies)	2.80	3.38	-0.58	0.58
51	Provide care and education that meets the special needs of the infant client 1 month to 1 year	1.36	1.93	-0.57	0.57
37	Educate client on home safety issues	1.44	2.01	-0.57	0.57
57	Provide care and education that meets the special needs of the older adult, over 85 years	2.25	2.81	-0.56	0.56
15	Maintain continuity of care between/among health care agencies	1.71	2.27	-0.56	0.56
135	Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	0.94	1.50	-0.56	0.56
4	Act as a client advocate	3.08	3.60	-0.52	0.52
20	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	3.13	3.64	-0.51	0.51
141	Manage the care of a client receiving hemodialysis	0.66	1.17	-0.51	0.51
117	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine specimens)	1.86	2.37	-0.51	0.51
104	Use pharmacological measures for pain management as needed	3.95	3.45	0.50	0.50
77	Provide client nutrition through continuous or intermittent tube feedings	1.31	1.80	-0.49	0.49
8	Receive and/or transcribe health care provider orders	3.38	3.86	-0.48	0.48
68	Assess family dynamics in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	1.77	2.25	-0.48	0.48

Table 16: Average Frequency Rating Differences (Sorted by Absolute Difference)

Activity #	Activity	Frequency Ratings			
		B.C. Mean (Setting-specific)	U.S. Mean (Setting-specific)	Difference	Absolute Difference
122	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated external defibrillator)	0.24	0.70	-0.46	0.46
64	Provide a therapeutic environment for clients with emotional/behavioral issues	1.71	2.15	-0.44	0.44
99	Administer blood products and evaluate client response	0.83	1.27	-0.44	0.44
96	Comply with requirements governing controlled substances	3.33	3.77	-0.44	0.44
101	Educate client about medications	3.19	3.62	-0.43	0.43
126	Provide ostomy care and education (e.g., tracheal, enteral)	0.78	1.21	-0.43	0.43
38	Implement emergency response plans (e.g., internal/external disaster)	0.14	0.57	-0.43	0.43
53	Provide care and education that meets the special needs of the school age client, ages 5 to 12 years	1.05	1.48	-0.43	0.43
113	Manage client during and following procedure with moderate sedation	1.15	1.56	-0.41	0.41
102	Manage client experiencing side effects and adverse reactions of medication	1.40	1.81	-0.41	0.41
67	Assess the potential for violence and initiate/maintain safety precautions (e.g., suicide, homicide, self-destructive behavior)	1.01	1.42	-0.41	0.41
90	Evaluate therapeutic effect of medications	3.87	4.28	-0.41	0.41
65	Incorporate client cultural practice and beliefs when planning and providing care	1.66	2.06	-0.40	0.40
84	Assess client need for pain management and intervene as needed using non-pharmacological comfort measures	3.20	3.59	-0.39	0.39
34	Acknowledge and document practice error (e.g., incident report for medication error)	0.43	0.81	-0.38	0.38
63	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	1.84	2.22	-0.38	0.38
140	Identify signs and symptoms related to an acute or chronic condition	2.77	3.14	-0.37	0.37
14	Initiate, evaluate, and update plan of care, care map, clinical pathway used to guide and evaluate client care	3.07	3.44	-0.37	0.37
42	Provide pre-natal care and education	0.79	1.15	-0.36	0.36
127	Provide postoperative care	2.36	2.01	0.35	0.35
44	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	0.73	1.08	-0.35	0.35
106	Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	3.91	4.25	-0.34	0.34
58	Assess client understanding of and ability to manage self care in the home environment (e.g., community resources)	2.10	2.44	-0.34	0.34
94	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)	3.73	4.07	-0.34	0.34
82	Assess and manage client with an alteration in elimination (e.g., bowel, urinary)	2.82	3.16	-0.34	0.34
33	Use safe client handling when providing care (e.g., assistive devices, proper lifting)	3.41	3.07	0.34	0.34
49	Perform comprehensive health assessment	3.51	3.84	-0.33	0.33
36	Facilitate appropriate and safe use of equipment	3.65	3.98	-0.33	0.33
72	Recognize non-verbal cues to physical and/or psychological stressors	3.04	3.37	-0.33	0.33

Table 16: Average Frequency Rating Differences (Sorted by Absolute Difference)

Activity #	Activity	Frequency Ratings			
		B.C. Mean (Setting-specific)	U.S. Mean (Setting-specific)	Difference	Absolute Difference
11	Verify that the client comprehends and consents to care/procedures, including procedures requiring informed consent	2.63	2.95	-0.32	0.32
121	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	1.52	1.84	-0.32	0.32
18	Comply with state/provincial and/or federal requirements for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	0.51	0.83	-0.32	0.32
119	Recognize trends and changes in client condition and intervene appropriately	2.91	3.22	-0.31	0.31
110	Evaluate responses to procedures and treatments	3.55	3.84	-0.29	0.29
7	Collaborate with health care members in other disciplines when providing client care	3.55	3.84	-0.29	0.29
89	Promote circulation (e.g., active or passive range of motion, positioning and mobilization)	2.80	3.09	-0.29	0.29
43	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education)	1.19	0.90	0.29	0.29
75	Establish and maintain a therapeutic relationship with client	4.53	4.26	0.27	0.27
22	Incorporate evidence-based practice/research results when providing care	3.25	2.99	0.26	0.26
83	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	1.02	1.28	-0.26	0.26
134	Implement and monitor phototherapy	0.61	0.87	-0.26	0.26
111	Provide pre and/or postoperative education	2.15	1.90	0.25	0.25
6	Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	1.87	2.12	-0.25	0.25
66	Provide end of life care and education to clients (e.g., hospice)	0.85	1.10	-0.25	0.25
74	Address client needs based on visual, auditory or cognitive distortions (e.g., hallucinations)	1.49	1.73	-0.24	0.24
107	Provide intraoperative care	1.02	1.26	-0.24	0.24
55	Provide care and education that meets the special needs of the adult client, ages 19 to 64 years	3.33	3.56	-0.23	0.23
69	Provide support to client in coping with life changes (e.g., loss, new diagnosis, role change, stress)	2.04	2.27	-0.23	0.23
86	Assess client need for sleep/rest and intervene as needed	2.73	2.96	-0.23	0.23
139	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	2.93	3.16	-0.23	0.23
70	Use therapeutic communication techniques to provide support to client	3.64	3.84	-0.20	0.20
13	Recognize the need for referrals and obtain necessary orders	1.93	2.13	-0.20	0.20
137	Manage the care of the client with a fluid and electrolyte imbalance	2.10	2.29	-0.19	0.19
78	Perform post-mortem care	0.40	0.58	-0.18	0.18
128	Perform and manage care of client receiving peritoneal dialysis	0.38	0.56	-0.18	0.18
19	Manage conflict among clients and health care staff	0.82	0.99	-0.17	0.17
2	Provide and receive report on assigned clients	3.45	3.61	-0.16	0.16
87	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	2.24	2.40	-0.16	0.16

Table 16: Average Frequency Rating Differences (Sorted by Absolute Difference)

Activity #	Activity	Frequency Ratings			
		B.C. Mean (Setting-specific)	U.S. Mean (Setting-specific)	Difference	Absolute Difference
48	Provide post-partum care and education	1.57	1.73	-0.16	0.16
109	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	3.76	3.92	-0.16	0.16
112	Provide preoperative care	1.37	1.53	-0.16	0.16
35	Ensure proper identification of client when providing care	4.62	4.77	-0.15	0.15
73	Recognize impact of illness/disease on individual/family lifestyle	2.86	2.99	-0.13	0.13
79	Perform irrigations (e.g., of bladder, ear, eye)	0.77	0.90	-0.13	0.13
5	Assess/triage client(s) to prioritize the order of care delivery	3.51	3.64	-0.13	0.13
52	Provide care and education that meets the special needs of the preschool client, ages 1 year to 4 years	1.20	1.32	-0.12	0.12
1	Perform procedures necessary to safely admit, transfer or discharge a client	2.70	2.82	-0.12	0.12
71	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	2.46	2.58	-0.12	0.12
133	Maintain desired temperature of client (e.g., cooling and/or warming blanket)	2.11	2.00	0.11	0.11
97	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	4.29	4.39	-0.10	0.10
16	Maintain client confidentiality/privacy	4.42	4.51	-0.09	0.09
62	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities and intervene when appropriate	1.74	1.82	-0.08	0.08
92	Prepare and administer medications, using rights of medication administration	4.81	4.73	0.08	0.08
24	Prioritize workload to manage time effectively	4.51	4.59	-0.08	0.08
76	Assess and intervene in client performance of activities of daily living (ADL) and instrumental activities of daily living (IADL)	3.27	3.20	0.07	0.07
45	Provide newborn care and education	1.97	2.04	-0.07	0.07
28	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	4.84	4.89	-0.05	0.05
56	Provide care and education that meets the special needs of the older adult client, ages 65 to 85 years	3.42	3.46	-0.04	0.04
124	Perform wound care and/or assist with dressing change	2.07	2.10	-0.03	0.03
10	Report unsafe practice of health care personnel to internal/external entities and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	0.67	0.64	0.03	0.03
17	Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	3.25	3.28	-0.03	0.03
27	Provide care within the legal scope of practice	4.79	4.81	-0.02	0.02
23	Use approved abbreviations and standard terminology when documenting care	4.57	4.59	-0.02	0.02
26	Practices in a manner consistent with a code of ethics for registered nurses	4.71	4.72	-0.01	0.01
93	Perform calculations needed for medication administration	3.06	3.06	0.00	0.00
54	Provide care and education that meets the special needs of the adolescent client, ages 13 to 18 years	1.36	1.36	0.00	0.00

Activity #	Activity	Importance Ratings			
		B.C. Mean	U.S. Mean	Difference	Absolute Difference
20	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	3.89	4.43	-0.54	0.54
25	Use emerging technology in managing client health care (e.g., telehealth, electronic records)	3.60	4.09	-0.49	0.49
6	Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	3.61	4.05	-0.44	0.44
23	Use approved abbreviations and standard terminology when documenting care	3.91	4.34	-0.43	0.43
3	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	3.79	4.19	-0.40	0.40
42	Provide pre-natal care and education	4.15	4.51	-0.36	0.36
83	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	3.76	4.11	-0.35	0.35
38	Implement emergency response plans (e.g., internal/external disaster)	4.10	4.45	-0.35	0.35
104	Use pharmacological measures for pain management as needed	4.47	4.14	0.33	0.33
45	Provide newborn care and education	4.34	4.66	-0.32	0.32
114	Obtain blood specimens peripherally or through central line	4.01	4.33	-0.32	0.32
9	Integrate advance directives into client plan of care	4.05	4.36	-0.31	0.31
120	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	4.08	4.39	-0.31	0.31
101	Educate client about medications	4.21	4.52	-0.31	0.31
43	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education)	3.80	4.10	-0.30	0.30
15	Maintain continuity of care between/among health care agencies	3.90	4.20	-0.30	0.30
2	Provide and receive report on assigned clients	4.37	4.66	-0.29	0.29
136	Monitor and maintain arterial lines	4.32	4.61	-0.29	0.29
48	Provide post-partum care and education	4.21	4.49	-0.28	0.28
32	Participate in institution security plan (e.g., newborn nursery security, bomb threats)	4.23	4.51	-0.28	0.28
44	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	3.81	4.09	-0.28	0.28
126	Provide ostomy care and education (e.g., tracheal, enteral)	4.10	4.38	-0.28	0.28
125	Assist with invasive procedures (e.g., central line placement)	4.20	4.46	-0.26	0.26
141	Manage the care of a client receiving hemodialysis	4.20	4.46	-0.26	0.26
39	Comply with federal/state/provincial/institutional requirements regarding the use of client restraints and/or safety devices	4.23	4.49	-0.26	0.26
40	Educate client and staff regarding infection control measures	4.28	4.54	-0.26	0.26
85	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)	3.98	4.24	-0.26	0.26
8	Receive and/or transcribe health care provider orders	4.47	4.72	-0.25	0.25
135	Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	4.19	4.44	-0.25	0.25
60	Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate	3.84	4.09	-0.25	0.25

Table 17: Average Importance Rating Differences (Sorted by Absolute Difference)

Activity #	Activity	Importance Ratings			
		B.C. Mean	U.S. Mean	Difference	Absolute Difference
18	Comply with state/provincial and/or federal requirements for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	4.34	4.59	-0.25	0.25
31	Follow procedures for handling biohazardous materials	4.43	4.66	-0.23	0.23
51	Provide care and education that meets the special needs of the infant client 1 month to 1 year	4.23	4.46	-0.23	0.23
95	Insert, maintain and remove a peripheral intravenous line	4.33	4.55	-0.22	0.22
59	Assess and teach client about health risks based on known population or community characteristics	3.84	4.06	-0.22	0.22
80	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	4.03	4.25	-0.22	0.22
103	Administer parenteral nutrition and evaluate client response (e.g., TPN)	4.29	4.51	-0.22	0.22
78	Perform post-mortem care	3.78	4.00	-0.22	0.22
100	Access venous access devices, including tunneled, implanted and central lines	4.34	4.56	-0.22	0.22
34	Acknowledge and document practice error (e.g., incident report for medication error)	4.36	4.57	-0.21	0.21
96	Comply with requirements governing controlled substances	4.40	4.61	-0.21	0.21
50	Assess readiness to learn, learning preferences and barriers to learning	3.97	4.18	-0.21	0.21
116	Educate client about treatments and procedures	4.18	4.39	-0.21	0.21
113	Manage client during and following procedure with moderate sedation	4.38	4.58	-0.20	0.20
128	Perform and manage care of client receiving peritoneal dialysis	4.18	4.38	-0.20	0.20
76	Assess and intervene in client performance of activities of daily living (ADL) and instrumental activities of daily living (IADL)	4.02	4.22	-0.20	0.20
77	Provide client nutrition through continuous or intermittent tube feedings	4.19	4.39	-0.20	0.20
130	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	4.12	4.31	-0.19	0.19
124	Perform wound care and/or assist with dressing change	4.14	4.33	-0.19	0.19
72	Recognize non-verbal cues to physical and/or psychological stressors	4.16	4.35	-0.19	0.19
81	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	4.46	4.64	-0.18	0.18
90	Evaluate therapeutic effect of medications	4.44	4.62	-0.18	0.18
7	Collaborate with health care members in other disciplines when providing client care	4.38	4.56	-0.18	0.18
71	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	3.90	4.08	-0.18	0.18
13	Recognize the need for referrals and obtain necessary orders	3.97	4.15	-0.18	0.18
91	Evaluate appropriateness/accuracy of medication order for client per institution policy including reconciling orders	4.52	4.70	-0.18	0.18
37	Educate client on home safety issues	4.04	4.22	-0.18	0.18
142	Recognize complications of an acute or chronic illness and intervene	4.60	4.78	-0.18	0.18
115	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	4.35	4.52	-0.17	0.17
53	Provide care and education that meets the special needs of the school age client, ages 5 to 12 years	4.18	4.35	-0.17	0.17

Activity #	Activity	Importance Ratings			
		B.C. Mean	U.S. Mean	Difference	Absolute Difference
61	Assess client for potential or actual abuse/neglect and intervene when appropriate	4.25	4.42	-0.17	0.17
121	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	4.27	4.43	-0.16	0.16
108	Evaluate the results of diagnostic testing and intervene as needed	4.38	4.54	-0.16	0.16
138	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	4.51	4.67	-0.16	0.16
88	Calculate client intake and output	4.20	4.36	-0.16	0.16
106	Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	4.58	4.74	-0.16	0.16
129	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	4.39	4.54	-0.15	0.15
94	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)	4.58	4.73	-0.15	0.15
89	Promote circulation (e.g., active or passive range of motion, positioning and mobilization)	4.21	4.36	-0.15	0.15
118	Insert, maintain and remove nasogastric tubes and/or urethral catheters	4.11	4.26	-0.15	0.15
11	Verify that the client comprehends and consents to care/procedures, including procedures requiring informed consent	4.48	4.63	-0.15	0.15
36	Facilitate appropriate and safe use of equipment	4.36	4.51	-0.15	0.15
30	Verify appropriateness and/or accuracy of a treatment order	4.62	4.77	-0.15	0.15
131	Manage the care of a client on telemetry	4.44	4.59	-0.15	0.15
26	Practices in a manner consistent with a code of ethics for registered nurses	4.62	4.76	-0.14	0.14
82	Assess and manage client with an alteration in elimination (e.g., bowel, urinary)	4.17	4.31	-0.14	0.14
65	Incorporate client cultural practice and beliefs when planning and providing care	3.99	4.13	-0.14	0.14
107	Provide intraoperative care	4.22	4.36	-0.14	0.14
98	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)	4.63	4.77	-0.14	0.14
133	Maintain desired temperature of client (e.g., cooling and/or warming blanket)	4.11	4.25	-0.14	0.14
74	Address client needs based on visual, auditory or cognitive distortions (e.g., hallucinations)	4.10	4.24	-0.14	0.14
111	Provide pre and/or postoperative education	4.29	4.43	-0.14	0.14
1	Perform procedures necessary to safely admit, transfer or discharge a client	4.27	4.41	-0.14	0.14
19	Manage conflict among clients and health care staff	3.89	4.03	-0.14	0.14
87	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	4.02	4.16	-0.14	0.14
134	Implement and monitor phototherapy	4.09	4.22	-0.13	0.13
29	Protect client from injury (e.g., falls, electrical hazards)	4.68	4.81	-0.13	0.13
4	Act as a client advocate	4.45	4.58	-0.13	0.13
86	Assess client need for sleep/rest and intervene as needed	3.99	4.12	-0.13	0.13
33	Use safe client handling when providing care (e.g., assistive devices, proper lifting)	4.42	4.55	-0.13	0.13

Table 17: Average Importance Rating Differences (Sorted by Absolute Difference)

Activity #	Activity	Importance Ratings			
		B.C. Mean	U.S. Mean	Difference	Absolute Difference
22	Incorporate evidence-based practice/research results when providing care	4.38	4.26	0.12	0.12
12	Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	4.08	4.20	-0.12	0.12
14	Initiate, evaluate, and update plan of care, care map, clinical pathway used to guide and evaluate client care	4.08	4.20	-0.12	0.12
140	Identify signs and symptoms related to an acute or chronic condition	4.43	4.55	-0.12	0.12
35	Ensure proper identification of client when providing care	4.79	4.91	-0.12	0.12
70	Use therapeutic communication techniques to provide support to client	4.19	4.31	-0.12	0.12
105	Assess and respond to changes in client vital signs	4.69	4.81	-0.12	0.12
17	Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	4.65	4.53	0.12	0.12
112	Provide preoperative care	4.25	4.37	-0.12	0.12
21	Recognize ethical dilemmas and take appropriate action	4.11	4.23	-0.12	0.12
109	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	4.49	4.60	-0.11	0.11
24	Prioritize workload to manage time effectively	4.51	4.62	-0.11	0.11
16	Maintain client confidentiality/privacy	4.59	4.70	-0.11	0.11
69	Provide support to client in coping with life changes (e.g., loss, new diagnosis, role change, stress)	4.14	4.25	-0.11	0.11
79	Perform irrigations (e.g., of bladder, ear, eye)	3.92	4.03	-0.11	0.11
102	Manage client experiencing side effects and adverse reactions of medication	4.52	4.63	-0.11	0.11
97	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	4.74	4.85	-0.11	0.11
93	Perform calculations needed for medication administration	4.74	4.84	-0.10	0.10
117	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine specimens)	4.11	4.21	-0.10	0.10
47	Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	4.10	4.20	-0.10	0.10
137	Manage the care of the client with a fluid and electrolyte imbalance	4.46	4.56	-0.10	0.10
10	Report unsafe practice of health care personnel to internal/external entities and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	4.44	4.34	0.10	0.10
55	Provide care and education that meets the special needs of the adult client, ages 19 to 64 years	4.19	4.29	-0.10	0.10
127	Provide postoperative care	4.39	4.48	-0.09	0.09
73	Recognize impact of illness/disease on individual/family lifestyle	4.07	4.16	-0.09	0.09
119	Recognize trends and changes in client condition and intervene appropriately	4.64	4.73	-0.09	0.09
49	Perform comprehensive health assessment	4.51	4.60	-0.09	0.09
28	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	4.83	4.91	-0.08	0.08
41	Assess for client allergies/sensitivities and intervene as needed (e.g., food, latex, environmental allergies)	4.65	4.72	-0.07	0.07

Table 17: Average Importance Rating Differences (Sorted by Absolute Difference)

Activity #	Activity	Importance Ratings			
		B.C. Mean	U.S. Mean	Difference	Absolute Difference
52	Provide care and education that meets the special needs of the preschool client, ages 1 year to 4 years	4.19	4.12	0.07	0.07
58	Assess client understanding of and ability to manage self care in the home environment (e.g., community resources)	4.19	4.26	-0.07	0.07
63	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	4.25	4.18	0.07	0.07
64	Provide a therapeutic environment for clients with emotional/behavioral issues	4.12	4.19	-0.07	0.07
67	Assess the potential for violence and initiate/maintain safety precautions (e.g., suicide, homicide, self-destructive behavior)	4.42	4.49	-0.07	0.07
139	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	4.39	4.46	-0.07	0.07
92	Prepare and administer medications, using rights of medication administration	4.84	4.90	-0.06	0.06
57	Provide care and education that meets the special needs of the older adult, over 85 years	4.23	4.29	-0.06	0.06
54	Provide care and education that meets the special needs of the adolescent client, ages 13 to 18 years	4.22	4.16	0.06	0.06
84	Assess client need for pain management and intervene as needed using non-pharmacological comfort measures	4.33	4.39	-0.06	0.06
27	Provide care within the legal scope of practice	4.77	4.83	-0.06	0.06
5	Assess/triage client(s) to prioritize the order of care delivery	4.56	4.61	-0.05	0.05
56	Provide care and education that meets the special needs of the older adult client, ages 65 to 85 years	4.23	4.27	-0.04	0.04
66	Provide end of life care and education to clients (e.g., hospice)	4.28	4.31	-0.03	0.03
46	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	4.10	4.13	-0.03	0.03
132	Manage the care of a client with impaired ventilation/oxygenation	4.61	4.64	-0.03	0.03
110	Evaluate responses to procedures and treatments	4.46	4.49	-0.03	0.03
122	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated external defibrillator)	4.85	4.83	0.02	0.02
62	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities and intervene when appropriate	4.36	4.34	0.02	0.02
75	Establish and maintain a therapeutic relationship with client	4.46	4.48	-0.02	0.02
68	Assess family dynamics in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	4.05	4.04	0.01	0.01
99	Administer blood products and evaluate client response	4.77	4.78	-0.01	0.01
123	Monitor and care for clients on a ventilator	4.67	4.68	-0.01	0.01

CONCLUSIONS

A survey similar to the 2008 RN Practice Analysis was administered to entry-level RNs in B.C. using similar activity statements and identical rating scales. The processes that were used for the U.S. and B.C. studies were almost identical and followed the rigorous standards for practice analysis studies. The results of the data analyses strongly suggest that entry-level RNs view practice similarly in B.C. and the U.S. Given the strong correlations between importance and frequency ratings, the nursing activities presented are nearly identical with respect to importance and performance frequency across the jurisdictions.

RECOMMENDATIONS

Based on the results of this study, NCSBN and CRNBC may want to consider further collaboration on a joint licensure examination, which could enhance licensure portability and benefit both the U.S. and B.C., and ultimately the public.

REFERENCES

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APPENDIX A: 2008 RN PRACTICE ANALYSIS METHODOLOGY EXPERTS

Gene Kramer, PhD, 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. Kramer has been managing these practice analyses and other psychometric analyses for more than 20 years.

Chad W. Buckendahl, PhD, 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, PhD, 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, PhD, 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 more than 12 years.

APPENDIX B: NCSBN AND CRNBC REGISTERED NURSING SURVEY



National Council of State Boards of Nursing (NCSBN®)
and the College of Registered Nurses of British Columbia (CRNBC)

REGISTERED NURSING SURVEY

This survey is part of a study on the comparability of practice characteristics and activities of newly licensed registered nurses (RNs) in the U.S. and British Columbia, Canada. This study is being conducted by the National Council of State Boards of Nursing (NCSBN®) in collaboration with the College of Registered Nurses of British Columbia (CRNBC).

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).

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.

<p>Correct marks</p>	<p>Incorrect marks</p>	<ul style="list-style-type: none"> • Use a pencil. • Do not use a pen. • Make heavy dark marks that fill the oval completely. • If you want to change an answer, erase completely.
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1. What type(s) of nursing license do you hold? (Select ALL that apply)

- RN
- LPN

2. Are you currently working as an RN in British Columbia?

- 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*

FOR OFFICE USE ONLY



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 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 - 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, territory or province. You must refer to your nursing regulatory body 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.

QUESTION B - IMPORTANCE – 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	(5)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
2. Provide and receive report on assigned clients	(5)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
3. Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	(5)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
4. Act as a client advocate	(5)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
5. Assess/triage client(s) to prioritize the order of care delivery	(5)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
6. Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	(5)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
7. Collaborate with health care members in other disciplines when providing client care	(5)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
8. Receive and/or transcribe health care provider orders	(5)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
9. Integrate advance directives into client plan of care	(5)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
10. Report unsafe practice of health care personnel to internal/external entities and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	(5)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
11. Verify that the client comprehends and consents to care/procedures, including procedures requiring informed consent	(5)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
12. Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	(5)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
13. Recognize the need for referrals and obtain necessary orders	(5)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
14. Initiate, evaluate, and update plan of care, care map, clinical pathway used to guide and evaluate client care	(5)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
15. Maintain continuity of care between/among health care agencies	(5)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)
16. Maintain client confidentiality/privacy	(5)	(0)	(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)

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.

QUESTION B - IMPORTANCE – 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.

17. Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity
18. Comply with state/provincial and/or federal requirements for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)
19. Manage conflict among clients and health care staff
20. Use information technology (e.g., computer, video, books) to enhance the care provided to a client
21. Recognize ethical dilemmas and take appropriate action
22. Incorporate evidence-based practice/research results when providing care
23. Use approved abbreviations and standard terminology when documenting care
24. Prioritize workload to manage time effectively
25. Use emerging technology in managing client health care (e.g., telehealth, electronic records)
26. Practices in a manner consistent with a code of ethics for registered nurses
27. Provide care within the legal scope of practice
28. Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)
29. Protect client from injury (e.g., falls, electrical hazards)
30. Verify appropriateness and/or accuracy of a treatment order
31. Follow procedures for handling biohazardous materials
32. Participate in institution security plan (e.g., newborn nursery security, bomb threats)
33. Use safe client handling when providing care (e.g., assistive devices, proper lifting)
34. Acknowledge and document practice error (e.g., incident report for medication error)
35. Ensure proper identification of client when providing care
36. Facilitate appropriate and safe use of equipment
37. Educate client on home safety issues
38. Implement emergency response plans (e.g., internal/external disaster)
39. Comply with federal/state/provincial/institutional requirements regarding the use of client restraints and/or safety devices
40. Educate client and staff regarding infection control measures
41. Assess for client allergies/sensitivities and intervene as needed (e.g., food, latex, environmental allergies)
42. Provide pre-natal care and education

	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
17. 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
18. Comply with state/provincial 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
19. Manage conflict among clients and health care staff	N	0	1	2	3	4	5	1	2	3	4	5
20. 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
21. Recognize ethical dilemmas and take appropriate action	N	0	1	2	3	4	5	1	2	3	4	5
22. Incorporate evidence-based practice/research results when providing care	N	0	1	2	3	4	5	1	2	3	4	5
23. Use approved abbreviations and standard terminology when documenting care	N	0	1	2	3	4	5	1	2	3	4	5
24. Prioritize workload to manage time effectively	N	0	1	2	3	4	5	1	2	3	4	5
25. 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
26. Practices in a manner consistent with a code of ethics for registered nurses	N	0	1	2	3	4	5	1	2	3	4	5
27. Provide care within the legal scope of practice	N	0	1	2	3	4	5	1	2	3	4	5
28. 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
29. Protect client from injury (e.g., falls, electrical hazards)	N	0	1	2	3	4	5	1	2	3	4	5
30. Verify appropriateness and/or accuracy of a treatment order	N	0	1	2	3	4	5	1	2	3	4	5
31. Follow procedures for handling biohazardous materials	N	0	1	2	3	4	5	1	2	3	4	5
32. Participate in institution security plan (e.g., newborn nursery security, bomb threats)	N	0	1	2	3	4	5	1	2	3	4	5
33. Use safe client handling when providing care (e.g., assistive devices, proper lifting)	N	0	1	2	3	4	5	1	2	3	4	5
34. Acknowledge and document practice error (e.g., incident report for medication error)	N	0	1	2	3	4	5	1	2	3	4	5
35. Ensure proper identification of client when providing care	N	0	1	2	3	4	5	1	2	3	4	5
36. Facilitate appropriate and safe use of equipment	N	0	1	2	3	4	5	1	2	3	4	5
37. Educate client on home safety issues	N	0	1	2	3	4	5	1	2	3	4	5
38. Implement emergency response plans (e.g., internal/external disaster)	N	0	1	2	3	4	5	1	2	3	4	5
39. Comply with federal/state/provincial/institutional requirements regarding the use of client restraints and/or safety devices	N	0	1	2	3	4	5	1	2	3	4	5
40. Educate client and staff regarding infection control measures	N	0	1	2	3	4	5	1	2	3	4	5
41. 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
42. Provide pre-natal care and education	N	0	1	2	3	4	5	1	2	3	4	5

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.

QUESTION B - IMPORTANCE – 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.

- 43. Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education)
- 44. Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)
- 45. Provide newborn care and education
- 46. Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)
- 47. Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)
- 48. Provide post-partum care and education
- 49. Perform comprehensive health assessment
- 50. Assess readiness to learn, learning preferences and barriers to learning
- 51. Provide care and education that meets the special needs of the infant client 1 month to 1 year
- 52. Provide care and education that meets the special needs of the preschool client, ages 1 year to 4 years
- 53. Provide care and education that meets the special needs of the school age client, ages 5 to 12 years
- 54. Provide care and education that meets the special needs of the adolescent client, ages 13 to 18 years
- 55. Provide care and education that meets the special needs of the adult client, ages 19 to 64 years
- 56. Provide care and education that meets the special needs of the older adult client, ages 65 to 85 years
- 57. Provide care and education that meets the special needs of the older adult, over 85 years
- 58. Assess client understanding of and ability to manage self care in the home environment (e.g., community resources)
- 59. Assess and teach client about health risks based on known population or community characteristics
- 60. Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate
- 61. Assess client for potential or actual abuse/neglect and intervene when appropriate
- 62. Assess client for drug/alcohol related dependencies, withdrawal, or toxicities and intervene when appropriate
- 63. Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)

	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
43.		0	1	2	3	4	5	1	2	3	4	5
44.		0	1	2	3	4	5	1	2	3	4	5
45.		0	1	2	3	4	5	1	2	3	4	5
46.		0	1	2	3	4	5	1	2	3	4	5
47.		0	1	2	3	4	5	1	2	3	4	5
48.		0	1	2	3	4	5	1	2	3	4	5
49.		0	1	2	3	4	5	1	2	3	4	5
50.		0	1	2	3	4	5	1	2	3	4	5
51.		0	1	2	3	4	5	1	2	3	4	5
52.		0	1	2	3	4	5	1	2	3	4	5
53.		0	1	2	3	4	5	1	2	3	4	5
54.		0	1	2	3	4	5	1	2	3	4	5
55.		0	1	2	3	4	5	1	2	3	4	5
56.		0	1	2	3	4	5	1	2	3	4	5
57.		0	1	2	3	4	5	1	2	3	4	5
58.		0	1	2	3	4	5	1	2	3	4	5
59.		0	1	2	3	4	5	1	2	3	4	5
60.		0	1	2	3	4	5	1	2	3	4	5
61.		0	1	2	3	4	5	1	2	3	4	5
62.		0	1	2	3	4	5	1	2	3	4	5
63.		0	1	2	3	4	5	1	2	3	4	5

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.

QUESTION B - IMPORTANCE – 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.

- 64. Provide a therapeutic environment for clients with emotional/behavioral issues
- 65. Incorporate client cultural practice and beliefs when planning and providing care
- 66. Provide end of life care and education to clients (e.g., hospice)
- 67. Assess the potential for violence and initiate/maintain safety precautions (e.g., suicide, homicide, self-destructive behavior)
- 68. Assess family dynamics in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)
- 69. Provide support to client in coping with life changes (e.g., loss, new diagnosis, role change, stress)
- 70. Use therapeutic communication techniques to provide support to client
- 71. Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)
- 72. Recognize non-verbal cues to physical and/or psychological stressors
- 73. Recognize impact of illness/disease on individual/family lifestyle
- 74. Address client needs based on visual, auditory or cognitive distortions (e.g., hallucinations)
- 75. Establish and maintain a therapeutic relationship with client
- 76. Assess and intervene in client performance of activities of daily living (ADL) and instrumental activities of daily living (IADL)
- 77. Provide client nutrition through continuous or intermittent tube feedings
- 78. Perform post-mortem care
- 79. Perform irrigations (e.g., of bladder, ear, eye)
- 80. Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)
- 81. Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)
- 82. Assess and manage client with an alteration in elimination (e.g., bowel, urinary)
- 83. Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)
- 84. Asses client need for pain management and intervene as needed using non-pharmacological comfort measures
- 85. 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)
- 86. Assess client need for sleep/rest and intervene as needed
- 87. Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)

	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
64.												
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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.

QUESTION B - IMPORTANCE – 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
88. Calculate client intake and output	5	5	5	5	5	5	5	1	2	3	4	5
89. Promote circulation (e.g., active or passive range of motion, positioning and mobilization)	5	5	5	5	5	5	5	1	2	3	4	5
90. Evaluate therapeutic effect of medications	5	5	5	5	5	5	5	1	2	3	4	5
91. Evaluate appropriateness/accuracy of medication order for client per institution policy including reconciling orders	5	5	5	5	5	5	5	1	2	3	4	5
92. Prepare and administer medications, using rights of medication administration	5	5	5	5	5	5	5	1	2	3	4	5
93. Perform calculations needed for medication administration	5	5	5	5	5	5	5	1	2	3	4	5
94. Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)	5	5	5	5	5	5	5	1	2	3	4	5
95. Insert, maintain and remove a peripheral intravenous line	5	5	5	5	5	5	5	1	2	3	4	5
96. Comply with requirements governing controlled substances	5	5	5	5	5	5	5	1	2	3	4	5
97. Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	5	5	5	5	5	5	5	1	2	3	4	5
98. 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)	5	5	5	5	5	5	5	1	2	3	4	5
99. Administer blood products and evaluate client response	5	5	5	5	5	5	5	1	2	3	4	5
100. Access venous access devices, including tunneled, implanted and central lines	5	5	5	5	5	5	5	1	2	3	4	5
101. Educate client about medications	5	5	5	5	5	5	5	1	2	3	4	5
102. Manage client experiencing side effects and adverse reactions of medication	5	5	5	5	5	5	5	1	2	3	4	5
103. Administer parenteral nutrition and evaluate client response (e.g., TPN)	5	5	5	5	5	5	5	1	2	3	4	5
104. Use pharmacological measures for pain management as needed	5	5	5	5	5	5	5	1	2	3	4	5
105. Assess and respond to changes in client vital signs	5	5	5	5	5	5	5	1	2	3	4	5
106. Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	5	5	5	5	5	5	5	1	2	3	4	5
107. Provide intraoperative care	5	5	5	5	5	5	5	1	2	3	4	5
108. Evaluate the results of diagnostic testing and intervene as needed	5	5	5	5	5	5	5	1	2	3	4	5
109. Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	5	5	5	5	5	5	5	1	2	3	4	5
110. Evaluate responses to procedures and treatments	5	5	5	5	5	5	5	1	2	3	4	5
111. Provide pre and/or postoperative education	5	5	5	5	5	5	5	1	2	3	4	5
112. Provide preoperative care	5	5	5	5	5	5	5	1	2	3	4	5
113. Manage client during and following procedure with moderate sedation	5	5	5	5	5	5	5	1	2	3	4	5
114. Obtain blood specimens peripherally or through central line	5	5	5	5	5	5	5	1	2	3	4	5
115. Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	5	5	5	5	5	5	5	1	2	3	4	5
116. Educate client about treatments and procedures	5	5	5	5	5	5	5	1	2	3	4	5

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.

QUESTION B - IMPORTANCE – 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
117. 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"/>
118. 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"/>
119. 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"/>
120. 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"/>
121. 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"/>
122. 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"/>
123. 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"/>
124. 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"/>
125. 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"/>
126. 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"/>
127. 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"/>
128. 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"/>
129. 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"/>
130. 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"/>
131. 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"/>
132. 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"/>
133. 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"/>
134. 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"/>
135. 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"/>
136. 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"/>
137. 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"/>
138. 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"/>
139. 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"/>
140. Identify signs and symptoms related to an acute or chronic condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
141. 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"/>
142. Recognize complications of an acute or chronic illness and intervene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 2: EXPERIENCE AND ORIENTATION

1. What is the total number of months you have worked in British Columbia as a licensed RN?

MONTHS

01	01
01	01
02	02
03	03
04	04
05	05
06	06
07	07
08	08
09	09

2. Have you ever worked outside British Columbia as an RN?

- No
- Yes → If yes, what is the total number of months you worked outside British Columbia as an RN?

MONTHS

01	01
01	01
02	02
03	03
04	04
05	05
06	06
07	07
08	08
09	09

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

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

NUMBER OF DAYS IN ORIENTATION

01	01
01	01
02	02
03	03
04	04
05	05
06	06
07	07
08	08
09	09

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

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 (85 years and older)

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
- Assisted Living
- Other long-term care (e.g., residential care, developmental disability)
- Rehabilitation
- Subacute unit
- Transitional care unit
- Physician/Dentist office
- Occupational health
- Outpatient clinic
- Home health, including visiting nurse associations
- Public health
- Student/school health
- Hospice care
- Prison/correctional facilities/jails
- 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/dentist office, clinic, school, prison, etc.)
- Other, please specify: _____

SECTION 3: WORK ENVIRONMENT (continued)

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

6a. Which of the following best describes your shift on a typical work day? (Select only ONE)

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

6b. What is the length of your shift on a typical work day?

(Select only ONE)

- 8 hours
- 10 hours
- 12 hours

7. Which best describes the location of your employment setting?

- Urban/Metropolitan area
- Suburban
- Rural

SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK

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

HOURS

01	02
03	04
05	06
07	08
09	10
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	26
27	28
29	30

2. For how many 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 LPNs 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

01	02
03	04
05	06
07	08
09	10
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	26
27	28
29	30

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 2¼ hours on a set of activities, select the option "2 hours." If you spent 2½ to 2¾ hours on a set of activities, select the option "3 hours." Numerous categories may be performed simultaneously; therefore total hours spent may be greater than total hours of shift worked.

**Approximate Amount of Time (Hours)
Spent on Set of Activities**

	0	1	2	3	4	5	6	7	8	8>
1. Management of Care: Provide nursing care that enhances the care delivery setting to protect client and health care personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Safety and Infection Control: Protect client and health care personnel from health and environmental hazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Health Promotion and Maintenance: Provide nursing care of the client that incorporates expected growth and development, prevention/early detection of health problems, and strategies to achieve optimal health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Psychosocial Integrity: Provide nursing care that promotes/supports the client experiencing stressful events, and/or mental illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Basic Care and Comfort: Provide comfort and assistance in the performance of activities of daily living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Pharmacological and Parenteral Therapies: Provide care related to the administration of medications and parenteral therapies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Reduction of Risk Potential: Reduce risk of complications/health problems related to existing conditions, 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"/>
8. Physiological Adaptation: Provide care for clients with acute, chronic or life threatening physical health conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 5: DEMOGRAPHIC INFORMATION

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

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

- No
- Yes → If yes, for how many years and months?

		YEARS
01	01	
11	11	
21	21	
31	31	
41	41	
51	51	
61	61	
71	71	
81	81	
91	91	

		MONTHS
01	01	
11	11	
21	21	
31	31	
41	41	
51	51	
61	61	
71	71	
81	81	
91	91	

2. Did you work as an LPN prior to becoming an RN?

- No
- Yes → If yes, for how many years and months?

		YEARS
01	01	
11	11	
21	21	
31	31	
41	41	
51	51	
61	61	
71	71	
81	81	
91	91	

		MONTHS
01	01	
11	11	
21	21	
31	31	
41	41	
51	51	
61	61	
71	71	
81	81	
91	91	

3. Have you been issued temporary registration to practice nursing prior to obtaining permanent registration?

- No
- Yes → If yes, what is the total number of weeks you practiced nursing under the temporary registration?

		WEEKS
01	01	
11	11	
21	21	
31	31	
41	41	
51	51	
61	61	
71	71	
81	81	
91	91	

4. Have you been an employed student nurse (ESN) prior to obtaining permanent registration?

- No
- Yes → If yes, what is the total number of months you worked as an employed student nurse?

		WEEKS
01	01	
11	11	
21	21	
31	31	
41	41	
51	51	
61	61	
71	71	
81	81	
91	91	

5. Gender

- Male
- Female

6. What is your age in years?

		YEARS
01	01	
11	11	
21	21	
31	31	
41	41	
51	51	
61	61	
71	71	
81	81	
91	91	

7. Which of the following is most descriptive of your racial/ethnic background? (Select ONE answer)

- Aboriginal (First Nations, Métis or Inuit)
- African American
- Asian Indian
- Asian Other (e.g., Chinese, Filipino, Japanese, Korean)
- Hispanic
- Native American
- Pacific Islander
- White – Not of Hispanic Origin
- Other, please specify: _____

SECTION 5: DEMOGRAPHIC INFORMATION *(continued)*

8. What is your primary language?

- English
- English and Another Language
- Another Language

9. What type of basic nursing education program that qualified you to sit for the Canadian registered nursing examination have you most recently completed:

- RN - Diploma in Canada
- RN - Baccalaureate Degree in Canada
- RN - Generic Masters Degree in Canada
- Any nursing program NOT located in Canada, please specify: _____

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

MONTHS

01	01
01	11
02	02
01	13
01	14
05	05
05	15
07	07
05	16
09	09

11. Including your most recent attempt, how many times have you taken the Canadian registered nurse examination?

TIMES

01	01
01	11
02	02
01	12
01	13
05	05
05	14
07	07
05	15
09	09

12. How many months ago did you take the Canadian registered nurse examination?

MONTHS

01	01
01	11
02	02
01	12
01	13
05	05
05	14
07	07
05	15
09	09

SECTION 6: COMMENTS

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 and/or e-mail address where you can be reached during the day or early evening.

Name: _____

Daytime or Early Evening Phone Number with Area Code:

E-mail: _____

() - _____

Thank you for participating in this important work!

APPENDIX C: ACTIVITY STATEMENTS IN SURVEY ORDER

Appendix C: Activity Statements in Survey Order															
Activity #	Activity	Apply to Setting		Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance Total Group			Imp. Diff.		
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.				
1	Perform procedures necessary to safely admit, transfer or discharge a client	94.0	158	2.70	0.14	158	4.27	0.05	165	4.22	0.03	0.05			
2	Provide and receive report on assigned clients	97.6	164	3.45	0.12	163	4.37	0.06	164	4.38	0.03	-0.01			
3	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	84.4	141	2.22	0.16	141	3.79	0.07	162	3.65	0.02	0.13			
4	Act as a client advocate	98.2	165	3.08	0.12	165	4.45	0.05	168	4.44	0.03	0.01			
5	Assess/triage client(s) to prioritize the order of care delivery	91.0	151	3.51	0.14	149	4.56	0.05	161	4.50	0.03	0.06			
6	Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	81.8	135	1.87	0.16	136	3.61	0.08	160	3.58	0.02	0.03			
7	Collaborate with health care members in other disciplines when providing client care	100.0	168	3.55	0.12	167	4.38	0.05	167	4.38	0.03	0.00			
8	Receive and/or transcribe health care provider orders	96.4	161	3.38	0.12	161	4.47	0.06	166	4.45	0.03	0.02			
9	Integrate advance directives into client plan of care	83.6	138	1.25	0.13	135	4.05	0.07	156	3.90	0.03	0.15			
10	Report unsafe practice of health care personnel to internal/external entities and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	79.8	134	0.67	0.10	133	4.44	0.07	161	4.40	0.03	0.04			
11	Verify that the client comprehends and consents to care/procedures, including procedures requiring informed consent	97.6	164	2.63	0.14	162	4.48	0.05	166	4.47	0.03	0.01			
12	Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	92.1	152	1.18	0.12	154	4.08	0.06	165	4.07	0.02	0.01			
13	Recognize the need for referrals and obtain necessary orders	97.6	162	1.93	0.13	161	3.97	0.06	164	3.97	0.02	0.00			
14	Initiate, evaluate, and update plan of care, care map, clinical pathway used to guide and evaluate client care	97.6	163	3.07	0.14	162	4.08	0.06	165	4.07	0.02	0.01			
15	Maintain continuity of care between/among health care agencies	94.0	157	1.71	0.14	157	3.90	0.07	164	3.90	0.02	0.01			
16	Maintain client confidentiality/privacy	100.0	168	4.42	0.09	168	4.59	0.05	168	4.59	0.03	0.00			

Appendix C: Activity Statements in Survey Order													
Activity #	Activity	Apply to Setting		Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance Total Group			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
17	Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	100.0	188	3.25	0.12	187	4.65	0.04	187	4.65	0.02	0.00	
18	Comply with state/provincial and/or federal requirements for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	77.8	147	0.51	0.10	145	4.34	0.06	182	4.34	0.02	0.00	
19	Manage conflict among clients and health care staff	91.4	169	0.82	0.09	167	3.89	0.06	178	3.90	0.02	-0.01	
20	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	97.3	181	3.13	0.13	181	3.89	0.06	185	3.86	0.02	0.03	
21	Recognize ethical dilemmas and take appropriate action	94.7	178	0.87	0.09	174	4.11	0.06	184	4.11	0.02	0.00	
22	Incorporate evidence-based practice/research results when providing care	97.8	181	3.25	0.13	177	4.38	0.05	180	4.38	0.02	0.00	
23	Use approved abbreviations and standard terminology when documenting care	99.5	188	4.57	0.07	188	3.91	0.06	189	3.90	0.02	0.02	
24	Prioritize workload to manage time effectively	100.0	187	4.51	0.08	187	4.51	0.05	187	4.51	0.02	0.00	
25	Use emerging technology in managing client health care (e.g., telehealth, electronic records)	89.9	169	2.67	0.15	167	3.60	0.06	184	3.60	0.02	0.00	
26	Practices in a manner consistent with a code of ethics for registered nurses	100.0	189	4.71	0.06	188	4.62	0.04	188	4.62	0.02	0.00	
27	Provide care within the legal scope of practice	100.0	188	4.79	0.05	187	4.77	0.03	187	4.77	0.03	0.00	
28	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	99.5	188	4.84	0.05	187	4.83	0.03	188	4.83	0.03	0.00	
29	Protect client from injury (e.g., falls, electrical hazards)	99.5	185	3.52	0.13	183	4.68	0.04	184	4.68	0.03	0.00	
30	Verify appropriateness and/or accuracy of a treatment order	97.8	182	3.24	0.12	181	4.62	0.04	185	4.62	0.02	0.00	
31	Follow procedures for handling biohazardous materials	95.2	178	2.28	0.15	176	4.43	0.05	182	4.44	0.02	-0.01	

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		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
32	Participate in institution security plan (e.g., newborn nursery security, bomb threats)	65.8	123	0.46	0.11	122	4.23	0.08	179	4.17	0.02	0.06	
33	Use safe client handling when providing care (e.g., assistive devices, proper lifting)	95.7	180	3.41	0.14	179	4.42	0.05	185	4.39	0.02	0.04	
34	Acknowledge and document practice error (e.g., incident report for medication error)	89.8	168	0.43	0.07	165	4.36	0.05	181	4.35	0.02	0.00	
35	Ensure proper identification of client when providing care	100.0	187	4.62	0.07	187	4.79	0.03	187	4.79	0.03	0.00	
36	Facilitate appropriate and safe use of equipment	99.5	186	3.65	0.12	184	4.36	0.05	185	4.36	0.02	0.00	
37	Educate client on home safety issues	89.9	169	1.44	0.12	169	4.04	0.06	184	4.03	0.02	0.01	
38	Implement emergency response plans (e.g., internal/external disaster)	66.8	125	0.14	0.05	123	4.10	0.08	177	4.08	0.02	0.01	
39	Comply with federal/state/provincial/institutional requirements regarding the use of client restraints and/or safety devices	79.7	149	1.25	0.14	148	4.23	0.06	182	4.12	0.02	0.11	
40	Educate client and staff regarding infection control measures	94.6	176	1.66	0.13	174	4.28	0.05	184	4.29	0.02	-0.01	
41	Assess for client allergies/sensitivities and intervene as needed (e.g., food, latex, environmental allergies)	96.8	182	2.80	0.14	181	4.65	0.04	187	4.64	0.02	0.01	
42	Provide pre-natal care and education	28.2	53	0.79	0.22	52	4.15	0.11	164	3.84	0.02	0.31	
43	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education)	30.9	58	1.19	0.23	59	3.80	0.10	171	3.63	0.02	0.17	
44	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	31.2	59	0.73	0.20	59	3.81	0.10	169	3.72	0.02	0.09	
45	Provide newborn care and education	35.6	67	1.97	0.26	68	4.34	0.09	169	4.01	0.02	0.33	
46	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	76.6	144	1.30	0.13	145	4.10	0.06	185	4.05	0.02	0.04	

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		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
47	Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	85.7	162	1.72	0.14	158	4.10	0.06	184	4.05	0.02	0.05	
48	Provide post-partum care and education	36.2	68	1.57	0.24	68	4.21	0.09	169	3.99	0.02	0.22	
49	Perform comprehensive health assessment	94.2	178	3.51	0.15	177	4.51	0.05	186	4.50	0.02	0.01	
50	Assess readiness to learn, learning preferences and barriers to learning	94.7	178	2.46	0.14	177	3.97	0.06	184	3.98	0.02	-0.01	
51	Provide care and education that meets the special needs of the infant client 1 month to 1 year	32.3	61	1.36	0.25	60	4.23	0.09	168	3.90	0.02	0.33	
52	Provide care and education that meets the special needs of the preschool client, ages 1 year to 4 years	29.8	56	1.20	0.25	57	4.19	0.08	170	3.89	0.02	0.30	
53	Provide care and education that meets the special needs of the school age client, ages 5 to 12 years	29.1	55	1.05	0.23	55	4.18	0.09	170	3.88	0.02	0.31	
54	Provide care and education that meets the special needs of the adolescent client, ages 13 to 18 years	38.1	72	1.36	0.21	72	4.22	0.08	170	3.94	0.02	0.28	
55	Provide care and education that meets the special needs of the adult client, ages 19 to 64 years	87.8	166	3.33	0.14	165	4.19	0.05	184	4.17	0.02	0.02	
56	Provide care and education that meets the special needs of the older adult client, ages 65 to 85 years	84.7	160	3.42	0.14	159	4.23	0.05	184	4.15	0.02	0.08	
57	Provide care and education that meets the special needs of the older adult, over 85 years	82.4	155	2.25	0.16	155	4.23	0.05	185	4.14	0.02	0.09	
58	Assess client understanding of and ability to manage self care in the home environment (e.g., community resources)	93.1	176	2.10	0.13	174	4.19	0.05	183	4.18	0.02	0.01	
59	Assess and teach client about health risks based on known population or community characteristics	87.8	165	1.18	0.12	162	3.84	0.07	181	3.83	0.02	0.01	

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		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
60	Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate	93.6	175	1.86	0.13	171	3.84	0.06	181	3.84	0.02	0.00	
61	Assess client for potential or actual abuse/neglect and intervene when appropriate	89.8	168	0.96	0.12	166	4.25	0.05	181	4.19	0.02	0.06	
62	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities and intervene when appropriate	93.5	174	1.74	0.14	171	4.36	0.05	181	4.32	0.02	0.04	
63	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	93.0	174	1.84	0.13	172	4.25	0.05	184	4.22	0.02	0.03	
64	Provide a therapeutic environment for clients with emotional/behavioral issues	93.1	176	1.71	0.12	173	4.12	0.05	184	4.08	0.02	0.04	
65	Incorporate client cultural practice and beliefs when planning and providing care	96.3	181	1.66	0.13	177	3.99	0.06	183	3.98	0.02	0.01	
66	Provide end of life care and education to clients (e.g., hospice)	74.7	139	0.85	0.12	134	4.28	0.06	174	4.17	0.02	0.11	
67	Assess the potential for violence and initiate/maintain safety precautions (e.g., suicide, homicide, self-destructive behavior)	87.8	166	1.01	0.12	161	4.42	0.05	181	4.37	0.02	0.05	
68	Assess family dynamics in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	96.8	183	1.77	0.13	179	4.05	0.05	184	4.06	0.02	-0.01	
69	Provide support to client in coping with life changes (e.g., loss, new diagnosis, role change, stress)	95.8	181	2.04	0.12	178	4.14	0.05	185	4.11	0.02	0.03	
70	Use therapeutic communication techniques to provide support to client	99.5	185	3.64	0.12	182	4.19	0.05	183	4.17	0.02	0.02	
71	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	95.2	179	2.46	0.14	178	3.90	0.06	185	3.89	0.02	0.01	
72	Recognize non-verbal cues to physical and/or psychological stressors	98.9	186	3.04	0.12	184	4.16	0.05	185	4.16	0.02	0.00	

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		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
73	Recognize impact of illness/disease on individual/family lifestyle	99.5	187	2.86	0.13	184	4.07	0.05	185	4.07	0.02	0.00	
74	Address client needs based on visual, auditory or cognitive distortions (e.g., hallucinations)	90.5	171	1.49	0.14	168	4.10	0.05	183	4.01	0.02	0.10	
75	Establish and maintain a therapeutic relationship with client	99.5	183	4.53	0.07	180	4.46	0.04	181	4.44	0.02	0.02	
76	Assess and intervene in client performance of activities of daily living (ADL) and instrumental activities of daily living (IADL)	94.7	177	3.27	0.13	177	4.02	0.06	185	3.96	0.02	0.06	
77	Provide client nutrition through continuous or intermittent tube feedings	82.4	154	1.31	0.15	153	4.19	0.06	181	4.12	0.02	0.07	
78	Perform post-mortem care	71.1	133	0.40	0.09	128	3.78	0.08	177	3.64	0.02	0.14	
79	Perform irrigations (e.g., of bladder, ear, eye)	78.9	146	0.77	0.12	140	3.92	0.07	174	3.78	0.02	0.14	
80	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	90.9	170	2.18	0.15	168	4.03	0.06	184	3.93	0.02	0.09	
81	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	93.1	175	3.41	0.13	173	4.46	0.05	183	4.35	0.02	0.11	
82	Assess and manage client with an alteration in elimination (e.g., bowel, urinary)	97.3	181	2.82	0.14	179	4.17	0.05	182	4.13	0.02	0.04	
83	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	75.1	139	1.02	0.13	135	3.76	0.08	175	3.70	0.02	0.06	
84	Assess client need for pain management and intervene as needed using non-pharmacological comfort measures	97.9	184	3.20	0.12	182	4.33	0.05	185	4.29	0.02	0.04	
85	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)	95.2	179	1.85	0.13	176	3.98	0.06	184	3.97	0.02	0.02	
86	Assess client need for sleep/rest and intervene as needed	98.9	185	2.73	0.13	183	3.99	0.06	185	3.97	0.02	0.02	

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87	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	97.3	183	2.24	0.14	180	4.02	0.06	185	4.01	0.02	0.02	
88	Calculate client intake and output	93.1	175	3.31	0.13	173	4.20	0.05	184	4.09	0.02	0.11	
89	Promote circulation (e.g., active or passive range of motion, positioning and mobilization)	93.1	175	2.80	0.14	174	4.21	0.06	186	4.10	0.02	0.10	
90	Evaluate therapeutic effect of medications	97.9	183	3.87	0.11	183	4.44	0.04	187	4.39	0.02	0.05	
91	Evaluate appropriateness/accuracy of medication order for client per institution policy including reconciling orders	96.3	181	3.49	0.12	181	4.52	0.04	186	4.47	0.02	0.05	
92	Prepare and administer medications, using rights of medication administration	97.3	182	4.81	0.06	182	4.84	0.03	187	4.81	0.03	0.02	
93	Perform calculations needed for medication administration	95.7	179	3.06	0.14	178	4.74	0.03	186	4.69	0.03	0.05	
94	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)	88.3	166	3.73	0.13	165	4.58	0.04	182	4.45	0.02	0.13	
95	Insert, maintain and remove a peripheral intravenous line	86.2	162	2.51	0.15	161	4.33	0.05	181	4.22	0.02	0.11	
96	Comply with requirements governing controlled substances	92.9	171	3.33	0.15	171	4.40	0.05	182	4.33	0.02	0.07	
97	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	97.9	184	4.29	0.10	183	4.74	0.04	187	4.72	0.03	0.03	
98	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)	93.6	176	2.43	0.15	173	4.63	0.05	183	4.54	0.02	0.09	
99	Administer blood products and evaluate client response	85.6	161	0.83	0.12	157	4.77	0.04	178	4.61	0.03	0.16	
100	Access venous access devices, including tunneled, implanted and central lines	79.1	148	1.54	0.16	143	4.34	0.05	176	4.21	0.02	0.13	
101	Educate client about medications	97.3	183	3.19	0.12	182	4.21	0.05	184	4.20	0.02	0.01	

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102	Manage client experiencing side effects and adverse reactions of medication	95.2	178	1.40	0.13	174	4.52	0.05	181	4.52	0.02	0.00	
103	Administer parenteral nutrition and evaluate client response (e.g., TPN)	74.5	140	0.67	0.12	134	4.29	0.06	173	4.14	0.02	0.15	
104	Use pharmacological measures for pain management as needed	95.7	179	3.95	0.11	178	4.47	0.04	185	4.40	0.02	0.07	
105	Assess and respond to changes in client vital signs	97.3	182	3.07	0.14	179	4.69	0.04	183	4.67	0.03	0.02	
106	Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	96.3	180	3.91	0.12	178	4.58	0.04	183	4.56	0.02	0.03	
107	Provide intraoperative care	29.9	55	1.02	0.24	50	4.22	0.10	152	3.89	0.03	0.33	
108	Evaluate the results of diagnostic testing and intervene as needed	91.4	169	2.28	0.15	166	4.38	0.05	175	4.30	0.02	0.08	
109	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	94.7	178	3.76	0.12	177	4.49	0.04	186	4.42	0.02	0.06	
110	Evaluate responses to procedures and treatments	97.3	183	3.55	0.12	181	4.46	0.05	184	4.46	0.02	0.00	
111	Provide pre and/or postoperative education	83.3	155	2.15	0.16	151	4.29	0.05	175	4.13	0.02	0.17	
112	Provide preoperative care	74.7	139	1.37	0.15	134	4.25	0.05	173	4.06	0.02	0.20	
113	Manage client during and following procedure with moderate sedation	68.4	128	1.15	0.15	125	4.38	0.06	176	4.17	0.02	0.21	
114	Obtain blood specimens peripherally or through central line	64.9	122	0.84	0.13	118	4.01	0.07	174	3.91	0.02	0.09	
115	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	93.0	174	2.36	0.15	171	4.35	0.05	181	4.29	0.02	0.05	
116	Educate client about treatments and procedures	97.9	184	2.70	0.14	180	4.18	0.06	182	4.16	0.02	0.02	
117	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine specimens)	94.7	178	1.86	0.14	178	4.11	0.05	184	4.09	0.02	0.02	

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		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
118	Insert, maintain and remove nasogastric tubes and/or urethral catheters	88.8	167	1.51	0.14	166	4.11	0.05	182	3.99	0.02	0.12	
119	Recognize trends and changes in client condition and intervene appropriately	98.4	184	2.91	0.12	184	4.64	0.04	186	4.62	0.02	0.02	
120	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	85.1	160	1.26	0.14	158	4.08	0.06	182	3.91	0.02	0.17	
121	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	80.9	152	1.52	0.14	150	4.27	0.05	180	4.09	0.02	0.18	
122	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated external defibrillator)	78.2	147	0.24	0.07	143	4.85	0.03	176	4.69	0.03	0.17	
123	Monitor and care for clients on a ventilator	28.7	54	0.48	0.18	49	4.67	0.09	164	4.37	0.03	0.30	
124	Perform wound care and/or assist with dressing change	94.7	178	2.07	0.13	177	4.14	0.05	186	4.09	0.02	0.06	
125	Assist with invasive procedures (e.g., central line placement)	53.2	100	0.34	0.09	97	4.20	0.08	171	4.02	0.02	0.18	
126	Provide ostomy care and education (e.g., tracheal, enteral)	78.6	147	0.78	0.12	144	4.10	0.06	178	3.97	0.02	0.14	
127	Provide postoperative care	78.1	146	2.36	0.17	145	4.39	0.05	179	4.17	0.02	0.21	
128	Perform and manage care of client receiving peritoneal dialysis	46.0	86	0.38	0.11	85	4.18	0.08	167	3.99	0.02	0.18	
129	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	80.2	150	0.87	0.13	148	4.39	0.06	177	4.23	0.02	0.15	
130	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	80.9	152	1.36	0.13	151	4.12	0.05	180	3.97	0.02	0.15	
131	Manage the care of a client on telemetry	48.4	91	1.95	0.22	90	4.44	0.07	170	4.14	0.02	0.31	
132	Manage the care of a client with impaired ventilation/oxygenation	85.6	160	1.58	0.14	160	4.61	0.05	181	4.51	0.02	0.10	
133	Maintain desired temperature of client (e.g., cooling and/or warming blanket)	91.5	172	2.11	0.14	171	4.11	0.06	184	4.02	0.02	0.09	

Appendix C: Activity Statements in Survey Order													
Activity #	Activity	Apply to Setting		Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance Total Group			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
134	Implement and monitor phototherapy	26.1	49	0.61	0.20	46	4.09	0.12	162	3.60	0.02	0.48	
135	Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	69.7	131	0.94	0.12	129	4.19	0.06	174	3.98	0.02	0.20	
136	Monitor and maintain arterial lines	46.0	86	0.62	0.15	84	4.32	0.07	168	4.03	0.02	0.29	
137	Manage the care of the client with a fluid and electrolyte imbalance	92.0	172	2.10	0.14	171	4.46	0.05	183	4.37	0.02	0.10	
138	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	83.5	157	1.26	0.13	151	4.51	0.05	174	4.37	0.03	0.14	
139	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	94.6	176	2.93	0.14	175	4.39	0.05	184	4.30	0.02	0.09	
140	Identify signs and symptoms related to an acute or chronic condition	97.9	183	2.77	0.13	181	4.43	0.05	185	4.40	0.02	0.03	
141	Manage the care of a client receiving hemodialysis	42.2	79	0.66	0.15	76	4.20	0.09	163	4.03	0.02	0.17	
142	Recognize complications of an acute or chronic illness and intervene	96.3	181	2.00	0.14	179	4.60	0.04	185	4.54	0.02	0.06	

APPENDIX D: COMPARISON OF ENTRY-LEVEL REGISTERED NURSES IN THE U.S. AND BRITISH COLUMBIA, CANADA NONRESPONDER STUDY

Introduction

Although the Comparison of Entry-level Registered Nurses in the U.S. and British Columbia, Canada Survey had an adequate return rate of approximately 30.0%, many individuals did not respond to the survey. Out of the 699 entry-level RNs who were invited to participate, only 219 returned the survey. To evaluate the nonresponding group, a sample of those who chose not to participate in the survey were contacted with an abbreviated survey.

Background of Study

The findings from the Comparison of Entry-level Registered Nurses in the U.S. and British Columbia, Canada Nonresponder Study provide reasons why individuals do not participate in surveys. This includes studying the differences between survey responders and nonresponders to determine if the nonresponders were systematically different in terms of demographics and ratings of the activity statements. This study was conducted to determine if the results from the original study were somehow biased.

Methodology

Sample Selection

A random sample of 200 entry-level RNs who were initially invited, but did not participate in the survey were contacted via mail. The sample was derived from those 480 not responding to the original survey.

Survey Instrument and Process

There were 91 nonresponders who responded to the mailing (45.5%). The short survey first asked the nonresponders about their reasons for not completing the original survey. Possible reasons included too busy, did not care, do not like/trust surveys, did not receive or other. Second, individuals were asked for demographic information, in order to provide background on nonresponders, such as employment setting/specialty and length of time

since they graduated with their nursing degree. In addition, nonresponders were asked to rate the frequency of performance and importance of 10 activity statements that were listed in the original survey. Nonresponders were thanked for their time and their data was recorded.

Nonresponder Results

Reasons for Not Responding

Reasons for not responding included too busy (39.6%), did not care (2.2%), do not like/trust surveys (5.5%), did not receive (7.7%) and other (45.1%). The other comments included moved, out of country, survey was too long and lost the survey.

Months Since Graduation

Nonresponders were asked how many months it has been since graduation from a nursing education program. Nonresponders averaged 4.9 months, while responders averaged 3.5 months. This is an expected difference since the nonresponders were surveyed after the paper survey was completed. Overall, the nonresponders had graduated, on average, about 1.5 months prior to taking the Canadian Registered Nurse Examination (CRNE®).

Employment Setting/Specialty

Nonresponders were asked to provide their setting/specialty area. The largest percentage, over half, of both responders and nonresponders worked in a medical/surgical unit. Responder and nonresponder percentages were very similar. See *Table D-1*.

Importance Ratings

In general, the importance ratings between nonresponders and responders were very similar, with no activity statement importance rating differing by more than 0.16 of a point. See *Table D-2*.

Frequency Ratings

Frequency ratings were provided by the nonresponders and compared to the average response

Table D-1: Employment Setting/Specialty Areas

Practice Setting	Responder %	Nonresponder %
Critical care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, post-anesthesia recovery unit)	12.7	15.2
Medical-surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology)	51.1	53.3
Pediatrics	6.8	8.7
Nursery	0.9	0.0
Labor and delivery	2.7	3.3
Postpartum unit	3.6	4.3
Psychiatry or any of its sub-specialties (e.g., detox)	3.6	4.3
Operating room, including outpatient surgery and surgicenters	0.5	6.5
Nursing home, skilled or intermediate care	0.5	2.2
Assisted living	0.9	0.0
Other long-term care (e.g., residential care, developmental disability)	2.3	1.1
Rehabilitation	1.4	1.1
Subacute unit	1.4	2.2
Transitional care unit	1.4	0.0
Physician/dentist office	0.0	0.0
Occupational health	0.0	0.0
Outpatient clinic	0.5	0.0
Home health, including visiting nurses associations	2.7	2.2
Public health	3.6	1.1
Student/school health	0.5	0.0
Hospice care	0.5	2.2
Prison/correctional facility/jail	0.0	1.1
Other	3.6	3.3

rating of the survey responders. Ratings between nonresponders and responders were very similar, with no activity statement importance rating differing by more than one point. See *Table D-3*.

Summary

The nonresponder study suggests that the main reason individuals did not complete the study was that they were too busy. Overall, these results provide important information about 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 nonresponder study provides support for the validity of the Comparison of Entry-level Registered Nurses in the U.S. and British Columbia, Canada Study results.

Table D-2: Activity Statement Importance Ratings

Activity #	Activity	Average Importance (Setting-specific) Responder			Average Importance (Setting-specific) Nonresponder		
		N	Avg	Std. Err.	N	Avg	Std. Err.
16	Maintain client confidentiality/privacy	168	4.59	0.05	90	4.64	0.06
20	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	181	3.89	0.06	90	4.01	0.08
26	Practices in a manner consistent with a code of ethics for registered nurses	188	4.62	0.04	91	4.78	0.05
28	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	187	4.83	0.03	91	4.85	0.05
35	Ensure proper identification of client when providing care	187	4.79	0.03	90	4.84	0.04
92	Prepare and administer medications, using rights of medication administration	182	4.84	0.03	89	4.87	0.05
95	Insert, maintain and remove a peripheral intravenous line	161	4.33	0.05	76	4.26	0.09
101	Educate client about medications	182	4.21	0.05	87	4.09	0.08
109	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	177	4.49	0.04	89	4.53	0.07
119	Recognize trends and changes in client condition and intervene appropriately	184	4.64	0.04	90	4.83	0.04

Table D-3: Activity Statement Frequency Ratings

Activity #	Activity	Average Frequency (Setting-specific) Responder			Average Frequency (Setting-specific) Nonresponder		
		N	Avg	Std. Err.	N	Avg	Std. Err.
16	Maintain client confidentiality/privacy	168	4.42	0.09	90	4.63	0.10
20	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	181	3.13	0.13	90	3.80	0.16
26	Practices in a manner consistent with a code of ethics for registered nurses	189	4.71	0.06	91	4.82	0.06
28	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	188	4.84	0.05	91	4.81	0.08
35	Ensure proper identification of client when providing care	187	4.62	0.07	90	4.80	0.08
92	Prepare and administer medications, using rights of medication administration	182	4.81	0.06	88	4.68	0.12
95	Insert, maintain and remove a peripheral intravenous line	162	2.51	0.15	76	3.12	0.20
101	Educate client about medications	183	3.19	0.12	87	3.23	0.18
109	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	178	3.76	0.12	89	4.35	0.14
119	Recognize trends and changes in client condition and intervene appropriately	184	2.91	0.12	90	3.78	0.15

APPENDIX E: 2009 B.C. TOTAL GROUP AND SETTING-SPECIFIC IMPORTANCE RATINGS

Appendix E: 2009 B.C. Total Group and Setting-specific Importance Ratings														
Activity #	Activity	Apply to Setting			Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance (Total Group)			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.			
1	Perform procedures necessary to safely admit, transfer or discharge a client	94.0	158	2.70	0.14	158	4.27	0.05	165	4.22	0.03	0.05		
2	Provide and receive report on assigned clients	97.6	164	3.45	0.12	163	4.37	0.06	164	4.38	0.03	-0.01		
3	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	84.4	141	2.22	0.16	141	3.79	0.07	162	3.65	0.02	0.13		
4	Act as a client advocate	98.2	165	3.08	0.12	165	4.45	0.05	168	4.44	0.03	0.01		
5	Assess/triage client(s) to prioritize the order of care delivery	91.0	151	3.51	0.14	149	4.56	0.05	161	4.50	0.03	0.06		
6	Participate in performance improvement/quality assurance process (e.g., collect data or participate on a team)	81.8	135	1.87	0.16	136	3.61	0.08	160	3.58	0.02	0.03		
7	Collaborate with health care members in other disciplines when providing client care	100.0	168	3.55	0.12	167	4.38	0.05	167	4.38	0.03	0.00		
8	Receive and/or transcribe health care provider orders	96.4	161	3.38	0.12	161	4.47	0.06	166	4.45	0.03	0.02		
9	Integrate advance directives into client plan of care	83.6	138	1.25	0.13	135	4.05	0.07	156	3.90	0.03	0.15		
10	Report unsafe practice of health care personnel to internal/external entities and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	79.8	134	0.67	0.10	133	4.44	0.07	161	4.40	0.03	0.04		
11	Verify that the client comprehends and consents to care/procedures, including procedures requiring informed consent	97.6	164	2.63	0.14	162	4.48	0.05	166	4.47	0.03	0.01		
12	Educate client and staff about client rights and responsibilities (e.g., ethical/legal issues)	92.1	152	1.18	0.12	154	4.08	0.06	165	4.07	0.02	0.01		
13	Recognize the need for referrals and obtain necessary orders	97.6	162	1.93	0.13	161	3.97	0.06	164	3.97	0.02	0.00		
14	Initiate, evaluate, and update plan of care, care map, clinical pathway used to guide and evaluate client care	97.6	163	3.07	0.14	162	4.08	0.06	165	4.07	0.02	0.01		

Appendix E: 2009 B.C. Total Group and Setting-specific Importance Ratings

# Activity	Activity	Apply to Setting		Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance (Total Group)			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
15	Maintain continuity of care between/among health care agencies	94.0	157	1.71	0.14	157	3.90	0.07	164	3.90	0.02	0.01	
16	Maintain client confidentiality/privacy	100.0	168	4.42	0.09	168	4.59	0.05	168	4.59	0.03	0.00	
17	Recognize limitations of self/others, seek assistance and/or begin corrective measures at the earliest opportunity	100.0	188	3.25	0.12	187	4.65	0.04	187	4.65	0.02	0.00	
18	Comply with state/provincial and/or federal requirements for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	77.8	147	0.51	0.10	145	4.34	0.06	182	4.34	0.02	0.00	
19	Manage conflict among clients and health care staff	91.4	169	0.82	0.09	167	3.89	0.06	178	3.90	0.02	-0.01	
20	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	97.3	181	3.13	0.13	181	3.89	0.06	185	3.86	0.02	0.03	
21	Recognize ethical dilemmas and take appropriate action	94.7	178	0.87	0.09	174	4.11	0.06	184	4.11	0.02	0.00	
22	Incorporate evidence-based practice/research results when providing care	97.8	181	3.25	0.13	177	4.38	0.05	180	4.38	0.02	0.00	
23	Use approved abbreviations and standard terminology when documenting care	99.5	188	4.57	0.07	188	3.91	0.06	189	3.90	0.02	0.02	
24	Prioritize workload to manage time effectively	100.0	187	4.51	0.08	187	4.51	0.05	187	4.51	0.02	0.00	
25	Use emerging technology in managing client health care (e.g., telehealth, electronic records)	89.9	169	2.67	0.15	167	3.60	0.06	184	3.60	0.02	0.00	
26	Practices in a manner consistent with a code of ethics for registered nurses	100.0	189	4.71	0.06	188	4.62	0.04	188	4.62	0.02	0.00	
27	Provide care within the legal scope of practice	100.0	188	4.79	0.05	187	4.77	0.03	187	4.77	0.03	0.00	
28	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	99.5	188	4.84	0.05	187	4.83	0.03	188	4.83	0.03	0.00	

Appendix E: 2009 B.C. Total Group and Setting-specific Importance Ratings													
Activity #	Activity	Apply to Setting		Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance (Total Group)			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
29	Protect client from injury (e.g., falls, electrical hazards)	99.5	185	3.52	0.13	183	4.68	0.04	184	4.68	0.03	0.00	
30	Verify appropriateness and/or accuracy of a treatment order	97.8	182	3.24	0.12	181	4.62	0.04	185	4.62	0.02	0.00	
31	Follow procedures for handling biohazardous materials	95.2	178	2.28	0.15	176	4.43	0.05	182	4.44	0.02	-0.01	
32	Participate in institution security plan (e.g., newborn nursery security, bomb threats)	65.8	123	0.46	0.11	122	4.23	0.08	179	4.17	0.02	0.06	
33	Use safe client handling when providing care (e.g., assistive devices, proper lifting)	95.7	180	3.41	0.14	179	4.42	0.05	185	4.39	0.02	0.04	
34	Acknowledge and document practice error (e.g., incident report for medication error)	89.8	168	0.43	0.07	165	4.36	0.05	181	4.35	0.02	0.00	
35	Ensure proper identification of client when providing care	100.0	187	4.62	0.07	187	4.79	0.03	187	4.79	0.03	0.00	
36	Facilitate appropriate and safe use of equipment	99.5	186	3.65	0.12	184	4.36	0.05	185	4.36	0.02	0.00	
37	Educate client on home safety issues	89.9	169	1.44	0.12	169	4.04	0.06	184	4.03	0.02	0.01	
38	Implement emergency response plans (e.g., internal/external disaster)	66.8	125	0.14	0.05	123	4.10	0.08	177	4.08	0.02	0.01	
39	Comply with federal/state/provincial/institutional requirements regarding the use of client restraints and/or safety devices	79.7	149	1.25	0.14	148	4.23	0.06	182	4.12	0.02	0.11	
40	Educate client and staff regarding infection control measures	94.6	176	1.66	0.13	174	4.28	0.05	184	4.29	0.02	-0.01	
41	Assess for client allergies/sensitivities and intervene as needed (e.g., food, latex, environmental allergies)	96.8	182	2.80	0.14	181	4.65	0.04	187	4.64	0.02	0.01	
42	Provide pre-natal care and education	28.2	53	0.79	0.22	52	4.15	0.11	164	3.84	0.02	0.31	
43	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education)	30.9	58	1.19	0.23	59	3.80	0.10	171	3.63	0.02	0.17	

Appendix E: 2009 B.C. Total Group and Setting-specific Importance Ratings

# Activity	Activity	Apply to Setting		Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance (Total Group)			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
44	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	31.2	59	0.73	0.20	59	3.81	0.10	169	3.72	0.02	0.09	
45	Provide newborn care and education	35.6	67	1.97	0.26	68	4.34	0.09	169	4.01	0.02	0.33	
46	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)	76.6	144	1.30	0.13	145	4.10	0.06	185	4.05	0.02	0.04	
47	Provide information about healthy behaviors and health promotion/maintenance recommendations (e.g., physician visits, immunizations)	85.7	162	1.72	0.14	158	4.10	0.06	184	4.05	0.02	0.05	
48	Provide post-partum care and education	36.2	68	1.57	0.24	68	4.21	0.09	169	3.99	0.02	0.22	
49	Perform comprehensive health assessment	94.2	178	3.51	0.15	177	4.51	0.05	186	4.50	0.02	0.01	
50	Assess readiness to learn, learning preferences and barriers to learning	94.7	178	2.46	0.14	177	3.97	0.06	184	3.98	0.02	-0.01	
51	Provide care and education that meets the special needs of the infant client 1 month to 1 year	32.3	61	1.36	0.25	60	4.23	0.09	168	3.90	0.02	0.33	
52	Provide care and education that meets the special needs of the preschool client, ages 1 year to 4 years	29.8	56	1.20	0.25	57	4.19	0.08	170	3.89	0.02	0.30	
53	Provide care and education that meets the special needs of the school age client, ages 5 to 12 years	29.1	55	1.05	0.23	55	4.18	0.09	170	3.88	0.02	0.31	
54	Provide care and education that meets the special needs of the adolescent client, ages 13 to 18 years	38.1	72	1.36	0.21	72	4.22	0.08	170	3.94	0.02	0.28	
55	Provide care and education that meets the special needs of the adult client, ages 19 to 64 years	87.8	166	3.33	0.14	165	4.19	0.05	184	4.17	0.02	0.02	
56	Provide care and education that meets the special needs of the older adult client, ages 65 to 85 years	84.7	160	3.42	0.14	159	4.23	0.05	184	4.15	0.02	0.08	

Appendix E: 2009 B.C. Total Group and Setting-specific Importance Ratings												
Activity #	Activity	Apply to Setting %	Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance (Total Group)			Imp. Diff.
			N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.	
57	Provide care and education that meets the special needs of the older adult, over 85 years	82.4	155	2.25	0.16	155	4.23	0.05	185	4.14	0.02	0.09
58	Assess client understanding of and ability to manage self care in the home environment (e.g., community resources)	93.1	176	2.10	0.13	174	4.19	0.05	183	4.18	0.02	0.01
59	Assess and teach client about health risks based on known population or community characteristics	87.8	165	1.18	0.12	162	3.84	0.07	181	3.83	0.02	0.01
60	Assess psychosocial, spiritual and occupational factors affecting care and plan interventions as appropriate	93.6	175	1.86	0.13	171	3.84	0.06	181	3.84	0.02	0.00
61	Assess client for potential or actual abuse/neglect and intervene when appropriate	89.8	168	0.96	0.12	166	4.25	0.05	181	4.19	0.02	0.06
62	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities and intervene when appropriate	93.5	174	1.74	0.14	171	4.36	0.05	181	4.32	0.02	0.04
63	Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)	93.0	174	1.84	0.13	172	4.25	0.05	184	4.22	0.02	0.03
64	Provide a therapeutic environment for clients with emotional/behavioral issues	93.1	176	1.71	0.12	173	4.12	0.05	184	4.08	0.02	0.04
65	Incorporate client cultural practice and beliefs when planning and providing care	96.3	181	1.66	0.13	177	3.99	0.06	183	3.98	0.02	0.01
66	Provide end of life care and education to clients (e.g., hospice)	74.7	139	0.85	0.12	134	4.28	0.06	174	4.17	0.02	0.11
67	Assess the potential for violence and initiate/maintain safety precautions (e.g., suicide, homicide, self-destructive behavior)	87.8	166	1.01	0.12	161	4.42	0.05	181	4.37	0.02	0.05
68	Assess family dynamics in order to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	96.8	183	1.77	0.13	179	4.05	0.05	184	4.06	0.02	-0.01

Appendix E: 2009 B.C. Total Group and Setting-specific Importance Ratings

# Activity	Activity	Apply to Setting		Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance (Total Group)			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
69	Provide support to client in coping with life changes (e.g., loss, new diagnosis, role change, stress)	95.8	181	2.04	0.12	178	4.14	0.05	185	4.11	0.02	0.03	
70	Use therapeutic communication techniques to provide support to client	99.5	185	3.64	0.12	182	4.19	0.05	183	4.17	0.02	0.02	
71	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	95.2	179	2.46	0.14	178	3.90	0.06	185	3.89	0.02	0.01	
72	Recognize non-verbal cues to physical and/or psychological stressors	98.9	186	3.04	0.12	184	4.16	0.05	185	4.16	0.02	0.00	
73	Recognize impact of illness/disease on individual/family lifestyle	99.5	187	2.86	0.13	184	4.07	0.05	185	4.07	0.02	0.00	
74	Address client needs based on visual, auditory or cognitive distortions (e.g., hallucinations)	90.5	171	1.49	0.14	168	4.10	0.05	183	4.01	0.02	0.10	
75	Establish and maintain a therapeutic relationship with client	99.5	183	4.53	0.07	180	4.46	0.04	181	4.44	0.02	0.02	
76	Assess and intervene in client performance of activities of daily living (ADL) and instrumental activities of daily living (IADL)	94.7	177	3.27	0.13	177	4.02	0.06	185	3.96	0.02	0.06	
77	Provide client nutrition through continuous or intermittent tube feedings	82.4	154	1.31	0.15	153	4.19	0.06	181	4.12	0.02	0.07	
78	Perform post-mortem care	71.1	133	0.40	0.09	128	3.78	0.08	177	3.64	0.02	0.14	
79	Perform irrigations (e.g., of bladder, ear, eye)	78.9	146	0.77	0.12	140	3.92	0.07	174	3.78	0.02	0.14	
80	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	90.9	170	2.18	0.15	168	4.03	0.06	184	3.93	0.02	0.09	
81	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	93.1	175	3.41	0.13	173	4.46	0.05	183	4.35	0.02	0.11	
82	Assess and manage client with an alteration in elimination (e.g., bowel, urinary)	97.3	181	2.82	0.14	179	4.17	0.05	182	4.13	0.02	0.04	

Appendix E: 2009 B.C. Total Group and Setting-specific Importance Ratings													
Activity #	Activity	Apply to Setting	Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance (Total Group)			Imp. Diff.	
			N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
83	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	75.1	139	1.02	0.13	135	3.76	0.08	175	3.70	0.02	0.06	
84	Assess client need for pain management and intervene as needed using non-pharmacological comfort measures	97.9	184	3.20	0.12	182	4.33	0.05	185	4.29	0.02	0.04	
85	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)	95.2	179	1.85	0.13	176	3.98	0.06	184	3.97	0.02	0.02	
86	Assess client need for sleep/rest and intervene as needed	98.9	185	2.73	0.13	183	3.99	0.06	185	3.97	0.02	0.02	
87	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	97.3	183	2.24	0.14	180	4.02	0.06	185	4.01	0.02	0.02	
88	Calculate client intake and output	93.1	175	3.31	0.13	173	4.20	0.05	184	4.09	0.02	0.11	
89	Promote circulation (e.g., active or passive range of motion, positioning and mobilization)	93.1	175	2.80	0.14	174	4.21	0.06	186	4.10	0.02	0.10	
90	Evaluate therapeutic effect of medications	97.9	183	3.87	0.11	183	4.44	0.04	187	4.39	0.02	0.05	
91	Evaluate appropriateness/accuracy of medication order for client per institution policy including reconciling orders	96.3	181	3.49	0.12	181	4.52	0.04	186	4.47	0.02	0.05	
92	Prepare and administer medications, using rights of medication administration	97.3	182	4.81	0.06	182	4.84	0.03	187	4.81	0.03	0.02	
93	Perform calculations needed for medication administration	95.7	179	3.06	0.14	178	4.74	0.03	186	4.69	0.03	0.05	
94	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)	88.3	166	3.73	0.13	165	4.58	0.04	182	4.45	0.02	0.13	
95	Insert, maintain and remove a peripheral intravenous line	86.2	162	2.51	0.15	161	4.33	0.05	181	4.22	0.02	0.11	
96	Comply with requirements governing controlled substances	92.9	171	3.33	0.15	171	4.40	0.05	182	4.33	0.02	0.07	

Appendix E: 2009 B.C. Total Group and Setting-specific Importance Ratings

Activity #	Activity	Apply to Setting	Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance (Total Group)			Imp. Diff.
			%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	
97	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	97.9	184	4.29	0.10	183	4.74	0.04	187	4.72	0.03	0.03
98	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)	93.6	176	2.43	0.15	173	4.63	0.05	183	4.54	0.02	0.09
99	Administer blood products and evaluate client response	85.6	161	0.83	0.12	157	4.77	0.04	178	4.61	0.03	0.16
100	Access venous access devices, including tunneled, implanted and central lines	79.1	148	1.54	0.16	143	4.34	0.05	176	4.21	0.02	0.13
101	Educate client about medications	97.3	183	3.19	0.12	182	4.21	0.05	184	4.20	0.02	0.01
102	Manage client experiencing side effects and adverse reactions of medication	95.2	178	1.40	0.13	174	4.52	0.05	181	4.52	0.02	0.00
103	Administer parenteral nutrition and evaluate client response (e.g., TPN)	74.5	140	0.67	0.12	134	4.29	0.06	173	4.14	0.02	0.15
104	Use pharmacological measures for pain management as needed	95.7	179	3.95	0.11	178	4.47	0.04	185	4.40	0.02	0.07
105	Assess and respond to changes in client vital signs	97.3	182	3.07	0.14	179	4.69	0.04	183	4.67	0.03	0.02
106	Perform focused assessment and re-assessment (e.g., gastrointestinal, respiratory, cardiac)	96.3	180	3.91	0.12	178	4.58	0.04	183	4.56	0.02	0.03
107	Provide intraoperative care	29.9	55	1.02	0.24	50	4.22	0.10	152	3.89	0.03	0.33
108	Evaluate the results of diagnostic testing and intervene as needed	91.4	169	2.28	0.15	166	4.38	0.05	175	4.30	0.02	0.08
109	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	94.7	178	3.76	0.12	177	4.49	0.04	186	4.42	0.02	0.06
110	Evaluate responses to procedures and treatments	97.3	183	3.55	0.12	181	4.46	0.05	184	4.46	0.02	0.00
111	Provide pre and/or postoperative education	83.3	155	2.15	0.16	151	4.29	0.05	175	4.13	0.02	0.17
112	Provide preoperative care	74.7	139	1.37	0.15	134	4.25	0.05	173	4.06	0.02	0.20

Appendix E: 2009 B.C. Total Group and Setting-specific Importance Ratings														
Activity #	Activity	Apply to Setting			Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance (Total Group)			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	
113	Manage client during and following procedure with moderate sedation	68.4	128	1.15	0.15	125	4.38	0.06	176	4.17	0.02	0.21		
114	Obtain blood specimens peripherally or through central line	64.9	122	0.84	0.13	118	4.01	0.07	174	3.91	0.02	0.09		
115	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	93.0	174	2.36	0.15	171	4.35	0.05	181	4.29	0.02	0.05		
116	Educate client about treatments and procedures	97.9	184	2.70	0.14	180	4.18	0.06	182	4.16	0.02	0.02		
117	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine specimens)	94.7	178	1.86	0.14	178	4.11	0.05	184	4.09	0.02	0.02		
118	Insert, maintain and remove nasogastric tubes and/or urethral catheters	88.8	167	1.51	0.14	166	4.11	0.05	182	3.99	0.02	0.12		
119	Recognize trends and changes in client condition and intervene appropriately	98.4	184	2.91	0.12	184	4.64	0.04	186	4.62	0.02	0.02		
120	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	85.1	160	1.26	0.14	158	4.08	0.06	182	3.91	0.02	0.17		
121	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	80.9	152	1.52	0.14	150	4.27	0.05	180	4.09	0.02	0.18		
122	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, abdominal thrust maneuver, respiratory support, automated external defibrillator)	78.2	147	0.24	0.07	143	4.85	0.03	176	4.69	0.03	0.17		
123	Monitor and care for clients on a ventilator	28.7	54	0.48	0.18	49	4.67	0.09	164	4.37	0.03	0.30		
124	Perform wound care and/or assist with dressing change	94.7	178	2.07	0.13	177	4.14	0.05	186	4.09	0.02	0.06		
125	Assist with invasive procedures (e.g., central line placement)	53.2	100	0.34	0.09	97	4.20	0.08	171	4.02	0.02	0.18		
126	Provide ostomy care and education (e.g., tracheal, enteral)	78.6	147	0.78	0.12	144	4.10	0.06	178	3.97	0.02	0.14		

Appendix E: 2009 B.C. Total Group and Setting-specific Importance Ratings

# Activity	Activity	Apply to Setting		Average Frequency (Setting-specific)			Average Importance (Setting-specific)			Average Importance (Total Group)			Imp. Diff.
		%	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
127	Provide postoperative care	78.1	146	2.36	0.17	145	4.39	0.05	179	4.17	0.02	0.21	
128	Perform and manage care of client receiving peritoneal dialysis	46.0	86	0.38	0.11	85	4.18	0.08	167	3.99	0.02	0.18	
129	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	80.2	150	0.87	0.13	148	4.39	0.06	177	4.23	0.02	0.15	
130	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	80.9	152	1.36	0.13	151	4.12	0.05	180	3.97	0.02	0.15	
131	Manage the care of a client on telemetry	48.4	91	1.95	0.22	90	4.44	0.07	170	4.14	0.02	0.31	
132	Manage the care of a client with impaired ventilation/oxygenation	85.6	160	1.58	0.14	160	4.61	0.05	181	4.51	0.02	0.10	
133	Maintain desired temperature of client (e.g., cooling and/or warming blanket)	91.5	172	2.11	0.14	171	4.11	0.06	184	4.02	0.02	0.09	
134	Implement and monitor phototherapy	26.1	49	0.61	0.20	46	4.09	0.12	162	3.60	0.02	0.48	
135	Manage the care of a client with a pacing device (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	69.7	131	0.94	0.12	129	4.19	0.06	174	3.98	0.02	0.20	
136	Monitor and maintain arterial lines	46.0	86	0.62	0.15	84	4.32	0.07	168	4.03	0.02	0.29	
137	Manage the care of the client with a fluid and electrolyte imbalance	92.0	172	2.10	0.14	171	4.46	0.05	183	4.37	0.02	0.10	
138	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	83.5	157	1.26	0.13	151	4.51	0.05	174	4.37	0.03	0.14	
139	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	94.6	176	2.93	0.14	175	4.39	0.05	184	4.30	0.02	0.09	
140	Identify signs and symptoms related to an acute or chronic condition	97.9	183	2.77	0.13	181	4.43	0.05	185	4.40	0.02	0.03	
141	Manage the care of a client receiving hemodialysis	42.2	79	0.66	0.15	76	4.20	0.09	163	4.03	0.02	0.17	
142	Recognize complications of an acute or chronic illness and intervene	96.3	181	2.00	0.14	179	4.60	0.04	185	4.54	0.02	0.06	