



RESEARCH BRIEF

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2025 REx-PN® Practice Analysis

REx-PN®
Regulatory Exam – Practical Nurse



2025 REx-PN® Practice Analysis

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

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EXECUTIVE SUMMARY

The British Columbia College of Nurses and Midwives (BCCNM) and the College of Nurses of Ontario (CNO) are responsible for the preparation of a psychometrically sound and legally defensible licensure examination.

The periodic performance of practice analysis (i.e., job analysis) studies assists BCCNM and CNO in evaluating the validity of the test plan that guides content distribution of the licensure examination. Because the Canadian health care industry is rapidly changing, practice analysis studies are conducted by BCCNM and CNO on a five-year cycle. This practice analysis was conducted with the assistance of the National Council of State Boards of Nursing (NCSBN®).

The 2013-2014 NCSBN Strategic Practice Analysis highlighted the increasingly complex decisions newly licensed nurses make during the course of patient care. These increasingly complex decisions often require the use of clinical judgment to support patient safety. NCSBN has conducted several years of research and study to understand and isolate the individual factors that contribute to the process of nursing clinical judgment. When the concept of clinical judgment is explored relative to nursing, it is expected the individual contributing factors to clinical judgment will closely align with the performance of activities involved in the delivery of nursing care. In other words, those contributing factors align with nursing behavior and therefore remain an important underpinning in the nursing decision-making process. During this current study, BCCNM and CNO wanted to understand the relevance of clinical judgment in the performance of entry-level activities. The 2025 REx-PN® Practice Analysis includes survey questions to gather data to explore this subject. The following clinical judgment definition was provided to survey respondents:

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify

a prioritized client concern and generate the best possible evidence-based solutions in order to deliver safe client care.

A number of steps are necessary to perform a practice analysis of newly licensed practical nurse/registered practical nurse (LPN/RPN) practice. A panel of subject matter experts (SMEs) was assembled, a list of LPN/RPN activities was created and incorporated into a survey that was sent to newly licensed LPN/RPNs, and data was collected and analyzed.

Panel of Subject Matter Experts (SMEs)

A panel of seven LPN/RPNs and six registered nurses (RNs) was assembled to assist with the practice analysis. Panel members worked with, educated and/or supervised LPN/RPNs within their first 12 months of practice or were themselves newly licensed LPN/RPNs. Panel members represented British Columbia and Ontario as well as varied major nursing specialties and practice settings. The panel used the current test plan category structure describing the types of activities performed by LPN/RPNs who are newly registered in British Columbia and Ontario and developed a list of activities performed within each category.

Survey Development

A total of 155 nursing activity statements were incorporated into the practice analysis survey. The survey also included questions about the nurses' practice settings, past experiences and demographics. All newly licensed LPN/RPNs received a web-based survey. English and French versions of the survey were created. Two forms of each English and French survey were produced to reduce the number of activity statements on each survey. Each form contained either 77 or 78 activity statements. Except for the activity statements unique to each survey form, the surveys were identical.

Survey Process

Sample Selection

All candidates who passed the REx-PN from April 8, 2024, through Feb. 15, 2025, were selected to participate in the survey. The sample included 4,295 RPNs in Ontario (4,261 English, 34 French) and 738 LPNs in British Columbia (all English). A total of 50 surveys were removed from the initial sample due to incorrect email addresses.

Representativeness

The sample for this study included all candidates who passed the REx-PN from April 8, 2024, through Feb. 15, 2025.

Survey Distribution

Two forms of the survey in both English and French versions were distributed evenly among a sample of 5,033 newly licensed LPN/RPNs. A five-stage emailing process was used to engage participants in the study. All potential participants were promised confidentiality with regard to their participation and their responses. The survey was conducted from April through May 2025.

Return Rates

Out of the 5,033 surveys delivered, a total of 1,419 were returned (1,407 for the English forms and 12 for the French forms). A total of 50 surveys were undeliverable due to incorrect email addresses. Therefore, the adjusted return rate was 28.5% (28.4% for English and 35.3% for French) for the survey. Of those who completed the survey, 381 individuals did not qualify for survey ratings based on one of the following reasons: (a) They did not indicate having an LPN/RPN license; (b) they were not currently working in either British Columbia or Ontario; (c) they were working fewer than 16 hours per week providing direct care to clients as an LPN/RPN; and/or (d) they failed to answer the previous three demographic questions. After adjusting for incorrect addresses and removals, the analyzable response rate was 20.8% (20.8% for English and 26.5% for French).

LPN/RPN Practice Analysis Survey Nonrespondent Study

In order to ensure the validity of the results, NCSBN conducted an email survey of nonrespondents to determine if those LPN/RPNs not responding would have rated the survey activity statements differently. The nonrespondents rated the activity statements similarly to the respondents, lending support for the validity of the survey results.

Demographics, Experiences and Practice Environments of Participants

Demographics/Past Experiences

The majority of survey respondents (84.1%) indicated their gender as female. The average age of respondents was 33.9 years (SD = 10.0 years). Respondents indicated their racial/ethnic background as follows: 27.7% White, 19.4% Black, 15.7% Filipino, 13.9% South Asian, 5.5% prefer not to disclose, 3.9% other, 3.7% Chinese, 3.2% Southeast Asian, 2.3% Latin American, 1.4% First Nations, 1.2% West Asian, 0.9% Arab, 0.7% Métis and 0.5% Korean.

Respondents indicated working an average of 6.1 months as an LPN/RPN in either British Columbia or Ontario. On average, LPN/RPNs were 15.1 months post graduation. Most of the respondents (90.5%) were graduates of LPN/RPN diploma programs. Approximately 5.6% of survey respondents were educated outside of Canada.

Orientation

The majority of newly licensed LPN/RPNs received some type of formal orientation; only 2.5% of respondents indicated that they did not receive formal orientation. Among respondents that had formal orientation, 3.8% reported having only classroom instruction or skills lab work. The majority (65.5%) reported working with an assigned mentor or preceptor for an average of 15.7 days, and 19.9% reported classroom and/or skills lab plus performing supervised work with clients for an average

of 14.3 days. Nearly 2.7% reported having a formal internship that lasted an average of 15.3 days.

Certifications Earned

In the current study, Basic Life Support (74.0%), Advanced Cardiac Life Support (24.2%) and Behavioral Management (23.8%) were the most frequently reported certifications.

Facilities

The majority of newly licensed LPN/RPNs in this study reported working in hospitals (45.3%) and nursing home/long-term care facilities (39.3%), while 4.8% reported working in rehabilitation/convalescent centres and 2.8% in home care agencies or community health/health centres.

Overall, the number of beds reported in employing facilities was most commonly distributed among 100-299 beds (30.1%), less than 100 beds (25.3%), 500 or more beds (14.3%) and 300-499 beds (11.7%).

The majority of respondents worked in urban/metropolitan (60.0%) and rural (19.8%) areas; 17.9% of respondents reported working in suburban areas, while 2.3% worked in remote areas.

Practice Settings

Most frequently, LPN/RPNs reported working in geriatrics/long-term care (44.3%) and medical-surgery settings (32.6%). Some other commonly reported settings include nursing service (12.8%), rehabilitation (10.8%), psychiatry/mental health (7.1%), home care (6.9%) and community health (6.9%).

Client Health Conditions and Ages

Newly licensed LPN/RPNs reported caring most frequently for clients with behavioral/emotional conditions (72.7%), controlled chronic conditions (71.8%) and clients at end of life (59.6%). Survey respondents could select more than one client condition category, resulting in a sum greater than 100%.

In terms of age, the majority of respondents reported caring for adult clients aged 65 to 85 (90.4%), clients over age 85 (78.9%) and clients aged 18 to 64 (53.0%). Survey respondents could select more than one client age category, resulting in a sum greater than 100%.

Shifts Worked

The shifts most commonly worked by newly licensed LPN/RPNs were rotating (50.8%), days (24.4%), evenings (14.9%) and nights (6.9%). Only a very small percentage of respondents (3.0%) indicated they worked other types of shifts.

Time Spent in Different Categories of Nursing Activities

Newly licensed LPN/RPNs reported spending the greatest amount of time in activities related to management of care (14.8%), basic care and comfort (13.5%) and pharmacological and parenteral therapies (13.3%).

Administrative Responsibilities/Primary Administrative Position

Of the respondents, 37.3% reported having administrative responsibilities, and of those respondents, 25.5% reported having a primarily administrative position.

Enrollment in RN Educational Programs

Of the respondents, 14.4% reported enrollment in an RN education program, and 13.2% reported that they had applied to such a program but were not currently enrolled.

Activity Performance Findings

Reliability

Reliability indices were calculated to assess the capability of the survey to measure the activities relevant to safe and effective practice of newly licensed LPN/RPNs. Cronbach's alpha coefficients were calculated for frequency and importance ratings for the

forms of the survey. The surveys had a reliability index of 0.98 for importance, 0.96 for frequency ratings and 0.98 for clinical judgment ratings. These high reliability indices indicate the survey is reliably measuring the nursing activities necessary for competent LPN/RPN practice.

SME Panel Validation of Survey Findings

The SME panel for the 2025 LPN/RPN Practice Analysis survey was asked to provide independent ratings of the 154 activity statements (one activity statement was added by the REx-PN Examination Committee after the panel, so the SMEs did not respond to this statement). In general, the importance ratings of SMEs and survey respondents were similar; however, SMEs regarded most of the activity statements as less important than the respondents did.

Representativeness of Activity Statements

Respondents were asked whether the activities on their survey form represented what they actually did in their positions. A large majority of participants (94.2%) indicated that the survey covered the important nursing activities “well” or “very well.”

Applicability of Activities to Practice Setting

Respondents indicated if each of the activities was applicable to their work setting. The activities ranged from 27.4% applicability, where the respondents reported that the activity was performed within their work settings, to 100.0%.

Frequency of Activity Performance

Respondents were asked to rate the frequency of performance of all activities that were applicable to their work settings on a six-point scale: “0 times” to “5 or more times” on their last day of work. Average frequency statistics were calculated in two ways: setting-specific frequency of activity performance and total group frequency. Average setting-specific frequencies ranged from 1.49 to 4.92. Average total group frequencies ranged from 0.91 to 4.88.

Importance of Activity Performance

Respondents were asked to rate the importance of performing each nursing activity in regard to the maintenance of client safety and/or risk of complications or serious distress to clients using a five-point scale: “1” (not important) to “5” (critically important). Average setting-specific importance ratings ranged from 4.30 to 4.91. Average total group importance ratings ranged from 4.01 to 4.91.

Clinical Judgment Relevancy of Activity Performance

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern and generate the best possible evidence-based solutions in order to deliver safe client care.

Respondents were asked to rate the relevance of performing each nursing activity with regard to clinical judgment using a four-point scale: “1” (not relevant) to “4” (essential). Average setting-specific clinical judgment ratings ranged from 3.41 to 3.92. Average total group clinical judgment ratings ranged from 3.23 to 3.92.

Summary

Respondents to the 2025 LPN/RPN Practice Analysis survey found the activities listed in the survey to be representative of the work they performed in their practice settings. In general, the importance ratings of SMEs and newly licensed LPN/RPNs were similar (correlation = 0.78), supporting the validity of the results. The reliability of the survey instrument was quite good. In addition, activities with the lowest average total group frequency and importance ratings corresponded, in general, to those activities performed in specialized areas of nursing practice.

Conclusions

The 2025 LPN/RPN Practice Analysis study used several methods to describe the practice of newly licensed LPN/RPNs in British Columbia and Ontario: (1) document reviews, (2) activity logs, (3) SMEs' knowledge and (4) a large-scale survey. In addition, there was evidence to support the validity of the activity statement ratings. Based on evidence, the findings of this study can be used to evaluate and support an LPN/RPN test plan.

BACKGROUND OF STUDY

The British Columbia College of Nurses and Midwives (BCCNM) and the College of Nurses of Ontario (CNO) are responsible for the preparation of a psychometrically sound and legally defensible licensure examination. The periodic performance of practice analysis (i.e., job analysis) studies assists BCCNM and CNO 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, 2014; Raymond, 2001). Because the Canadian health care industry is rapidly changing, practice analysis studies are conducted by BCCNM and CNO on a five-year cycle. This practice analysis was conducted with the assistance of the National Council of State Boards of Nursing (NCSBN®).

Methodology

A number of steps are necessary to perform an analysis of newly licensed LPN/RPN practice. This section provides a description of the methodology used to conduct the 2025 LPN/RPN Practice Analysis Survey. Descriptions of SME panel processes, survey development, sample selection and data collection procedures are provided, as well as information about assurance of confidentiality, response rate and the degree to which participants were representative of the population of newly licensed LPN/RPNs.

Preliminary Interviews with Nurse Leaders

In order to collect information about trends in nursing and health care and to anticipate possible changes in the future of nursing practice, a variety of leaders in the nursing profession were contacted regarding their opinions. The information that these nursing leaders provided was documented, and after leaders' identifying information was removed to provide anonymity, a summary of the interviews was made available for the SME panel to consider when developing the activity

statements. In addition, two NCSBN staff members reviewed the results of the interviews, noting any themes or trends. This information was then provided to the SME panel for consideration when developing activity statements.

Panel of Subject Matter Experts (SMEs)

A panel of seven LPN/ RPNs and six RNs was assembled to assist with the practice analysis. Panel members worked with, educated and/or supervised LPN/RPNs within their first 12 months of practice or were themselves newly licensed LPN/RPNs. Panel members also represented British Columbia and Ontario as well as varied major nursing specialties and practice settings.

The panel of experts performed several tasks crucial to the success of the practice analysis study. Activity logs were distributed to the SMEs describing the activities that LPN/RPNs perform on the job. The panel members worked to create a list of activities performed within each category of the current test plan category structure. Each activity was reviewed for applicability to newly licensed practice and the relationship to the delivery of safe nursing care to the public. Care was taken to create the activity statements at approximately the same level of specificity and to avoid redundancy.

Survey Development

Several processes were used to create, evaluate and refine the survey instrument used for the 2025 LPN/RPN Practice Analysis study. The activity statements created by the panel of experts were reviewed, edited and approved by the REx-PN® Examination Committee. The committee also approved the survey form. For this survey, only internet-based versions of the survey were used.

There were 155 nursing activity statements that were incorporated into a practice analysis survey. The survey also included questions about the nurses' practice settings, past experiences and demographics.

All newly licensed LPN/RPNs received a web-based survey. English and French versions of the survey were created. Two forms of each English and French survey were produced to reduce the number of activity statements on each survey. Each form contained either 77 or 78 activity statements. Except for the activity statements unique to each survey form, the surveys were identical.

The survey contained six sections. In the first section, there were questions related to the type of nursing license held, working in British Columbia or Ontario, and direct care of clients. Activity statements were also included in this section. The second section contained questions about months of work experience as an LPN/RPN, type and length of work orientation, and certifications earned. The third section focused on work environment, including type and age of clients, employment setting, and type and size of facility. The fourth section requested information on the respondents' last day of work, including number of hours worked, number of clients for whom care was provided and the amount of time spent in various types of nursing activities. The fifth section pertained to basic demographic information. The sixth section provided space for respondents to write comments or suggestions about the study. All forms of the survey used in the 2025 LPN/RPN Practice Analysis study may be found in [Appendix B](#).

Survey Process

Sample Selection

Current LPN/RPNs who had 12 months or less of work experience in British Columbia and Ontario were selected to participate in the survey. The sample included 4,295 RPNs in Ontario (4,261 English, 34 French) and 738 LPNs in British Columbia (all English).

Representativeness

The sample for this study included all candidates who passed the REx-PN from April 8, 2024, through Feb. 15, 2025. [Table 1](#) presents the sample size and the respondents by British Columbia and Ontario jurisdictions.

Survey Distribution

The survey was sent to 5,033 newly licensed LPN/RPNs (half receiving form 1 and the other half receiving form 2 of the English and French surveys). The sample included 4,295 RPNs in Ontario (4,261 English, 34 French) and 738 LPNs in British Columbia (all English). The two versions of either the English or French form of the web survey were distributed evenly among the corresponding sample.

A five-stage emailing process was used to engage the respondents in the study. A presurvey email was sent to each individual selected for the sample in April 2025. One week later, recipients were sent an email invitation with the survey link. Two weeks later, a reminder email was sent to nonrespondents reiterating the importance

Table 1. Sample and Respondents for the 2025 LPN/RPN Practice Analysis

Jurisdiction	English				French				Total			
	Sample		Respondents		Sample		Respondents		Sample		Respondents	
	N	%	N	%	N	%	N	%	N	%	N	%
British Columbia	738	14.8	182	12.9	0	0.0	0	0.0	738	14.7	182	12.8
Ontario	4,261	85.2	949	67.4	34	100.0	10	83.3	4,295	85.3	959	67.6
Other	0	0.0	21	1.5	0	0.0	0	0.0	0	0.0	21	1.5
No answer	0	0.0	255	18.1	0	0.0	2	16.7	0	0.0	257	18.1
Total	4,999	100	1,407	100	34	100	12	100	5,033	100	1,419	100

Table 2. Adjusted Return Rates

Survey Format	Sample	Bad Addresses	Surveys Sent	Returned Responses	Adjusted Return Rate
English	4,999	50	4,949	1,407	28.4%
French	34	0	34	12	35.3%
Total	5,033	50	4,983	1,419	28.5%

Table 3. Analyzable Return Rates

Survey Format	Surveys Sent	Invalid Responses	Analyzable Responses	Analyzable Return Rate
English	4,949	378	1,029	20.8%
French	34	3	9	26.5%
Total	4,983	381	1,038	20.8%

of the study and urging participation. Approximately two weeks after the first email, a second reminder was sent to nonrespondents, and one week later, a third email was sent to remaining nonrespondents. The survey was conducted from April through May 2025.

Confidentiality

All potential respondents were promised confidentiality regarding their participation and their responses. Files containing personally identifiable information (PII) were kept separate from the data files. The study protocol was reviewed and approved by NCSBN's CEO for compliance with organizational guidelines for research studies involving human subjects.

Return Rates

Out of the 5,033 surveys delivered, a total of 1,419 surveys were returned (1,407 for the English forms and 12 for the French forms). A total of 50 surveys were undeliverable due to incorrect email addresses. Therefore, the adjusted return rate was 28.5% (28.4% for English and 35.3% for French) for the survey. Of those who completed the survey, 381 individuals did not qualify for survey ratings based on one of the following reasons: (a) They did not indicate having an LPN/RPN license; (b) they were not currently working in either British Columbia and Ontario; (c) they were working less than 16 hours per week providing direct care to clients

as an LPN/RPN; and/or (d) they failed to answer the previous three demographic questions. After adjusting for incorrect addresses and removals, the analyzable response rate was 20.8% (20.8% for English and 26.5% for French). See [Table 2](#) and [Table 3](#).

LPN/RPN Practice Analysis Nonrespondent Survey

In order to ensure the validity of the results, NCSBN conducted an email survey of nonrespondents to determine if LPN/RPNs not responding would have rated the survey activity statements differently than the respondents. If there are no systematic differences in respondents versus nonrespondents, there would be further evidence signifying that the survey results are unbiased, which supports the validity of the 2025 LPN/RPN Practice Analysis study results. The nonrespondents rated the activity statements similarly to the respondents, lending support for the validity of the results. When comparing the respondent and nonrespondent ratings, a few statements have variances in frequencies, possibly indicating that the activity statements carry a different frequency in certain practice settings. The importance and clinical judgment relevancy ratings remain comparable between these two groups. See [Appendix G](#) for a full report of the nonrespondent study.

Summary

A panel of 13 nurses, subject matter experts in the practice of newly licensed LPN/RPNs, with seven members representing licensed LPN/RPNs, met and created a comprehensive list of LPN/RPN activity statements. A survey was developed and revised before being sent to 5,033 newly licensed LPN/RPNs who passed the REx-PN from April 8, 2024, through Feb. 15, 2025. The survey analyzable response rate was 20.8%. This practice analysis study contains the analyzable responses of 1,038 newly licensed LPN/RPNs.

DEMOGRAPHICS, EXPERIENCES AND PRACTICE ENVIRONMENTS OF PARTICIPANTS

Demographics/Past Experiences

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

Age and Gender

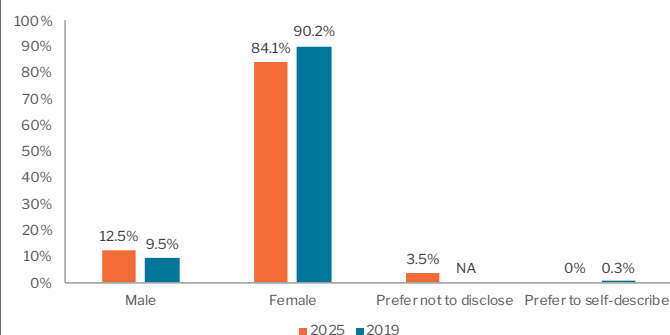
The majority of newly licensed LPN/RPNs (84.1%) indicated their gender as female, lower than 90.2% found in the 2019 survey (NCSBN, 2019). See [Figure 1](#) for gender. The age of responding nurses averaged 33.9 years (SD = 10.0 years), slightly higher than the average of 31.5 years from the 2019 survey.

Race/Ethnicity of Newly Licensed LPN/RPNs

Of the survey respondents, 27.7% reported their race/ethnicity as White, 19.4% Black, 15.7% Filipino, 13.9% South Asian, 5.5% prefer not to disclose, 3.9% other, 3.7% Chinese, 3.2% Southeast Asian, 2.3% Latin American, 1.4% First Nations, 1.2% West Asian, 0.9% Arab, 0.7% Métis and 0.5% Korean. See [Figure 2](#) for race/ethnicity reported by newly licensed LPN/RPNs.

Of the respondents, 79.2% reported English, 2.3% reported French and 18.5% reported "other" as their primary languages.

Figure 1. Gender of Newly Licensed LPN/RPNs



Educational Background

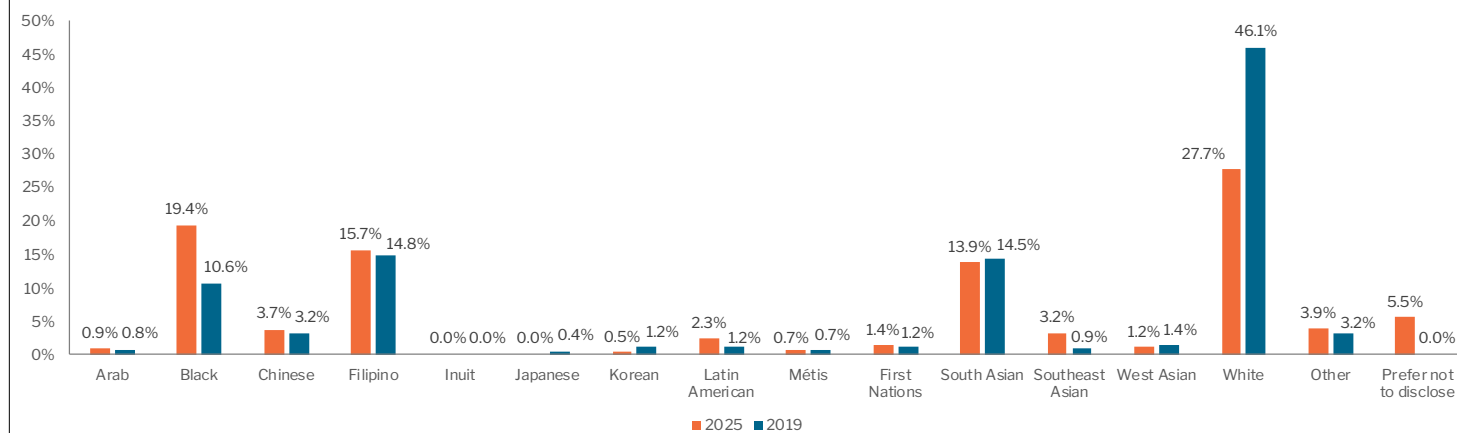
Most of the respondents (90.5%) were graduates of LPN/RPN diploma programs. The percentage for the diploma program slightly increased compared to that reported in 2019. Approximately 5.6% of survey respondents were educated outside of Canada.

See [Figure 3](#) for the educational background of the respondents.

Average Months Since Graduation and Months Employed

Respondents reported working an average of 6.1 months as LPN/RPNs in British Columbia or Ontario and reported being an average of 15.1 months post graduation. [Figure 4](#) shows the months since graduation and months employed for the 2025 survey.

Figure 2. Race/Ethnicity of Newly Licensed LPN/RPNs



Orientation

The majority of newly licensed LPN/RPNs indicated receiving some form of formal orientation (97.5%), a slight increase from the 96.2% in 2019. No formal orientation was reported by 2.5%, and 3.8% reported having only classroom instruction or skills lab work for their orientation. Newly licensed LPN/RPNs (65.5%) reported working with an assigned preceptor or mentor for an average of 15.7 days (compared to 8.8 days in 2019), and 19.9% reported classroom and/or skills lab plus performing supervised work with clients for an average of approximately 14.3 days (compared to 9.5 days in 2019). Only 2.7% reported having a formal internship that lasted an average of 15.3 days (compared to 8.8 days in 2019). See [Table 4](#) for type and length of orientation.

Certifications Earned

In the current study, 87.8% of respondents reported earning additional certifications or completing coursework compared to 79.0% of respondents in 2019. Basic Life Support (74.0%), Advanced Cardiac Life Support (24.2%) and Behavioral Management (23.8%) were the most frequently reported certifications. See [Table 5](#) for a complete listing of additional coursework and/or certifications completed. Survey respondents could select more than one certification, resulting in a sum greater than 100%. To compare with 2025, 2019 results have been recalculated by excluding the missing responses.

Work Settings

Facilities

The majority of newly licensed LPN/RPNs in this study reported working in hospitals (45.3%) or nursing home/long-term care facilities (39.3%), while 4.8% reported working in rehabilitation/convalescent centres and 2.8% in home care agencies or community health/health centres. Compared to 2019, there was a 14.3% increase in the percentage of newly licensed LPN/RPNs working in hospitals and a decrease in the percentage of newly

Figure 3. Educational Programs of Newly Licensed LPN/RPNs

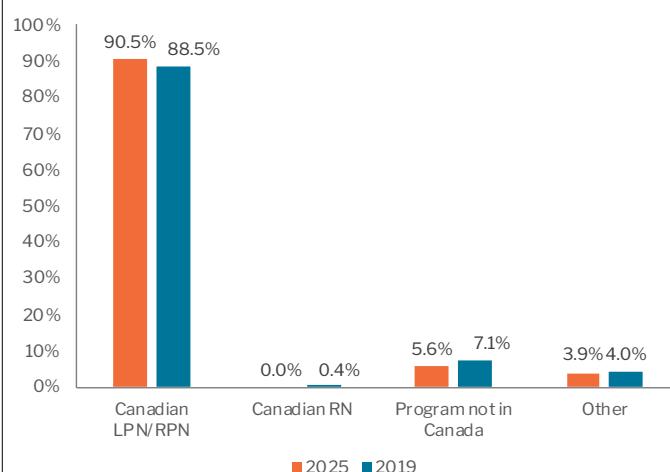


Figure 4. Average Months Since Graduation and Months Employed

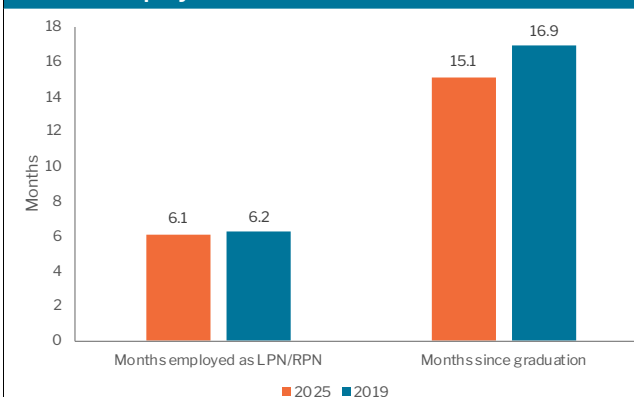


Table 4. Type and Length of Orientation

Type of Orientation	2025		2019	
	%	Avg. Days	%	Avg. Days
No formal orientation	2.5	N/A	3.8	N/A
Classroom instruction/skills lab work only	3.8	5.8	3.8	6.1
Classroom and/or skills lab plus supervised work with clients	19.9	14.3	21.2	9.5
Work with an assigned preceptor(s) or mentor(s) with or without additional classroom or skills lab work	65.5	15.7	59.1	8.8
A formal internship/residency with or without additional classroom or skills lab work	2.7	15.3	5.2	8.8
Other	5.6	14.9	7.0	6.8

Table 5. Additional Coursework/Certifications*

Type of Additional Coursework/ Certification	2025	2019
	%	%
Advanced Cardiac Life Support	24.2	17.1
Basic Life Support	74.0	51.6
Behavioural Management	23.8	15.9
Chemotherapy	0.9	0.3
Complex Wound Care	13.6	10.3
Conscious/Moderate Sedation	2.0	0.8
Coronary Care	6.1	3.7
Critical Care	4.8	2.8
Gerontological Care	10.0	NA
Intravenous Therapy	22.9	25.9
Mental Health First Aid	11.3	8.3
Neonatal Advanced Life Support	1.6	0.9
Neonatal Resuscitation Program	2.7	2.4
Pediatric Advanced Life Support	1.1	0.9
Phlebotomy	8.4	15.3
Peritoneal Dialysis/Nephrology Nursing	2.9	3.4
Perioperative Nursing	4.1	2.9
Rehabilitation	7.5	5.0
None	12.2	21.0
Other	15.8	22.3

*Respondents could select all that apply.

licensed LPN/RPNs working in home care agencies (4.0% decrease) or nursing home/long-term care facilities (3.1% decrease). See [Table 6](#) for employment facilities.

Overall, the number of beds reported in employing facilities was most commonly distributed among 100-299 beds (30.1%), less than 100 beds (25.3%), 500 or more beds (14.3%) and 300-499 beds (11.7%).

Respondents worked in urban/metropolitan (60.0%) and rural (19.8%) areas; 17.9% of the respondents reported working in suburban areas, while 2.3% worked in remote areas. Data for the size and location of the facilities where respondents reported working is shown in [Table 7](#).

Table 6. Employment Facilities

Type of Facility/Organization	2025	2019
	%	%
Hospital (general, maternal, pediatric, psychiatric)	45.3	31.0
Mental health centre	0.2	2.0
Nursing station (outpost or clinic)	0.5	0.8
Rehabilitation/convalescent centre	4.8	2.5
Nursing home/long-term care facility	39.3	42.4
Home care agency	2.8	6.7
Community health/health centre	2.8	5.3
Business/industry/occupational health office	0.2	0.0
Private nursing agency/private duty	0.9	1.4
Self-employed	0.0	0.3
Physician's office/family practice unit	0.9	2.2
Educational institution	0.0	0.5
Association/government	0.2	0.1
Public health department/unit	0.2	0.0
Other	1.8	4.8

Table 7. Employment Setting Characteristics

Type of Facility/Organization	2025	2019
	%	%
Number of Hospital or Nursing Home Beds		
Under 50 beds	9.4	8.2
50–99 beds	15.9	15.7
100–299 beds	30.1	35.7
300–499 beds	11.7	10.6
500 or more beds	14.3	8.9
Don't know	11.5	6.4
Other work setting	7.1	14.5
Location of Employment Setting		
Urban/metropolitan area	60.0	54.0
Suburban	17.9	25.1
Rural	19.8	18.9
Remote	2.3	2.0

Practice Settings

Newly licensed LPN/RPNs reported working in geriatrics/long-term care (44.3%) and medical-surgery settings (32.6%) most frequently. Some other commonly reported settings include nursing service (12.8%), rehabilitation (10.8%), psychiatry/mental health (7.1%), home care (6.9%) and community health (6.9%). Geriatrics/long-term care showed a 10.7% decrease from 2019, while medical-surgery increased 8.3% from 2019. See [Table 8](#) for practice settings. To compare with 2025, 2019 results have been recalculated by excluding the missing responses.

Client Health Conditions

Newly licensed LPN/RPNs reported caring most frequently for clients with behavioral/emotional conditions (72.7%), controlled chronic conditions (71.8%) and clients at end of life (59.6%). Compared to 2019, there was an increase in the percentage of nurses reporting caring for clients at the end of life (10.4%) and caring for clients with critical conditions (10.1%). See [Figure 5](#) for client conditions. Survey respondents could select more than one client condition category, resulting in a sum greater than 100%. To compare with 2025, 2019 results have been recalculated by excluding the missing responses.

Client Ages

The majority of newly licensed LPN/RPNs reported that on their last day of work prior to completing the survey, they cared for adult clients aged 65 to 85 (90.4%), clients over age 85 (78.9%) and clients aged 18 to 64 (53.0%). Compared to 2019, there was a 10.5% increase in the percentage of nurses reporting caring for clients over age 85. See [Figure 6](#) for client ages. Survey respondents could select more than one client age category, resulting in a sum greater than 100%. To compare with 2025, 2019 results have been recalculated by excluding the missing responses.

On average, the respondents were responsible for about 17.8 clients (with a median of 8) on their last workday, with a standard deviation of 21.5.

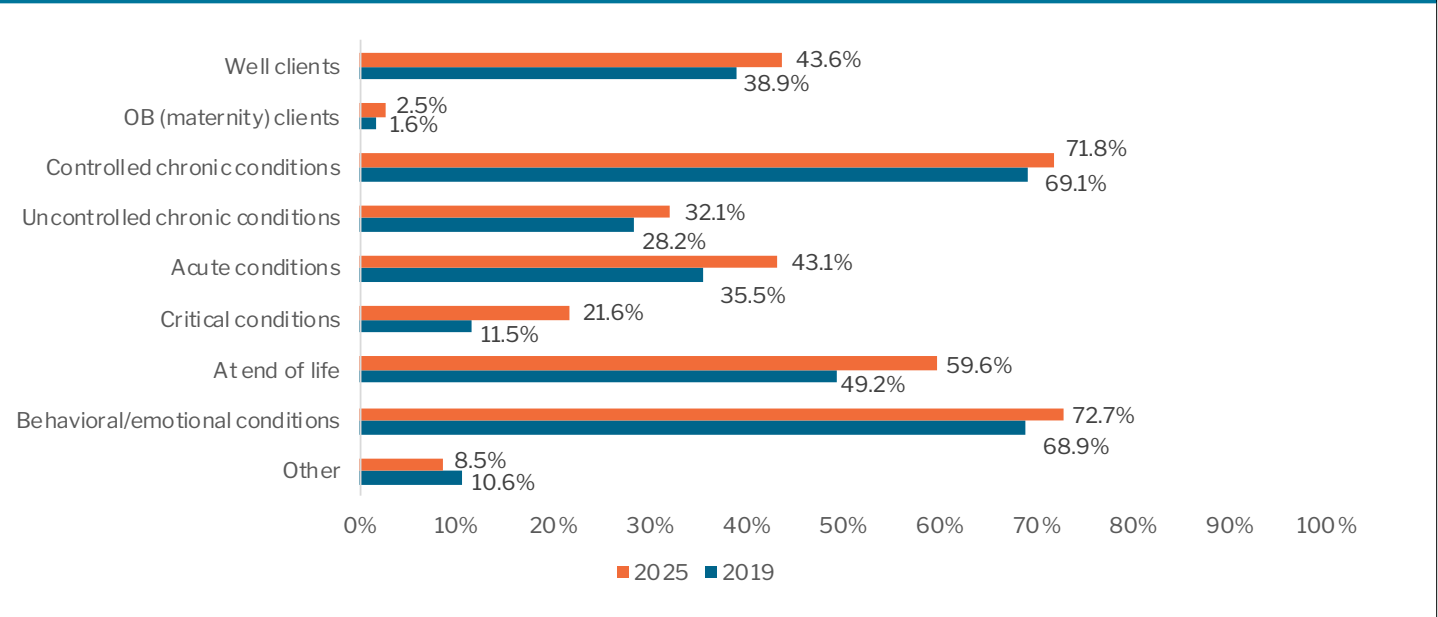
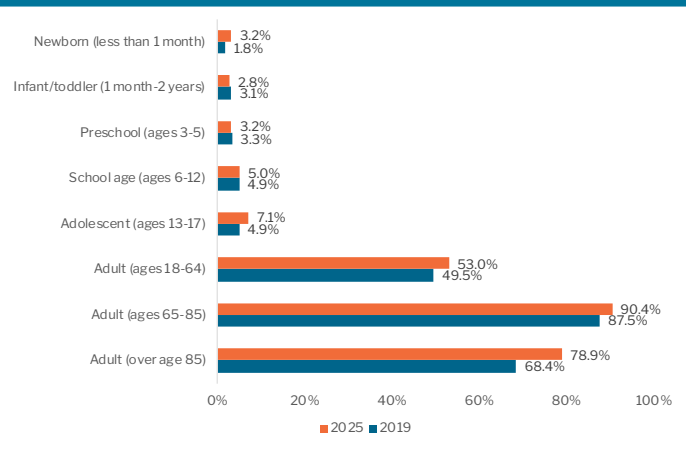
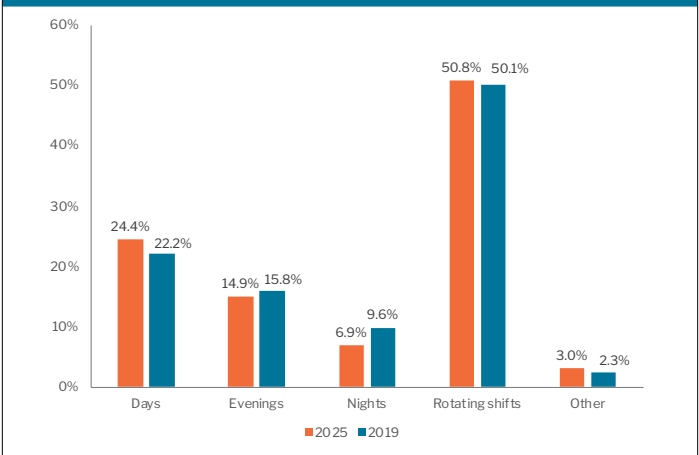
Table 8. Practice Settings*

Type of Facility/Organization	2025	2019
	%	%
Ambulatory care	0.2	0.6
Community health	6.9	9.4
Critical care	2.5	0.9
Emergency care	3.9	0.9
Geriatrics/long-term care	44.3	55.0
Home care	6.9	9.5
Maternity/newborn	1.1	0.9
Medicine/surgery	32.6	24.3
Nursing education	0.7	0.8
Nursing research only	2.1	0.8
Nursing service	12.8	12.8
Occupational health	0.2	0.3
Oncology	1.6	1.3
Operating room/recovery room	0.7	0.9
Other administration	1.6	0.8
Other direct care	5.5	3.3
Other education	0.2	0.1
Other research	0.2	0.1
Pediatrics	0.7	2.1
Psychiatry/mental health	7.1	7.8
Public health	0.7	0.8
Rehabilitation	10.8	7.0
Several clinical areas	1.8	1.0
Teaching clients	4.6	10.4
Teaching employees	1.8	1.3
Teaching students	3.0	1.3
Telehealth	0.2	0.1

*Respondents could select all that apply.

Shifts Worked

The shifts most commonly worked by newly licensed LPN/RPNs were rotating (50.8%), days (24.4%), evenings (14.9%) and nights (6.9%). See [Figure 7](#) for shifts reported. Note that 3.0% selected “other” for shifts worked. About half (45.1%) of respondents worked an 8-hour shift, and 43.9% worked a 12-hour shift. The average hours worked in a shift were 10.0.

Figure 5. Client Health Conditions**Figure 6. Client Ages****Figure 7. Shifts Worked by Newly Licensed LPN/RPNs**

Time Spent in Different Categories of Nursing Activities

Respondents were asked to record the numbers of hours spent performing specific categories of activities (see [Table 9](#)). The hours spent were then converted to proportions of time by dividing the hours spent on each activity by the number of hours spent working. Because nurses often perform multiple activities simultaneously, such as reinforcing teaching while giving medications or providing emotional support while providing routine care, the sum of proportions was greater than one. To make the proportions of time spent in activities useful to the task of helping to validate the REx-PN test plan,

the proportions were standardized by dividing the time spent in each category of activity by the sum of hours spent in all the activities. These standardized proportions have the advantage of adding up to one. Newly licensed LPN/RPNs reported spending the greatest amount of time in management of care (14.8%), basic care and comfort (13.5%) and pharmacological and parenteral therapies (13.3%). The least amount of time was reportedly spent on health promotion and maintenance (11.7%), psychosocial integrity (11.3%) and reduction of risk potential (11.2%). The results are very similar to 2019 results.

Table 9. Average Time Spent in Different Categories of Nursing Activities

Categories of Activities		2025 Average Hours	2025 Proportion of Work Hours	2025 Standardized Proportion	2019 Standardized Proportion
Management of Care	Provide and direct nursing care that enhances the care delivery setting to protect clients and health care personnel.	4.95	49.4%	14.8%	15.7%
Safety and Infection Prevention and Control	Protect clients and health care personnel from health and environmental hazards.	4.07	40.6%	12.2%	12.5%
Health Promotion and Maintenance	Provide and direct nursing care of the client that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health.	3.91	39.1%	11.7%	11.4%
Psychosocial Integrity	Provide and direct nursing care that promotes and supports the emotional, mental and social well-being of the client experiencing stressful events, as well as clients with acute or chronic mental illness.	3.76	37.5%	11.3%	11.9%
Basic Care and Comfort	Provide comfort and assistance in the performance of activities of daily living.	4.50	44.9%	13.5%	13.1%
Pharmacological and Parenteral Therapies	Provide care related to the administration of medications and parenteral therapies.	4.44	44.3%	13.3%	13.2%
Reduction of Risk Potential	Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures.	3.74	37.3%	11.2%	10.8%
Physiological Adaptation	Manage and provide care for clients with acute, chronic or life-threatening physical health conditions.	4.02	40.1%	12.0%	11.5%

Administrative Responsibilities/Primary Administrative Position

The newly licensed LPN/RPNs responding to the practice analysis survey were asked if they had administrative responsibilities within their nursing positions. Of all respondents, 37.3% reported having such responsibilities. The percentage of individuals who reported such responsibilities varies by type of employing facility. Those working in business/industry/occupational health office and private nursing agency/private duty were much more likely to report having administrative responsibilities than those working in other settings; 100.0% in business/industry/occupational health office or private nursing agency/private duty reported having administrative responsibilities. For those who reported working in other types of facilities, 75.0% reported having administrative responsibilities in community health/health centres,

57.3% in nursing home/long-term care facilities, 50.0% in home care agencies and 50.0% in nursing stations. Out of the respondents with administrative responsibilities, 25.5% reported performing those responsibilities as their primary position. See [Table 10](#) for detailed results of administrative responsibilities.

Enrollment in RN Educational Programs

Respondents were asked about enrollment in further nursing education. Approximately 14.4% of respondents reported enrollment in an RN educational program, and 13.2% reported that they had applied to such a program but were not currently enrolled. See [Table 11](#) for education program enrollment.

Summary

The newly licensed LPN/RPNs responding to the 2025 LPN/RPN Practice Analysis survey were primarily female

Table 10. Administrative Responsibilities

	2025		2019	
	Have Administrative Responsibilities (%)	As Primary Position (%)	Have Administrative Responsibilities (%)	As Primary Position (%)
Hospital (general, maternal, pediatric, psychiatric)	17.3	8.8	16.3	35.0
Mental health centre	0.0	0.0	0.0	0.0
Nursing station (outpost or clinic)	50.0	100.0	33.3	50.0
Rehabilitation/convalescent center	23.8	20.0	15.0	66.7
Nursing home/long-term care facility	57.3	29.6	50.2	61.9
Home care agency	50.0	33.3	11.3	83.3
Community health/health centre	75.0	33.3	31.0	61.5
Business/industry/occupational health office	100.0	100.0	0.0	0.0
Private nursing agency/private duty	100.0	25.0	45.5	40.0
Self-employed	0.0	0.0	0.0	0.0
Physician's office/family practice unit	25.0	0.0	52.9	44.4
Educational institution	0.0	0.0	50.0	100.0
Association/government	0.0	0.0	100.0	100.0
Public health department/unit	0.0	0.0	0.0	0.0
Other	50.0	25.0	63.2	58.3
Overall	37.3	25.5	34.5	57.7

Table 11. Registered Nurse Education Program Enrollment

	2025		2019	
	Frequency	%	Frequency	%
Enrolled in a registered nurse education program				
Yes	62	14.4	66	8.5
No	313	72.5	593	76.5
I have applied but am not currently enrolled.	57	13.2	116	15.0

with an average age of 33.9 years. The majority worked rotating shifts in nursing home/long-term care facilities or hospitals. The majority were provided an orientation with an assigned preceptor or mentor for an average of 15.7 days. The respondents cared mostly for clients with behavioral/emotional conditions who were 65 to 85 years of age.

ACTIVITY STATEMENT PERFORMANCE FINDINGS

Findings relative to the activities performed by newly licensed LPN/RPNs 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 are discussed. A validation of survey findings with estimates provided by the SME panel is also provided.

Overview of Methods

The 2025 LPN/RPN Practice Analysis survey asked respondents to answer three 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.” Respondents were instructed to mark “never performed in work setting” if an activity did not apply to their work setting and then move to the next activity. If the activity did apply to their work setting, they were asked to mark on a six-point scale of “0 times” to “5 or more times” 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.” In question C, the relevance to clinical judgment when performing the nursing activity was addressed. The respondents could choose from four ratings: “1” (not relevant), “2” (helpful), “3” (important) or “4” (essential). Applicability of the activity statement to practice setting was assessed by analyzing the number of respondents having performed each activity, excluding those that marked “never performed.”

Activity Performance Characteristics

Reliability

Reliability indices were calculated to assess the capability of the survey to measure the activities relevant to safe and effective practice of newly licensed LPN/RPNs. Cronbach’s alpha coefficients were calculated for frequency, importance and clinical judgment ratings for the survey forms to measure the internal consistency of the instrument (Cronbach, 1951). Alpha coefficients range from 0 to 1; a value of 0.70 or greater is generally considered adequate. [Table 12](#) shows that the data suggests strong evidence for the reliability of the measured outcomes in this survey.

SME Panel Validation of Survey Findings

The SME panel for the 2025 LPN/RPN Practice Analysis was asked to provide independent ratings of the 154 activity statements. SMEs estimated the percentage of newly licensed LPN/RPNs performing the activities within their practice setting, the average setting-specific frequency with which the activities were performed during one day, the average importance of the activities and the average relevance of clinical judgment to the activities. After the ratings were obtained, average total group frequency estimates were calculated by prorating the setting-specific frequencies with the estimates of setting applicability. All panel ratings were averaged across panel members and compared to the ratings obtained from the practice analysis survey. The importance ratings estimated by panel members were compared to the average importance ratings from the practice analysis survey. [Table 13](#) illustrates that there were no average differences greater than 1.17 with

Table 12. Reliability Estimates									
Form	Importance			Frequency			Clinical Judgment		
	N Items	N Cases	Scale Reliability	N Items	N Cases	Scale Reliability	N Items	N Cases	Scale Reliability
Form 1	78	380	0.98	78	380	0.97	78	380	0.98
Form 2	77	369	0.98	77	369	0.96	77	369	0.98

respect to importance between the SME ratings and the newly licensed LPN/RPNs. In general, the importance ratings of SMEs and survey respondents were similar; however, SMEs rated most of the activity statements as less important than the respondents did.

Representativeness of Activity Statements

Respondents were asked whether the activities on their survey form represented what they actually did in their positions. A large majority of respondents (94.2%) indicated that the survey covered the important nursing activities “well” or “very well.”

Applicability of Activities to Practice Setting

The percentages of newly licensed LPN/RPNs indicating that the activities were applicable are included in Table 14. The activities ranged from 27.4% applicability (27.4% of the respondents reported that the activity was performed within their work setting) to 100.0% (100% of the respondents reported the activity was performed within their work setting). The activities with the lowest percentage of applicability were “Provide care and education to a client in labour” (27.4%), “Provide care and education for the newborn, infant and toddler client from birth through 2 years” (29.3%) and “Provide postpartum care and education” (33.4%). The activities with the highest percentage of applicability for respondents were “Collaborate with interprofessional team members when providing client care” (100.0%), “Organize workload to manage time effectively” (100.0%), “Evaluate a client’s response to medication” (100.0%), “Practice in a manner consistent with a code of ethics for nurses (e.g., nondiscriminatory, unbiased, do no harm)” (100.0%), “Provide care within the legislated scope of practice” (100.0%), “Apply principles of infection prevention and control (e.g., hand hygiene, aseptic technique, universal precautions/routine practices)” (100.0%) and “Handle and maintain medication in a safe and controlled environment” (100.0%).

Frequency of Activity Performance

Respondents were asked to rate the frequency of performance of all activities that were applicable to their work setting. Newly licensed LPN/RPNs reported how frequently they performed the activity on the last day they worked using a six-point scale: “0 times” to “5 or more times.” Average frequency statistics were calculated in two ways: setting-specific and total group. The setting-specific frequency was calculated by averaging the frequency ratings of those respondents providing ratings (i.e., respondents indicating that the activity applied to their work setting). The total group frequency was calculated by including the missing frequency ratings (i.e., respondents indicating that the activity did not apply to their work setting) before averaging the rating. To perform this calculation, the missing frequency ratings were converted to zero (“0 times” on the rating scale) for inclusion in the total group frequency calculation. See [Table 14](#) for setting-specific and total group frequency.

Setting-Specific

Average setting-specific frequencies ranged from 1.49 to 4.92. The activities performed with the lowest frequencies were “Perform emergency care procedures (e.g., cardiopulmonary resuscitation, respiratory support, automated external defibrillator)” (1.49), “Remove wound sutures or staples” (2.30) and “Respond to the unsafe practice of a health care provider (e.g., intervene, report)” (2.36). The activities with the highest setting-specific average frequencies of performance were “Prepare and administer medications using rights of medication administration” (4.92), “Handle and maintain medication in a safe and controlled environment” (4.87), “Ensure proper identification of a client when providing care” (4.87) and “Administer medication by oral route” (4.87). [Appendix C](#) presents activity statements rank ordered by average setting-specific frequency.

Total Group

Average total group frequencies ranged from 0.91 to 4.88. The activities performed with the lowest total group frequency were “Provide care and education for a client in labour” (0.91), “Perform emergency care procedures (e.g., cardiopulmonary resuscitation, respiratory support, automated external defibrillator)” (0.95) and “Provide care and education for newborn, infant and toddler clients from birth through 2 years” (0.96). Those activities performed with the overall highest frequencies were “Prepare and administer medications using rights of medication administration” (4.88), “Handle and maintain medication in a safe and controlled environment” (4.87), “Ensure proper identification of a client when providing care” (4.85) and “Apply principles of infection prevention and control (e.g., hand hygiene, aseptic technique, universal precautions/routine practices)” (4.85). [Appendix D](#) presents activity statements rank ordered by average total group frequency.

Importance of Activity Performance

Respondents were asked to rate the importance of performing each nursing activity 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 of “1” (not important) to “5” (critically important). Average importance ratings were calculated in two ways: setting-specific and total group. Setting-specific importance was calculated by averaging only the ratings of respondents providing frequency ratings for the activity statement (LPN/RPNs indicating that the activity applied to their work setting). The total group importance was calculated by including all importance ratings regardless of applicability to work setting. The average importance ratings for each of the 155 activities is included in

[Table 15](#).

Setting-Specific

Average setting-specific importance ratings ranged from 4.30 to 4.91. The activities with the lowest importance ratings were “Assign and supervise care of a client provided by others (e.g., unregulated care providers)” (4.30), “Participate in performance improvement projects and quality improvement processes” (4.30) and “Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupuncture, supplements)” (4.36). The activities with the highest importance ratings were “Handle and maintain medication in a safe and controlled environment” (4.91), “Prepare and administer medications using rights of medication administration” (4.90) and “Ensure proper identification of a client when providing care” (4.90). [Appendix E](#) presents activity statements rank ordered by average setting-specific importance ratings.

Total Group

Average total group importance ratings ranged from 4.01 to 4.91. The activities with the lowest importance ratings were “Provide care and education for an antepartum client” (4.01), “Provide care and education for preschool, school-age and adolescent clients ages 3 through 17 years” (4.03) and “Provide postpartum care and education” (4.07). The activities with the highest overall importance ratings were “Handle and maintain medication in a safe and controlled environment” (4.91), “Prepare and administer medications using rights of medication administration” (4.90), “Ensure proper identification of a client when providing care” (4.88) and “Maintain client confidentiality and privacy” (4.88). [Appendix F](#) presents activity statements rank ordered by average total group importance ratings.

Clinical Judgment Relevancy of Activity Performance

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client

concern and generate the best possible evidence-based solutions in order to deliver safe client care.

Respondents were asked to rate the relevance of performing each nursing activity with regard to clinical judgment. Clinical judgment relevancy ratings were recorded using a four-point scale of “1” (not relevant) to “4” (essential). Average clinical judgment relevance ratings were calculated in two ways: setting-specific and total group. Setting-specific clinical judgment relevance was calculated by averaging only the ratings of respondents who provided frequency ratings for the activity statements (LPN/RPNs indicating that the activity applied to their work setting). The total group clinical judgment relevance was calculated by including all clinical judgment relevance ratings regardless of applicability to work setting. The average clinical judgment relevance rating for each of the 155 activities is included in [Table 16](#).

Setting-Specific

Average setting-specific clinical judgment relevance ratings ranged from 3.41 to 3.92. The activities with the lowest clinical judgment relevance ratings were “Participate in performance improvement projects and quality improvement processes” (3.41), “Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)” (3.47) and “Assign and supervise care of a client provided by others (e.g., unregulated care providers)” (3.47). The activities with the highest clinical judgment relevance ratings were “Prepare and administer medications using rights of medication administration” (3.92), “Handle and/or administer high-alert medications” (3.91), “Prioritize the delivery of client care” (3.89) and “Handle and maintain medication in a safe and controlled environment” (3.89). [Appendix G](#) presents activity statements rank ordered by average setting-specific clinical judgment ratings.

Total Group

Average total group clinical judgment relevance ratings ranged from 3.23 to 3.92. The activities with the lowest

clinical judgment relevance ratings were “Provide care and education for newborn, infant and toddler clients from birth through 2 years” (3.23), “Provide care and education for preschool, school-age and adolescent clients ages 3 through 17 years” (3.24), “Provide postpartum care and education” (3.24) and “Provide care and education for a client in labour” (3.24). The activities with the highest clinical judgment relevance ratings were “Prepare and administer medications using rights of medication administration” (3.92), “Handle and maintain medication in a safe and controlled environment” (3.89), “Prioritize the delivery of client care” (3.88), “Evaluate a client’s response to medication” (3.88) and “Handle and/or administer high-alert medications” (3.88). [Appendix H](#) presents activity statements rank ordered by average total group clinical judgment ratings.

Summary

Respondents to the 2025 LPN/RPN Practice Analysis survey found the activities listed in the survey to be representative of the work they performed in their practice setting. In general, the importance ratings of SMEs and respondents were similar (correlation = 0.78), supporting the validity of the results. The reliability of the survey instrument was quite good. In addition, activities with the lowest average total group frequency and importance ratings corresponded, in general, to those activities performed in specialized areas of nursing practice.

Conclusions

The 2025 LPN/RPN Practice Analysis study used several methods to describe the practice of newly licensed LPN/RPNs in British Columbia and Ontario: (1) document reviews, (2) activity logs, (3) SMEs’ knowledge and (4) a large-scale survey. There was evidence to support the validity of the activity statement ratings. Based on evidence, the findings of this study can be used to evaluate and support an LPN/RPN test plan.

Table 13. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	Total Group Clinical Judgment Difference
1	Maintain client confidentiality and privacy	99.5	4.84	4.88	3.79	100.0	5.00	4.77	2.85	-0.53	-0.16	0.11	0.95
2	Provide care within the legislated scope of practice	100.0	4.84	4.71	3.81	100.0	4.69	4.92	3.62	0.00	0.15	-0.21	0.19
3	Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	98.7	4.35	4.66	3.74	100.0	4.54	4.69	3.62	-1.32	-0.19	-0.03	0.12
4	Advocate for client rights and needs	99.5	4.13	4.66	3.73	100.0	4.08	4.46	3.15	-0.54	0.06	0.19	0.58
5	Provide and receive handoff of care (report) on an assigned client	98.9	4.54	4.79	3.79	100.0	3.62	4.77	3.23	-1.05	0.92	0.02	0.56
6	Initiate, evaluate and update a client care plan	95.1	3.46	4.38	3.54	100.0	2.69	3.92	3.08	-4.88	0.76	0.45	0.46
7	Recognize ethical dilemmas and take appropriate action	96.3	3.57	4.69	3.78	92.3	0.92	3.69	3.00	4.01	2.64	1.00	0.78
8	Practice in a manner consistent with a code of ethics for nurses (e.g., nondiscriminatory, unbiased, do no harm)	100.0	4.77	4.79	3.80	100.0	4.54	4.77	3.38	0.00	0.23	0.02	0.42
9	Prioritize the delivery of client care	99.2	4.74	4.83	3.88	100.0	4.69	4.69	3.77	-0.79	0.04	0.13	0.11
10	Organize workload to manage time effectively	100.0	4.63	4.66	3.72	100.0	4.23	4.46	3.38	0.00	0.40	0.20	0.34
11	Assign and supervise care of a client provided by others (e.g., unregulated care providers)	94.5	3.64	4.28	3.45	100.0	2.62	3.54	3.00	-5.53	1.02	0.74	0.45
12	Assess the need for referrals/consults and obtain necessary orders	97.8	3.89	4.50	3.63	100.0	2.08	3.46	3.08	-2.17	1.82	1.04	0.55

Table 13. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	Total Group Clinical Judgment Difference
13	Receive and transcribe health care provider orders	94.5	3.63	4.66	3.71	92.3	2.38	3.85	3.00	2.17	1.24	0.81	0.71
14	Obtain consent for nursing care and procedures and provide appropriate client education	99.2	4.44	4.69	3.74	100.0	3.77	4.31	3.23	-0.81	0.67	0.38	0.51
15	Integrate advance directives into a client's care plan	88.7	3.09	4.58	3.65	100.0	1.85	3.85	2.77	-11.32	1.25	0.73	0.88
16	Collaborate with interprofessional team members when providing client care	100.0	4.50	4.68	3.71	100.0	4.08	4.46	3.08	0.00	0.43	0.22	0.63
17	Participate in conflict resolution	92.9	3.03	4.48	3.56	92.3	1.15	3.31	2.23	0.59	1.88	1.17	1.33
18	Recognize limitations of one's competence and seek assistance when needed	99.7	4.10	4.73	3.78	100.0	3.46	4.62	3.54	-0.27	0.64	0.12	0.24
19	Report client information as required by law (e.g., abuse/neglect, communicable disease)	78.9	2.38	4.74	3.75	92.3	0.85	4.23	2.54	-13.36	1.54	0.51	1.21
20	Perform procedures necessary to safely admit, transfer and/or discharge a client	93.2	3.61	4.54	3.67	100.0	2.00	3.85	3.15	-6.78	1.61	0.69	0.52
21	Provide education to clients and staff about client rights and responsibilities	97.6	3.79	4.61	3.64	100.0	1.92	3.85	2.85	-2.36	1.86	0.77	0.80
22	Participate in performance improvement projects and quality improvement processes	87.1	2.59	4.18	3.31	84.6	1.00	3.15	2.38	2.45	1.59	1.03	0.92
23	Use approved abbreviations and standard terminology when documenting care	99.7	4.55	4.55	3.54	100.0	4.31	4.54	2.69	-0.29	0.24	0.02	0.85

Table 13. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	Total Group Clinical Judgment Difference
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	85.8	2.03	4.60	3.62	92.3	0.69	4.38	3.31	-6.50	1.34	0.21	0.32
25	Involve a client in care decision-making	99.1	4.33	4.75	3.78	100.0	3.54	4.54	3.38	-0.88	0.79	0.21	0.40
26	Assess and develop professional competence (e.g., self-reflection, professional activities)	98.1	3.72	4.57	3.65	100.0	1.69	3.69	2.69	-1.89	2.02	0.88	0.95
27	Provide support and facilitate learning for new staff and health care students	94.7	3.17	4.54	3.61	100.0	1.54	3.77	2.69	-5.31	1.64	0.77	0.92
28	Incorporate the use of Indigenous health knowledge and practices when planning and providing care to an Indigenous client	77.0	2.13	4.42	3.49	84.6	1.23	4.15	3.08	-7.64	0.90	0.27	0.42
29	Provide care for a client to support unbiased treatment and equal access to care, regardless of sexual orientation, gender identity and/or gender expression	95.3	3.97	4.72	3.68	100.0	1.92	4.00	2.85	-4.72	2.05	0.72	0.83
30	Ensure proper identification of a client when providing care	99.7	4.85	4.88	3.80	100.0	4.62	4.77	2.85	-0.32	0.24	0.11	0.96
31	Assess a client for allergies and sensitivities and intervene as needed	93.2	3.65	4.81	3.82	100.0	3.46	4.69	3.23	-6.78	0.18	0.12	0.59
32	Verify appropriateness and accuracy of health care provider orders	98.7	4.49	4.84	3.87	100.0	3.62	4.62	3.38	-1.26	0.87	0.23	0.48
33	Identify practice errors/near misses and intervene	93.8	2.76	4.81	3.85	92.3	0.46	4.23	3.15	1.50	2.30	0.58	0.69

Table 13. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	Total Group Clinical Judgment Difference
34	Educate clients and staff regarding infection prevention and control measures	97.5	3.77	4.65	3.68	100.0	1.92	4.00	3.00	-2.52	1.84	0.65	0.68
35	Use ergonomic principles when providing care (e.g., safe client handling, proper body mechanics)	99.7	4.56	4.75	3.71	100.0	4.08	4.31	2.69	-0.29	0.48	0.44	1.02
36	Safely and appropriately use equipment and associated technology	99.7	4.54	4.64	3.69	100.0	4.23	3.92	2.69	-0.32	0.31	0.72	1.00
37	Follow policies and procedures for use of restraints	90.3	3.53	4.76	3.76	92.3	1.23	4.08	3.08	-2.04	2.30	0.69	0.69
38	Adhere to security procedures (e.g., newborn nursery security, controlled access)	81.4	3.25	4.57	3.54	92.3	2.15	3.69	2.08	-10.92	1.10	0.88	1.46
39	Promote and educate clients on safety and injury prevention (e.g., falls, electrical hazards)	98.8	4.35	4.80	3.78	100.0	2.62	4.08	2.77	-1.18	1.73	0.72	1.01
40	Participate in internal/ external emergency response plans	83.9	2.45	4.56	3.62	100.0	0.54	3.54	2.23	-16.09	1.92	1.02	1.39
41	Apply principles of infection prevention and control (e.g., hand hygiene, aseptic technique, universal precautions/routine practices)	100.0	4.85	4.84	3.84	100.0	4.46	4.62	3.00	0.00	0.39	0.23	0.84
42	Follow procedures for handling biohazardous and hazardous materials	95.9	3.80	4.69	3.68	92.3	2.85	3.92	2.23	3.55	0.96	0.76	1.45
43	Provide prenatal care and education	36.5	1.12	4.11	3.26	30.8	0.08	3.54	2.54	5.71	1.05	0.57	0.72

Table 13. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	Total Group Clinical Judgment Difference
44	Provide care and education for an antepartum client	36.9	1.05	4.01	3.25	23.1	0.00	3.46	2.62	13.82	1.05	0.55	0.64
45	Provide care and education for a client in labour	27.4	0.91	4.09	3.24	23.1	0.00	3.46	2.54	4.28	0.91	0.63	0.71
46	Provide postpartum care and education	33.4	1.01	4.07	3.24	23.1	0.08	3.46	2.69	10.37	0.93	0.61	0.55
47	Provide care and education for newborn, infant and toddler clients from birth through 2 years	29.3	0.96	4.08	3.23	38.5	0.62	3.23	2.62	-9.15	0.35	0.85	0.61
48	Provide care and education for preschool, school-age and adolescent clients ages 3 through 17 years	37.9	1.17	4.03	3.24	38.5	0.62	3.15	2.62	-0.53	0.56	0.88	0.62
49	Provide care and education for adult clients ages 18 through 64 years	93.2	4.19	4.64	3.70	84.6	3.38	3.77	3.23	8.54	0.80	0.87	0.47
50	Provide care and education for adult clients ages 65 years and over	95.2	4.46	4.62	3.64	92.3	3.69	4.15	3.62	2.86	0.77	0.47	0.02
51	Perform comprehensive health assessments	97.1	4.33	4.74	3.81	100.0	4.46	4.62	3.77	-2.93	-0.13	0.13	0.04
52	Assess a client's readiness to learn, learning preferences and barriers to learning	94.8	3.74	4.44	3.53	100.0	3.23	3.92	3.00	-5.17	0.51	0.52	0.53
53	Perform preventive screening assessments (e.g., vision, hearing, cognitive, nutrition)	86.0	3.22	4.47	3.58	92.3	1.69	3.77	2.92	-6.31	1.53	0.70	0.65
54	Educate a client about prevention and treatment of high-risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	84.8	2.87	4.39	3.49	92.3	1.23	4.15	3.08	-7.48	1.64	0.23	0.42

Table 13. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	Total Group Clinical Judgment Difference
55	Educate a client about health promotion and maintenance recommendations (e.g., health care provider visits, immunizations)	90.2	3.47	4.45	3.55	100.0	1.15	3.77	2.77	-9.77	2.32	0.68	0.78
56	Plan and/or participate in health care activities for a client in a community setting	56.2	1.91	4.10	3.27	46.2	0.62	3.23	2.54	10.05	1.29	0.87	0.73
57	Assess a client's ability to manage care in a home environment and plan care accordingly	79.8	2.98	4.44	3.56	61.5	1.08	3.46	3.08	18.27	1.90	0.98	0.49
58	Assess a client about determinants of health and implement interventions	83.8	2.95	4.31	3.45	100.0	2.00	3.85	3.15	-16.21	0.95	0.46	0.29
59	Identify and facilitate access to community resources for a client	78.5	2.57	4.38	3.47	76.9	1.08	3.38	2.23	1.58	1.50	1.00	1.24
60	Identify barriers to communication	99.7	3.90	4.54	3.63	92.3	2.85	4.00	3.15	7.35	1.05	0.54	0.48
61	Assess a client's growth and development throughout the lifespan	62.5	2.05	4.12	3.29	76.9	1.38	3.46	2.54	-14.47	0.66	0.66	0.75
62	Use therapeutic communication techniques	99.3	4.64	4.63	3.71	92.3	4.23	4.69	3.46	6.96	0.40	-0.06	0.25
63	Assess a client's ability to cope with life changes and provide support	92.1	3.50	4.51	3.57	84.6	2.31	3.85	3.00	7.44	1.19	0.66	0.57
64	Manage and support a client with emotional/behavioural challenges	98.5	4.26	4.62	3.69	100.0	3.38	4.23	3.38	-1.46	0.87	0.39	0.31
65	Assess the potential for violence/aggression and use safety precautions	94.9	3.83	4.70	3.75	100.0	3.08	4.31	3.46	-5.05	0.76	0.39	0.29

Table 13. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	Total Group Clinical Judgment Difference
66	Assess a client for substance misuse, dependency, withdrawal or toxicities, and intervene	76.3	2.45	4.41	3.54	92.3	0.92	3.92	3.23	-16.03	1.53	0.49	0.31
67	Provide care for a client experiencing sensory and/or cognitive disturbances	97.8	4.03	4.66	3.71	100.0	2.46	3.92	3.23	-2.17	1.56	0.73	0.48
68	Incorporate a client's cultural practices and beliefs when planning and providing care	95.6	3.46	4.56	3.55	100.0	2.85	4.23	2.77	-4.38	0.61	0.33	0.78
69	Provide end-of-life care for a client	87.0	3.22	4.64	3.69	84.6	0.54	3.92	3.00	2.39	2.69	0.72	0.69
70	Assess a client for abuse or neglect and intervene	79.2	2.31	4.57	3.66	84.6	0.77	4.00	3.00	-5.42	1.54	0.57	0.66
71	Provide care and support to clients with acute and chronic mental health disorders	92.1	3.61	4.60	3.67	100.0	3.15	4.23	3.38	-7.94	0.46	0.37	0.29
72	Assess family dynamics to determine care plans	86.5	2.81	4.36	3.45	84.6	1.00	3.46	2.69	1.88	1.81	0.90	0.76
73	Recognize nonverbal cues to physical and/or psychological stressors	98.6	3.95	4.65	3.75	100.0	3.31	4.15	3.31	-1.44	0.64	0.50	0.45
74	Provide care for a client experiencing grief or loss	87.6	2.54	4.42	3.47	100.0	1.69	3.85	2.69	-12.41	0.85	0.58	0.78
75	Assist a client to cope/adapt to stressful events and changes in health status	97.1	3.71	4.61	3.66	92.3	2.00	3.69	2.62	4.80	1.71	0.92	1.05
76	Recognize client stressors that affect care	97.8	3.84	4.52	3.61	92.3	2.46	3.77	2.62	5.50	1.38	0.75	1.00
77	Recognize health care provider stressors that affect client care	97.5	3.56	4.57	3.64	92.3	1.92	3.77	2.77	5.17	1.64	0.80	0.87
78	Explore reasons for client nonadherence with a treatment plan	94.2	3.37	4.48	3.58	92.3	1.15	3.77	3.15	1.85	2.22	0.71	0.43

Table 13. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	Total Group Clinical Judgment Difference
79	Provide care of a cognitively impaired client	97.8	4.16	4.69	3.73	92.3	3.08	4.23	3.15	5.53	1.08	0.46	0.58
80	Monitor a client's nutritional status	95.6	4.08	4.55	3.61	100.0	3.69	4.15	3.00	-4.38	0.39	0.39	0.61
81	Provide enteral nutrition	88.1	3.07	4.55	3.61	92.3	1.69	3.77	3.15	-4.17	1.37	0.78	0.45
82	Assess client elimination and intervene	96.8	4.17	4.55	3.61	100.0	3.85	4.23	3.00	-3.16	0.32	0.31	0.61
83	Assess client intake and output and intervene	95.7	4.11	4.63	3.66	92.3	3.46	4.00	3.15	3.34	0.65	0.63	0.50
84	Assess client sleep/rest patterns and intervene	95.7	3.86	4.43	3.47	100.0	3.00	3.62	2.77	-4.35	0.86	0.82	0.70
85	Assess client ability to perform activities of daily living and intervene	96.8	4.25	4.60	3.66	100.0	3.46	3.77	3.15	-3.16	0.79	0.84	0.50
86	Educate and assist a client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	92.9	3.89	4.51	3.57	100.0	3.23	3.77	2.92	-7.11	0.66	0.74	0.65
87	Perform irrigations (e.g., bladder, wound, eye)	89.7	3.26	4.55	3.63	92.3	1.38	4.08	3.46	-2.58	1.88	0.47	0.17
88	Perform postmortem care	69.6	1.68	4.26	3.36	92.3	0.62	3.62	2.62	-22.74	1.07	0.64	0.74
89	Perform skin assessment and/or implement measures to maintain skin integrity	98.0	4.47	4.67	3.76	100.0	3.92	4.46	3.46	-1.98	0.54	0.21	0.30
90	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupuncture, supplements)	77.1	2.13	4.17	3.33	76.9	1.15	3.54	2.69	0.15	0.98	0.63	0.64
91	Provide nonpharmacological comfort measures	99.6	4.35	4.60	3.63	100.0	3.15	4.23	3.08	-0.40	1.19	0.37	0.55
92	Assess a client for pain and intervene	99.2	4.67	4.77	3.81	100.0	4.46	4.77	3.69	-0.79	0.21	0.00	0.12

Table 13. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	Total Group Clinical Judgment Difference
93	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	72.7	2.30	4.21	3.40	69.2	0.77	3.77	2.62	3.50	1.53	0.44	0.78
94	Implement measures to promote circulation and venous return (e.g., active or passive range of motion, antiembolic stockings, sequential compression devices, positioning and mobilization)	96.4	4.06	4.64	3.68	92.3	2.69	3.77	3.08	4.13	1.37	0.88	0.61
95	Assess and maintain site care for a client with enteral tubes	84.6	3.11	4.49	3.56	92.3	1.62	3.69	3.00	-7.72	1.50	0.79	0.56
96	Participate in the medication reconciliation process	90.5	3.32	4.53	3.63	92.3	2.15	4.15	3.00	-1.79	1.16	0.38	0.63
97	Handle and maintain medication in a safe and controlled environment	100.0	4.87	4.91	3.89	100.0	4.15	4.69	3.38	0.00	0.72	0.22	0.50
98	Educate a client about medications	99.2	4.33	4.65	3.71	100.0	3.38	4.46	3.54	-0.79	0.94	0.19	0.17
99	Perform calculations needed for medication administration	95.7	3.98	4.79	3.84	100.0	2.54	4.77	3.62	-4.35	1.45	0.03	0.22
100	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	99.6	4.53	4.79	3.83	100.0	3.69	4.62	3.77	-0.40	0.84	0.17	0.06
101	Prepare and administer medications using rights of medication administration	99.2	4.88	4.90	3.92	100.0	4.46	5.00	3.92	-0.84	0.42	-0.10	-0.01
102	Monitor a client receiving blood products	64.2	1.60	4.48	3.58	69.2	1.85	4.46	3.54	-5.06	-0.25	0.01	0.04
103	Evaluate a client's response to medication	100.0	4.72	4.87	3.88	92.3	4.08	4.85	3.92	7.69	0.65	0.02	-0.04

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104	Handle and/or administer controlled substances within legislated guidelines	95.8	4.18	4.73	3.73	92.3	3.77	4.77	3.62	3.53	0.41	-0.04	0.11
105	Monitor intravenous infusion and maintain site	82.4	3.25	4.61	3.68	84.6	2.69	4.23	3.31	-2.26	0.56	0.38	0.38
106	Access peripheral venous access devices	77.1	2.59	4.46	3.54	76.9	2.00	4.08	3.23	0.16	0.59	0.39	0.31
107	Titrate dosage of medication based on assessment and ordered parameters	85.7	3.16	4.66	3.71	92.3	1.69	4.46	3.54	-6.59	1.47	0.20	0.18
108	Monitor a client receiving parenteral nutrition and evaluate the client's response	75.8	2.36	4.41	3.50	76.9	1.31	3.77	3.15	-1.09	1.05	0.64	0.35
109	Handle and/or administer high-alert medications	98.3	4.47	4.84	3.88	100.0	3.08	4.85	3.77	-1.68	1.40	0.00	0.11
110	Administer medication by oral route	97.9	4.77	4.73	3.77	92.3	4.31	4.46	3.54	5.61	0.46	0.26	0.23
111	Administer medication by enteral/gastrointestinal tube	82.4	3.02	4.55	3.62	84.6	1.54	3.92	3.08	-2.26	1.48	0.63	0.54
112	Administer a subcutaneous, intradermal or intramuscular medication	97.1	4.05	4.64	3.71	100.0	3.08	4.62	3.69	-2.92	0.97	0.03	0.02
113	Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	97.5	4.34	4.70	3.71	92.3	2.77	4.31	3.46	5.17	1.57	0.39	0.25
114	Administer intravenous medication via secondary line	74.2	2.45	4.43	3.52	76.9	1.85	4.08	3.15	-2.76	0.60	0.35	0.36
115	Calculate and monitor intravenous flow rate	76.1	2.80	4.51	3.58	38.5	0.69	3.69	2.62	37.59	2.11	0.82	0.97
116	Maintain pain control devices (e.g., patient-controlled analgesia, peripheral nerve catheter)	68.3	2.01	4.42	3.50	69.2	1.15	4.31	3.15	-0.90	0.86	0.11	0.34
117	Initiate, maintain and remove a continuous subcutaneous infusion	80.3	2.79	4.58	3.63	61.5	1.00	3.92	3.15	18.71	1.79	0.65	0.47

Table 13. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	Total Group Clinical Judgment Difference
118	Recognize trends and changes in a client's condition and intervene	98.8	4.13	4.81	3.84	100.0	3.46	4.69	3.69	-1.25	0.67	0.12	0.15
119	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	96.2	4.10	4.75	3.78	100.0	3.23	4.08	3.31	-3.78	0.87	0.67	0.47
120	Assess and respond to changes and/or trends in a client's vital signs	98.8	4.24	4.79	3.86	92.3	3.77	4.38	3.54	6.44	0.47	0.41	0.32
121	Perform focused assessments	97.8	4.39	4.73	3.81	100.0	4.23	4.85	3.69	-2.16	0.16	-0.11	0.12
122	Insert, maintain or remove a urinary catheter	90.9	3.07	4.47	3.56	92.3	1.31	3.85	3.08	-1.36	1.76	0.62	0.49
123	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	95.2	3.60	4.56	3.60	100.0	2.23	4.15	3.23	-4.76	1.37	0.41	0.37
124	Monitor the results of diagnostic testing and intervene	89.7	2.90	4.47	3.60	92.3	3.08	4.15	3.54	-2.65	-0.18	0.31	0.06
125	Provide preoperative care	61.9	2.00	4.34	3.46	61.5	0.85	3.62	2.77	0.37	1.16	0.73	0.69
126	Evaluate responses to procedures and treatments and intervene	96.6	3.68	4.59	3.68	92.3	2.38	3.85	3.08	4.24	1.29	0.74	0.60
127	Educate a client about treatments and procedures	92.6	3.76	4.62	3.68	92.3	2.54	3.85	3.15	0.33	1.22	0.78	0.53
128	Maintain or remove a nasal/oral gastrointestinal tube	63.8	1.53	4.25	3.41	76.9	0.92	3.69	3.08	-13.13	0.61	0.56	0.33
129	Insert a nasal/oral gastrointestinal tube	50.2	1.22	4.26	3.44	46.2	0.77	3.69	3.23	4.06	0.45	0.56	0.21
130	Perform diagnostic testing (e.g., bladder scanning, point-of-care testing) and intervene	85.3	2.90	4.41	3.56	100.0	2.62	3.92	3.38	-14.66	0.29	0.48	0.17

Table 13. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	Total Group Clinical Judgment Difference
131	Maintain or remove a peripheral intravenous line	74.9	2.77	4.42	3.54	84.6	2.00	3.77	2.77	-9.72	0.77	0.65	0.77
132	Insert a peripheral intravenous line	65.1	1.56	4.27	3.43	69.2	1.23	3.85	2.92	-4.14	0.33	0.42	0.50
133	Provide preoperative or postoperative education	66.2	2.04	4.35	3.48	61.5	1.00	3.92	3.08	4.70	1.04	0.43	0.40
134	Provide care for a client following a procedure with conscious sedation	58.2	1.43	4.27	3.41	61.5	0.38	3.69	3.15	-3.35	1.05	0.58	0.26
135	Maintain a percutaneous feeding tube	68.0	2.08	4.31	3.46	76.9	0.54	3.69	3.08	-8.96	1.54	0.62	0.39
136	Monitor continuous or intermittent suction of a nasogastric (NG) tube	63.4	1.51	4.29	3.40	69.2	1.00	3.77	3.31	-5.87	0.51	0.52	0.09
137	Identify pathophysiology related to an acute or chronic condition	86.6	3.30	4.59	3.66	100.0	3.31	4.54	3.62	-13.42	0.00	0.05	0.04
138	Recognize signs and symptoms of a client's complications and intervene	96.1	3.48	4.74	3.78	100.0	3.62	4.77	3.85	-3.88	-0.13	-0.03	-0.07
139	Educate a client regarding an acute or chronic condition	92.9	3.55	4.61	3.66	100.0	2.46	4.23	3.31	-7.08	1.09	0.38	0.35
140	Perform wound care and/or dressing changes	98.6	4.10	4.63	3.73	100.0	2.77	4.08	3.38	-1.35	1.33	0.55	0.34
141	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	73.5	2.42	4.47	3.56	76.9	1.00	4.00	3.31	-3.47	1.42	0.47	0.25

Table 13. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	Total Group Clinical Judgment Difference
142	Perform emergency care procedures (e.g., cardiopulmonary resuscitation, respiratory support, automated external defibrillator)	63.5	0.95	4.66	3.65	84.6	0.31	4.38	3.46	-21.10	0.64	0.27	0.19
143	Manage the care of a client with impaired ventilation/oxygenation	88.5	3.45	4.67	3.75	84.6	1.38	4.23	3.38	3.88	2.07	0.44	0.36
144	Manage the care of a client with a fluid and electrolyte imbalance	88.3	2.73	4.56	3.62	92.3	2.54	4.31	3.38	-4.02	0.19	0.25	0.23
145	Maintain optimal temperature of a client	92.0	3.77	4.61	3.69	100.0	2.85	4.38	3.23	-7.96	0.92	0.23	0.46
146	Provide ostomy care and/or education (e.g., tracheal, enteral)	86.5	2.52	4.46	3.53	84.6	1.38	3.69	2.77	1.87	1.13	0.77	0.76
147	Perform suctioning (oral, tracheal, nasopharyngeal)	75.2	2.50	4.48	3.56	76.9	1.00	3.85	3.15	-1.70	1.50	0.64	0.40
148	Manage the care of a client with a permanent pacing device	71.6	1.88	4.32	3.43	92.3	1.00	3.46	2.92	-20.69	0.88	0.85	0.51
149	Assist with invasive procedures (e.g., central line, thoracentesis)	48.7	1.32	4.30	3.42	53.8	0.38	3.46	2.62	-5.17	0.93	0.84	0.80
150	Provide postoperative care	66.7	1.77	4.34	3.43	69.2	1.08	3.62	3.00	-2.56	0.69	0.73	0.43
151	Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	62.8	1.97	4.46	3.50	92.3	1.69	4.15	3.31	-29.48	0.28	0.31	0.20
152	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	93.2	3.23	4.53	3.61	100.0	3.92	4.31	3.54	-6.76	-0.69	0.22	0.07

Table 13. Average Frequency, Importance and Clinical Judgment Ratings (Total Group) and Percent Performing from LPN/RPN Practice Analysis Survey and SME Panel

Activity #	Activity	Newly Licensed LPN/RPN Survey Ratings				SME Ratings Results				Rating Differences			
		Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting (%)	Average Frequency (Total Group)	Average Importance (Total Group)	Average Clinical Judgment (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	Total Group Clinical Judgment Difference
153	Perform wound drainage device removal	59.7	1.59	4.31	3.45	76.9	0.62	3.46	2.54	-17.19	0.97	0.85	0.91
154	Remove wound sutures or staples	73.9	1.70	4.21	3.35	100.0	1.23	4.08	3.00	-26.13	0.47	0.13	0.35
155	Identify basic cardiac rhythm strip abnormalities (e.g., sinus bradycardia, ventricular tachycardia, ventricular fibrillation)	65.9	1.85	4.41	3.50								

Table 14. Activity Applicability to Setting and Average Frequency of Performance

Activity #	Activity	Apply to Setting	Total Group Frequency			Setting-Specific Frequency		
		%	N	Avg.	Std. Err.	N	Avg.	Std. Err.
1	Maintain client confidentiality and privacy	99	380	4.84	0.03	378	4.86	0.03
2	Provide care within the legislated scope of practice	100.0	369	4.84	0.03	369	4.84	0.03
3	Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	98.7	380	4.35	0.06	375	4.41	0.06
4	Advocate for client rights and needs	99.5	369	4.13	0.07	367	4.16	0.07
5	Provide and receive handoff of care (report) on an assigned client	98.9	380	4.54	0.06	376	4.59	0.05
6	Initiate, evaluate and update a client care plan	95.1	369	3.46	0.09	351	3.63	0.09
7	Recognize ethical dilemmas and take appropriate action	96.3	380	3.57	0.09	366	3.70	0.09
8	Practice in a manner consistent with a code of ethics for nurses (e.g., nondiscriminatory, unbiased, do no harm)	100.0	369	4.77	0.04	369	4.77	0.04
9	Prioritize the delivery of client care	99.2	380	4.74	0.04	377	4.77	0.03
10	Organize workload to manage time effectively	100.0	369	4.63	0.04	369	4.63	0.04
11	Assign and supervise care of a client provided by others (e.g., unregulated care providers)	94.5	380	3.64	0.09	359	3.85	0.08
12	Assess the need for referrals/consults and obtain necessary orders	97.8	369	3.89	0.08	361	3.98	0.07
13	Receive and transcribe health care provider orders	94.5	380	3.63	0.10	359	3.84	0.09
14	Obtain consent for nursing care and procedures and provide appropriate client education	99.2	369	4.44	0.06	366	4.47	0.06
15	Integrate advance directives into a client's care plan	88.7	380	3.09	0.11	337	3.49	0.10
16	Collaborate with interprofessional team members when providing client care	100.0	369	4.50	0.05	369	4.50	0.05
17	Participate in conflict resolution	92.9	380	3.03	0.10	353	3.26	0.10
18	Recognize limitations of one's competence and seek assistance when needed	99.7	369	4.10	0.07	368	4.11	0.07
19	Report client information as required by law (e.g., abuse/neglect, communicable disease)	78.9	380	2.38	0.12	300	3.02	0.12
20	Perform procedures necessary to safely admit, transfer and/or discharge a client	93.2	369	3.61	0.10	344	3.87	0.09
21	Provide education to clients and staff about client rights and responsibilities	97.6	339	3.79	0.09	331	3.88	0.09
22	Participate in performance improvement projects and quality improvement processes	87.1	317	2.59	0.11	276	2.98	0.11
23	Use approved abbreviations and standard terminology when documenting care	99.7	339	4.55	0.05	338	4.57	0.05
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	85.8	317	2.03	0.11	272	2.36	0.12
25	Involve a client in care decision-making	99.1	339	4.33	0.07	336	4.37	0.07
26	Assess and develop professional competence (e.g., self-reflection, professional activities)	98.1	317	3.72	0.09	311	3.79	0.09
27	Provide support and facilitate learning for new staff and health care students	94.7	339	3.17	0.11	321	3.35	0.11

Table 14. Activity Applicability to Setting and Average Frequency of Performance

Activity #	Activity	Apply to Setting	Total Group Frequency			Setting-Specific Frequency		
		%	N	Avg.	Std. Err.	N	Avg.	Std. Err.
28	Incorporate the use of Indigenous health knowledge and practices when planning and providing care to an Indigenous client	77.0	317	2.13	0.12	244	2.77	0.13
29	Provide care for a client to support unbiased treatment and equal access to care, regardless of sexual orientation, gender identity and/or gender expression	95.3	339	3.97	0.09	323	4.17	0.08
30	Ensure proper identification of a client when providing care	99.7	317	4.85	0.03	316	4.87	0.03
31	Assess a client for allergies and sensitivities and intervene as needed	93.2	339	3.65	0.10	316	3.91	0.09
32	Verify appropriateness and accuracy of health care provider orders	98.7	317	4.49	0.06	313	4.55	0.06
33	Identify practice errors/near misses and intervene	93.8	339	2.76	0.11	318	2.95	0.11
34	Educate clients and staff regarding infection prevention and control measures	97.5	317	3.77	0.09	309	3.86	0.09
35	Use ergonomic principles when providing care (e.g., safe client handling, proper body mechanics)	99.7	339	4.56	0.05	338	4.57	0.05
36	Safely and appropriately use equipment and associated technology	99.7	317	4.54	0.05	316	4.55	0.05
37	Follow policies and procedures for use of restraints	90	339	3.53	0.11	306	3.92	0.10
38	Adhere to security procedures (e.g., newborn nursery security, controlled access)	81.4	317	3.25	0.12	258	3.99	0.10
39	Promote and educate clients on safety and injury prevention (e.g., falls, electrical hazards)	98.8	339	4.35	0.07	335	4.40	0.07
40	Participate in internal/external emergency response plans	83.9	317	2.45	0.12	266	2.92	0.12
41	Apply principles of infection prevention and control (e.g., hand hygiene, aseptic technique, universal precautions/ routine practices)	100.0	307	4.85	0.04	307	4.85	0.04
42	Follow procedures for handling biohazardous and hazardous materials	95.9	290	3.80	0.10	278	3.97	0.09
43	Provide prenatal care and education	36.5	307	1.12	0.11	112	3.08	0.21
44	Provide care and education for an antepartum client	36.9	290	1.05	0.11	107	2.84	0.21
45	Provide care and education for a client in labour	27.4	307	0.91	0.11	84	3.31	0.24
46	Provide postpartum care and education	33.4	290	1.01	0.11	97	3.01	0.23
47	Provide care and education for newborn, infant and toddler clients from birth through 2 years	29.3	307	0.96	0.11	90	3.28	0.23
48	Provide care and education for preschool, school-age and adolescent clients ages 3 through 17 years	37.9	290	1.17	0.12	110	3.09	0.20
49	Provide care and education for adult clients ages 18 through 64 years	93.2	307	4.19	0.09	286	4.49	0.07
50	Provide care and education for adult clients ages 65 years and over	95.2	290	4.46	0.08	276	4.69	0.05
51	Perform comprehensive health assessments	97.1	307	4.33	0.08	298	4.46	0.07
52	Assess a client's readiness to learn, learning preferences and barriers to learning	94.8	290	3.74	0.10	275	3.95	0.09

Table 14. Activity Applicability to Setting and Average Frequency of Performance

Activity #	Activity	Apply to Setting	Total Group Frequency			Setting-Specific Frequency		
		%	N	Avg.	Std. Err.	N	Avg.	Std. Err.
53	Perform preventive screening assessments (e.g., vision, hearing, cognitive, nutrition)	86.0	307	3.22	0.12	264	3.75	0.11
54	Educate a client about prevention and treatment of high-risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	84.8	290	2.87	0.12	246	3.38	0.12
55	Educate a client about health promotion and maintenance recommendations (e.g., health care provider visits, immunizations)	90.2	307	3.47	0.11	277	3.84	0.10
56	Plan and/or participate in health care activities for a client in a community setting	56.2	290	1.91	0.13	163	3.39	0.15
57	Assess a client's ability to manage care in a home environment and plan care accordingly	79.8	307	2.98	0.12	245	3.73	0.11
58	Assess a client about determinants of health and implement interventions	83.8	290	2.95	0.12	243	3.52	0.12
59	Identify and facilitate access to community resources for a client	78.5	307	2.57	0.13	241	3.28	0.13
60	Identify barriers to communication	99.7	290	3.90	0.09	289	3.91	0.09
61	Assess a client's growth and development throughout the lifespan	62.5	277	2.05	0.13	173	3.28	0.15
62	Use therapeutic communication techniques	99.3	274	4.64	0.06	272	4.67	0.05
63	Assess a client's ability to cope with life changes and provide support	92.1	277	3.50	0.11	255	3.80	0.10
64	Manage and support a client with emotional/behavioural challenges	98.5	274	4.26	0.08	270	4.32	0.08
65	Assess the potential for violence/aggression and use safety precautions	94.9	277	3.83	0.11	263	4.04	0.10
66	Assess a client for substance misuse, dependency, withdrawal or toxicities, and intervene	76.3	274	2.45	0.13	209	3.21	0.13
67	Provide care for a client experiencing sensory and/or cognitive disturbances	97.8	277	4.03	0.09	271	4.11	0.09
68	Incorporate a client's cultural practices and beliefs when planning and providing care	95.6	274	3.46	0.11	262	3.61	0.11
69	Provide end-of-life care for a client	87.0	277	3.22	0.13	241	3.71	0.12
70	Assess a client for abuse or neglect and intervene	79.2	274	2.31	0.13	217	2.92	0.14
71	Provide care and support to clients with acute and chronic mental health disorders	92.1	277	3.61	0.11	255	3.93	0.10
72	Assess family dynamics to determine care plans	86.5	274	2.81	0.13	237	3.25	0.12
73	Recognize nonverbal cues to physical and/or psychological stressors	98.6	277	3.95	0.09	273	4.00	0.09
74	Provide care for a client experiencing grief or loss	87.6	274	2.54	0.13	240	2.90	0.13
75	Assist a client to cope/adapt to stressful events and changes in health status	97.1	277	3.71	0.11	269	3.83	0.10
76	Recognize client stressors that affect care	97.8	274	3.84	0.10	268	3.93	0.09
77	Recognize health care provider stressors that affect client care	97.5	277	3.56	0.11	270	3.66	0.11

Table 14. Activity Applicability to Setting and Average Frequency of Performance

Activity #	Activity	Apply to Setting	Total Group Frequency			Setting-Specific Frequency		
		%	N	Avg.	Std. Err.	N	Avg.	Std. Err.
78	Explore reasons for client nonadherence with a treatment plan	94.2	274	3.37	0.11	258	3.58	0.11
79	Provide care of a cognitively impaired client	97.8	277	4.16	0.09	271	4.25	0.08
80	Monitor a client's nutritional status	95.6	274	4.08	0.09	262	4.27	0.08
81	Provide enteral nutrition	88.1	253	3.07	0.13	223	3.48	0.13
82	Assess client elimination and intervene	96.8	253	4.17	0.09	245	4.30	0.08
83	Assess client intake and output and intervene	95.7	253	4.11	0.10	242	4.30	0.09
84	Assess client sleep/rest patterns and intervene	95.7	253	3.86	0.11	242	4.04	0.10
85	Assess client ability to perform activities of daily living and intervene	96.8	253	4.25	0.09	245	4.39	0.08
86	Educate and assist a client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	92.9	253	3.89	0.11	235	4.19	0.09
87	Perform irrigations (e.g., bladder, wound, eye)	89.7	253	3.26	0.13	227	3.63	0.12
88	Perform postmortem care	69.6	253	1.68	0.13	176	2.42	0.16
89	Perform skin assessment and/or implement measures to maintain skin integrity	98.0	253	4.47	0.08	248	4.56	0.07
90	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	77.1	253	2.13	0.14	195	2.76	0.15
91	Provide nonpharmacological comfort measures	99.6	253	4.35	0.08	252	4.37	0.08
92	Assess a client for pain and intervene	99.2	253	4.67	0.06	251	4.71	0.05
93	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	72.7	253	2.30	0.14	184	3.16	0.15
94	Implement measures to promote circulation and venous return (e.g., active or passive range of motion, antiembolic stockings, sequential compression devices, positioning and mobilization)	96.4	253	4.06	0.10	244	4.21	0.09
95	Assess and maintain site care for a client with enteral tubes	84.6	253	3.11	0.14	214	3.68	0.13
96	Participate in the medication reconciliation process	90.5	253	3.32	0.13	229	3.66	0.12
97	Handle and maintain medication in a safe and controlled environment	100.0	253	4.87	0.03	253	4.87	0.03
98	Educate a client about medications	99.2	253	4.33	0.08	251	4.36	0.07
99	Perform calculations needed for medication administration	95.7	253	3.98	0.11	242	4.17	0.10
100	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	99.6	253	4.53	0.07	252	4.55	0.06
101	Prepare and administer medications using rights of medication administration	99.2	238	4.88	0.04	236	4.92	0.03
102	Monitor a client receiving blood products	64.2	240	1.60	0.13	154	2.49	0.17
103	Evaluate a client's response to medication	100.0	238	4.72	0.06	238	4.72	0.06
104	Handle and/or administer controlled substances within legislated guidelines	95.8	240	4.18	0.11	230	4.36	0.09

Table 14. Activity Applicability to Setting and Average Frequency of Performance

Activity #	Activity	Apply to Setting	Total Group Frequency			Setting-Specific Frequency		
		%	N	Avg.	Std. Err.	N	Avg.	Std. Err.
105	Monitor intravenous infusion and maintain site	82.4	238	3.25	0.14	196	3.95	0.13
106	Access peripheral venous access devices	77.1	240	2.59	0.15	185	3.36	0.15
107	Titrate dosage of medication based on assessment and ordered parameters	85.7	238	3.16	0.14	204	3.69	0.13
108	Monitor a client receiving parenteral nutrition and evaluate the client's response	75.8	240	2.36	0.15	182	3.12	0.16
109	Handle and/or administer high-alert medications	98.3	238	4.47	0.08	234	4.55	0.07
110	Administer medication by oral route	97.9	240	4.77	0.06	235	4.87	0.04
111	Administer medication by enteral/gastrointestinal tube	82.4	238	3.02	0.14	196	3.66	0.14
112	Administer a subcutaneous, intradermal or intramuscular medication	97.1	240	4.05	0.11	233	4.17	0.10
113	Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	97.5	238	4.34	0.09	232	4.45	0.08
114	Administer intravenous medication via secondary line	74.2	240	2.45	0.15	178	3.30	0.16
115	Calculate and monitor intravenous flow rate	76.1	238	2.80	0.15	181	3.68	0.15
116	Maintain pain control devices (e.g., patient-controlled analgesia, peripheral nerve catheter)	68.3	240	2.01	0.15	164	2.95	0.17
117	Initiate, maintain and remove a continuous subcutaneous infusion	80.3	238	2.79	0.15	191	3.47	0.15
118	Recognize trends and changes in a client's condition and intervene	98.8	240	4.13	0.10	237	4.18	0.09
119	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	96.2	238	4.10	0.10	229	4.26	0.09
120	Assess and respond to changes and/or trends in a client's vital signs	98.8	240	4.24	0.09	237	4.30	0.09
121	Perform focused assessments	97.8	231	4.39	0.09	226	4.49	0.08
122	Insert, maintain or remove a urinary catheter	90.9	232	3.07	0.13	211	3.37	0.13
123	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	95.2	231	3.60	0.12	220	3.78	0.12
124	Monitor the results of diagnostic testing and intervene	89.7	232	2.90	0.13	208	3.24	0.13
125	Provide preoperative care	61.9	231	2.00	0.15	143	3.24	0.18
126	Evaluate responses to procedures and treatments and intervene	96.6	232	3.68	0.11	224	3.81	0.11
127	Educate a client about treatments and procedures	92.6	231	3.76	0.12	214	4.06	0.10
128	Maintain or remove a nasal/oral gastrointestinal tube	63.8	232	1.53	0.14	148	2.41	0.18
129	Insert a nasal/oral gastrointestinal tube	50.2	231	1.22	0.13	116	2.42	0.21
130	Perform diagnostic testing (e.g., bladder scanning, point-of-care testing) and intervene	85.3	232	2.90	0.14	198	3.40	0.14
131	Maintain or remove a peripheral intravenous line	74.9	231	2.77	0.15	173	3.70	0.15
132	Insert a peripheral intravenous line	65.1	232	1.56	0.14	151	2.40	0.19
133	Provide preoperative or postoperative education	66.2	231	2.04	0.14	153	3.08	0.16
134	Provide care for a client following a procedure with conscious sedation	58.2	232	1.43	0.13	135	2.46	0.19

Table 14. Activity Applicability to Setting and Average Frequency of Performance

Activity #	Activity	Apply to Setting	Total Group Frequency			Setting-Specific Frequency		
		%	N	Avg.	Std. Err.	N	Avg.	Std. Err.
135	Maintain a percutaneous feeding tube	68.0	231	2.08	0.15	157	3.06	0.17
136	Monitor continuous or intermittent suction of a nasogastric (NG) tube	63.4	232	1.51	0.14	147	2.38	0.18
137	Identify pathophysiology related to an acute or chronic condition	86.6	231	3.30	0.14	200	3.82	0.12
138	Recognize signs and symptoms of a client's complications and intervene	96.1	232	3.48	0.12	223	3.62	0.12
139	Educate a client regarding an acute or chronic condition	92.9	226	3.55	0.13	210	3.82	0.12
140	Perform wound care and/or dressing changes	98.6	222	4.10	0.10	219	4.16	0.10
141	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	73.5	226	2.42	0.15	166	3.30	0.16
142	Perform emergency care procedures (e.g., cardiopulmonary resuscitation, respiratory support, automated external defibrillator)	63.5	222	0.95	0.12	141	1.49	0.17
143	Manage the care of a client with impaired ventilation/oxygenation	88.5	226	3.45	0.13	200	3.90	0.12
144	Manage the care of a client with a fluid and electrolyte imbalance	88.3	222	2.73	0.15	196	3.09	0.15
145	Maintain optimal temperature of a client	92.0	226	3.77	0.13	208	4.09	0.11
146	Provide ostomy care and/or education (e.g., tracheal, enteral)	86.5	222	2.52	0.14	192	2.91	0.15
147	Perform suctioning (oral, tracheal, nasopharyngeal)	75.2	226	2.50	0.15	170	3.33	0.16
148	Manage the care of a client with a permanent pacing device	71.6	222	1.88	0.14	159	2.63	0.17
149	Assist with invasive procedures (e.g., central line, thoracentesis)	48.7	226	1.32	0.14	110	2.71	0.22
150	Provide postoperative care	66.7	222	1.77	0.14	148	2.66	0.17
151	Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	62.8	226	1.97	0.15	142	3.14	0.18
152	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	93.2	222	3.23	0.13	207	3.47	0.13
153	Perform wound drainage device removal	59.7	226	1.59	0.15	135	2.66	0.20
154	Remove wound sutures or staples	73.9	222	1.70	0.14	164	2.30	0.17
155	Identify basic cardiac rhythm strip abnormalities (e.g., sinus bradycardia, ventricular tachycardia, ventricular fibrillation)	65.9	226	1.85	0.15	149	2.81	0.17

Table 15. Average Total Group and Setting-Specific Importance Ratings

Activity #	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
1	Maintain client confidentiality and privacy	380	4.88	0.02	378	4.88	0.02
2	Provide care within the legislated scope of practice	369	4.71	0.03	369	4.71	0.03
3	Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	380	4.66	0.03	375	4.67	0.03
4	Advocate for client rights and needs	369	4.66	0.03	367	4.66	0.03
5	Provide and receive handoff of care (report) on an assigned client	380	4.79	0.03	376	4.81	0.02
6	Initiate, evaluate and update a client care plan	369	4.38	0.05	351	4.44	0.04
7	Recognize ethical dilemmas and take appropriate action	380	4.69	0.03	366	4.70	0.03
8	Practice in a manner consistent with a code of ethics for nurses (e.g., nondiscriminatory, unbiased, do no harm)	369	4.79	0.02	369	4.79	0.02
9	Prioritize the delivery of client care	380	4.83	0.02	377	4.83	0.02
10	Organize workload to manage time effectively	369	4.66	0.03	369	4.66	0.03
11	Assign and supervise care of a client provided by others (e.g., unregulated care providers)	380	4.28	0.05	359	4.30	0.04
12	Assess the need for referrals/consults and obtain necessary orders	369	4.50	0.03	361	4.52	0.03
13	Receive and transcribe health care provider orders	380	4.66	0.03	359	4.69	0.03
14	Obtain consent for nursing care and procedures and provide appropriate client education	369	4.69	0.03	366	4.69	0.03
15	Integrate advance directives into a client's care plan	380	4.58	0.04	337	4.64	0.03
16	Collaborate with interprofessional team members when providing client care	369	4.68	0.03	369	4.68	0.03
17	Participate in conflict resolution	380	4.48	0.04	353	4.51	0.04
18	Recognize limitations of one's competence and seek assistance when needed	369	4.73	0.03	368	4.73	0.03
19	Report client information as required by law (e.g., abuse/neglect, communicable disease)	380	4.74	0.03	300	4.77	0.03
20	Perform procedures necessary to safely admit, transfer and/or discharge a client	369	4.54	0.04	344	4.64	0.04
21	Provide education to clients and staff about client rights and responsibilities	339	4.61	0.03	331	4.62	0.03
22	Participate in performance improvement projects and quality improvement processes	317	4.18	0.05	276	4.30	0.05
23	Use approved abbreviations and standard terminology when documenting care	339	4.55	0.04	338	4.55	0.04
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	317	4.60	0.04	272	4.56	0.05
25	Involve a client in care decision-making	339	4.75	0.03	336	4.75	0.03
26	Assess and develop professional competence (e.g., self-reflection, professional activities)	317	4.57	0.04	311	4.59	0.04
27	Provide support and facilitate learning for new staff and health care students	339	4.54	0.04	321	4.55	0.04

Table 15. Average Total Group and Setting-Specific Importance Ratings

Activity #	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
28	Incorporate the use of Indigenous health knowledge and practices when planning and providing care to an Indigenous client	317	4.42	0.05	244	4.46	0.05
29	Provide care for a client to support unbiased treatment and equal access to care, regardless of sexual orientation, gender identity and/or gender expression	339	4.72	0.03	323	4.76	0.03
30	Ensure proper identification of a client when providing care	317	4.88	0.02	316	4.90	0.02
31	Assess a client for allergies and sensitivities and intervene as needed	339	4.81	0.02	316	4.85	0.02
32	Verify appropriateness and accuracy of health care provider orders	317	4.84	0.02	313	4.85	0.02
33	Identify practice errors/near misses and intervene	339	4.81	0.02	318	4.81	0.02
34	Educate clients and staff regarding infection prevention and control measures	317	4.65	0.03	309	4.66	0.03
35	Use ergonomic principles when providing care (e.g., safe client handling, proper body mechanics)	339	4.75	0.03	338	4.75	0.03
36	Safely and appropriately use equipment and associated technology	317	4.64	0.03	316	4.64	0.03
37	Follow policies and procedures for use of restraints	339	4.76	0.03	306	4.79	0.03
38	Adhere to security procedures (e.g., newborn nursery security, controlled access)	317	4.57	0.05	258	4.69	0.04
39	Promote and educate clients on safety and injury prevention (e.g., falls, electrical hazards)	339	4.80	0.02	335	4.81	0.02
40	Participate in internal/external emergency response plans	317	4.56	0.04	266	4.60	0.04
41	Apply principles of infection prevention and control (e.g., hand hygiene, aseptic technique, universal precautions/routine practices)	307	4.84	0.02	307	4.84	0.02
42	Follow procedures for handling biohazardous and hazardous materials	290	4.69	0.03	278	4.71	0.03
43	Provide prenatal care and education	307	4.11	0.08	112	4.68	0.06
44	Provide care and education for an antepartum client	290	4.01	0.08	107	4.51	0.07
45	Provide care and education for a client in labour	307	4.09	0.08	84	4.67	0.08
46	Provide postpartum care and education	290	4.07	0.08	97	4.67	0.06
47	Provide care and education for newborn, infant and toddler clients from birth through 2 years	307	4.08	0.08	90	4.72	0.06
48	Provide care and education for preschool, school-age and adolescent clients ages 3 through 17 years	290	4.03	0.08	110	4.60	0.06
49	Provide care and education for adult clients ages 18 through 64 years	307	4.64	0.04	286	4.70	0.03
50	Provide care and education for adult clients ages 65 years and over	290	4.62	0.04	276	4.68	0.03
51	Perform comprehensive health assessments	307	4.74	0.03	298	4.78	0.03
52	Assess a client's readiness to learn, learning preferences and barriers to learning	290	4.44	0.05	275	4.50	0.04
53	Perform preventive screening assessments (e.g., vision, hearing, cognitive, nutrition)	307	4.47	0.05	264	4.57	0.04

Table 15. Average Total Group and Setting-Specific Importance Ratings

Activity #	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
54	Educate a client about prevention and treatment of high-risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	290	4.39	0.05	246	4.48	0.05
55	Educate a client about health promotion and maintenance recommendations (e.g., health care provider visits, immunizations)	307	4.45	0.05	277	4.55	0.04
56	Plan and/or participate in health care activities for a client in a community setting	290	4.10	0.07	163	4.54	0.05
57	Assess a client's ability to manage care in a home environment and plan care accordingly	307	4.44	0.05	245	4.57	0.04
58	Assess a client about determinants of health and implement interventions	290	4.31	0.06	243	4.48	0.05
59	Identify and facilitate access to community resources for a client	307	4.38	0.05	241	4.54	0.05
60	Identify barriers to communication	290	4.54	0.04	289	4.55	0.04
61	Assess a client's growth and development throughout the lifespan	277	4.12	0.07	173	4.40	0.06
62	Use therapeutic communication techniques	274	4.63	0.04	272	4.64	0.04
63	Assess a client's ability to cope with life changes and provide support	277	4.51	0.04	255	4.57	0.04
64	Manage and support a client with emotional/behavioural challenges	274	4.62	0.04	270	4.61	0.04
65	Assess the potential for violence/aggression and use safety precautions	277	4.70	0.04	263	4.73	0.04
66	Assess a client for substance misuse, dependency, withdrawal or toxicities, and intervene	274	4.41	0.06	209	4.57	0.05
67	Provide care for a client experiencing sensory and/or cognitive disturbances	277	4.66	0.04	271	4.67	0.04
68	Incorporate a client's cultural practices and beliefs when planning and providing care	274	4.56	0.04	262	4.57	0.04
69	Provide end-of-life care for a client	277	4.64	0.04	241	4.73	0.04
70	Assess a client for abuse or neglect and intervene	274	4.57	0.05	217	4.65	0.04
71	Provide care and support to clients with acute and chronic mental health disorders	277	4.60	0.04	255	4.65	0.04
72	Assess family dynamics to determine care plans	274	4.36	0.05	237	4.44	0.05
73	Recognize nonverbal cues to physical and/or psychological stressors	277	4.65	0.04	273	4.65	0.04
74	Provide care for a client experiencing grief or loss	274	4.42	0.05	240	4.50	0.04
75	Assist a client to cope/adapt to stressful events and changes in health status	277	4.61	0.04	269	4.63	0.04
76	Recognize client stressors that affect care	274	4.52	0.04	268	4.54	0.04
77	Recognize health care provider stressors that affect client care	277	4.57	0.04	270	4.59	0.04
78	Explore reasons for client nonadherence with a treatment plan	274	4.48	0.04	258	4.51	0.04
79	Provide care of a cognitively impaired client	277	4.69	0.03	271	4.70	0.03

Table 15. Average Total Group and Setting-Specific Importance Ratings

Activity #	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
80	Monitor a client's nutritional status	274	4.55	0.05	262	4.60	0.04
81	Provide enteral nutrition	253	4.55	0.05	223	4.66	0.04
82	Assess client elimination and intervene	253	4.55	0.05	245	4.59	0.04
83	Assess client intake and output and intervene	253	4.63	0.04	242	4.67	0.04
84	Assess client sleep/rest patterns and intervene	253	4.43	0.05	242	4.49	0.04
85	Assess client ability to perform activities of daily living and intervene	253	4.60	0.04	245	4.61	0.04
86	Educate and assist a client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	253	4.51	0.05	235	4.59	0.04
87	Perform irrigations (e.g., bladder, wound, eye)	253	4.55	0.05	227	4.61	0.04
88	Perform postmortem care	253	4.26	0.06	176	4.49	0.05
89	Perform skin assessment and/or implement measures to maintain skin integrity	253	4.67	0.04	248	4.68	0.04
90	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	253	4.17	0.07	195	4.36	0.06
91	Provide nonpharmacological comfort measures	253	4.60	0.04	252	4.60	0.04
92	Assess a client for pain and intervene	253	4.77	0.03	251	4.77	0.03
93	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	253	4.21	0.07	184	4.48	0.06
94	Implement measures to promote circulation and venous return (e.g., active or passive range of motion, antiembolic stockings, sequential compression devices, positioning and mobilization)	253	4.64	0.04	244	4.68	0.03
95	Assess and maintain site care for a client with enteral tubes	253	4.49	0.06	214	4.67	0.04
96	Participate in the medication reconciliation process	253	4.53	0.05	229	4.66	0.04
97	Handle and maintain medication in a safe and controlled environment	253	4.91	0.02	253	4.91	0.02
98	Educate a client about medications	253	4.65	0.04	251	4.65	0.04
99	Perform calculations needed for medication administration	253	4.79	0.04	242	4.85	0.03
100	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	253	4.79	0.03	252	4.80	0.03
101	Prepare and administer medications using rights of medication administration	238	4.90	0.02	236	4.90	0.02
102	Monitor a client receiving blood products	240	4.48	0.07	154	4.80	0.04
103	Evaluate a client's response to medication	238	4.87	0.02	238	4.87	0.02
104	Handle and/or administer controlled substances within legislated guidelines	240	4.73	0.04	230	4.78	0.04
105	Monitor intravenous infusion and maintain site	238	4.61	0.06	196	4.82	0.03
106	Access peripheral venous access devices	240	4.46	0.06	185	4.65	0.05
107	Titrate dosage of medication based on assessment and ordered parameters	238	4.66	0.05	204	4.80	0.03

Table 15. Average Total Group and Setting-Specific Importance Ratings

Activity #	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
108	Monitor a client receiving parenteral nutrition and evaluate the client's response	240	4.41	0.07	182	4.68	0.04
109	Handle and/or administer high-alert medications	238	4.84	0.03	234	4.88	0.02
110	Administer medication by oral route	240	4.73	0.04	235	4.76	0.03
111	Administer medication by enteral/gastrointestinal tube	238	4.55	0.06	196	4.74	0.04
112	Administer a subcutaneous, intradermal or intramuscular medication	240	4.64	0.04	233	4.68	0.04
113	Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	238	4.70	0.04	232	4.72	0.04
114	Administer intravenous medication via secondary line	240	4.43	0.07	178	4.71	0.05
115	Calculate and monitor intravenous flow rate	238	4.51	0.07	181	4.82	0.03
116	Maintain pain control devices (e.g., patient-controlled analgesia, peripheral nerve catheter)	240	4.42	0.07	164	4.73	0.04
117	Initiate, maintain and remove a continuous subcutaneous infusion	238	4.58	0.06	191	4.77	0.03
118	Recognize trends and changes in a client's condition and intervene	240	4.81	0.03	237	4.81	0.03
119	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	238	4.75	0.04	229	4.77	0.03
120	Assess and respond to changes and/or trends in a client's vital signs	240	4.79	0.03	237	4.80	0.03
121	Perform focused assessments	231	4.73	0.04	226	4.76	0.03
122	Insert, maintain or remove a urinary catheter	232	4.47	0.05	211	4.54	0.05
123	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	231	4.56	0.04	220	4.59	0.04
124	Monitor the results of diagnostic testing and intervene	232	4.47	0.06	208	4.56	0.05
125	Provide preoperative care	231	4.34	0.08	143	4.64	0.05
126	Evaluate responses to procedures and treatments and intervene	232	4.59	0.05	224	4.62	0.04
127	Educate a client about treatments and procedures	231	4.62	0.05	214	4.71	0.04
128	Maintain or remove a nasal/oral gastrointestinal tube	232	4.25	0.08	148	4.57	0.06
129	Insert a nasal/oral gastrointestinal tube	231	4.26	0.08	116	4.67	0.06
130	Perform diagnostic testing (e.g., bladder scanning, point-of-care testing) and intervene	232	4.41	0.06	198	4.56	0.05
131	Maintain or remove a peripheral intravenous line	231	4.42	0.07	173	4.65	0.05
132	Insert a peripheral intravenous line	232	4.27	0.08	151	4.63	0.06
133	Provide preoperative or postoperative education	231	4.35	0.08	153	4.65	0.05
134	Provide care for a client following a procedure with conscious sedation	232	4.27	0.08	135	4.54	0.06
135	Maintain a percutaneous feeding tube	231	4.31	0.08	157	4.67	0.05
136	Monitor continuous or intermittent suction of a nasogastric (NG) tube	232	4.29	0.08	147	4.56	0.07

Table 15. Average Total Group and Setting-Specific Importance Ratings

Activity #	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
137	Identify pathophysiology related to an acute or chronic condition	231	4.59	0.05	200	4.71	0.04
138	Recognize signs and symptoms of a client's complications and intervene	232	4.74	0.04	223	4.77	0.04
139	Educate a client regarding an acute or chronic condition	226	4.61	0.05	210	4.69	0.04
140	Perform wound care and/or dressing changes	222	4.63	0.04	219	4.65	0.04
141	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	226	4.47	0.07	166	4.72	0.04
142	Perform emergency care procedures (e.g., cardiopulmonary resuscitation, respiratory support, automated external defibrillator)	222	4.66	0.05	141	4.74	0.05
143	Manage the care of a client with impaired ventilation/oxygenation	226	4.67	0.05	200	4.77	0.04
144	Manage the care of a client with a fluid and electrolyte imbalance	222	4.56	0.05	196	4.63	0.05
145	Maintain optimal temperature of a client	226	4.61	0.05	208	4.68	0.04
146	Provide ostomy care and/or education (e.g., tracheal, enteral)	222	4.46	0.06	192	4.54	0.05
147	Perform suctioning (oral, tracheal, nasopharyngeal)	226	4.48	0.07	170	4.72	0.04
148	Manage the care of a client with a permanent pacing device	222	4.32	0.07	159	4.58	0.05
149	Assist with invasive procedures (e.g., central line, thoracentesis)	226	4.30	0.08	110	4.64	0.07
150	Provide postoperative care	222	4.34	0.07	148	4.60	0.05
151	Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	226	4.46	0.07	142	4.77	0.04
152	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	222	4.53	0.05	207	4.63	0.04
153	Perform wound drainage device removal	226	4.31	0.08	135	4.64	0.05
154	Remove wound sutures or staples	222	4.21	0.07	164	4.41	0.06
155	Identify basic cardiac rhythm strip abnormalities (e.g., sinus bradycardia, ventricular tachycardia, ventricular fibrillation)	226	4.41	0.08	149	4.73	0.04

Table 16. Average Total Group and Setting-Specific Clinical Judgment Ratings

Activity #	Activity	Total Group Clinical Judgment			Setting-Specific Clinical Judgment		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
1	Maintain client confidentiality and privacy	380	3.79	0.03	378	3.79	0.03
2	Provide care within the legislated scope of practice	369	3.81	0.02	369	3.81	0.02
3	Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	380	3.74	0.03	375	3.75	0.03
4	Advocate for client rights and needs	369	3.73	0.03	367	3.73	0.03
5	Provide and receive handoff of care (report) on an assigned client	380	3.79	0.03	376	3.81	0.02
6	Initiate, evaluate and update a client care plan	369	3.54	0.04	351	3.59	0.04
7	Recognize ethical dilemmas and take appropriate action	380	3.78	0.02	366	3.79	0.02
8	Practice in a manner consistent with a code of ethics for nurses (e.g., nondiscriminatory, unbiased, do no harm)	369	3.80	0.02	369	3.80	0.02
9	Prioritize the delivery of client care	380	3.88	0.02	377	3.89	0.02
10	Organize workload to manage time effectively	369	3.72	0.03	369	3.72	0.03
11	Assign and supervise care of a client provided by others (e.g., unregulated care providers)	380	3.45	0.04	359	3.47	0.04
12	Assess the need for referrals/consults and obtain necessary orders	369	3.63	0.03	361	3.63	0.03
13	Receive and transcribe health care provider orders	380	3.71	0.03	359	3.72	0.03
14	Obtain consent for nursing care and procedures and provide appropriate client education	369	3.74	0.03	366	3.75	0.03
15	Integrate advance directives into a client's care plan	380	3.65	0.03	337	3.71	0.03
16	Collaborate with interprofessional team members when providing client care	369	3.71	0.03	369	3.71	0.03
17	Participate in conflict resolution	380	3.56	0.04	353	3.60	0.03
18	Recognize limitations of one's competence and seek assistance when needed	369	3.78	0.03	368	3.78	0.03
19	Report client information as required by law (e.g., abuse/neglect, communicable disease)	380	3.75	0.03	300	3.80	0.03
20	Perform procedures necessary to safely admit, transfer and/or discharge a client	369	3.67	0.04	344	3.73	0.03
21	Provide education to clients and staff about client rights and responsibilities	339	3.64	0.03	331	3.66	0.03
22	Participate in performance improvement projects and quality improvement processes	317	3.31	0.05	276	3.41	0.05
23	Use approved abbreviations and standard terminology when documenting care	339	3.54	0.04	338	3.54	0.04
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	317	3.62	0.04	272	3.63	0.04
25	Involve a client in care decision-making	339	3.78	0.03	336	3.79	0.02
26	Assess and develop professional competence (e.g., self-reflection, professional activities)	317	3.65	0.03	311	3.66	0.03
27	Provide support and facilitate learning for new staff and health care students	339	3.61	0.04	321	3.66	0.03

Table 16. Average Total Group and Setting-Specific Clinical Judgment Ratings

Activity #	Activity	Total Group Clinical Judgment			Setting-Specific Clinical Judgment		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
28	Incorporate the use of Indigenous health knowledge and practices when planning and providing care to an Indigenous client	317	3.49	0.04	244	3.55	0.05
29	Provide care for a client to support unbiased treatment and equal access to care, regardless of sexual orientation, gender identity and/or gender expression	339	3.68	0.04	323	3.72	0.03
30	Ensure proper identification of a client when providing care	317	3.80	0.03	316	3.81	0.03
31	Assess a client for allergies and sensitivities and intervene as needed	339	3.82	0.03	316	3.86	0.02
32	Verify appropriateness and accuracy of health care provider orders	317	3.87	0.02	313	3.87	0.02
33	Identify practice errors/near misses and intervene	339	3.85	0.02	318	3.86	0.02
34	Educate clients and staff regarding infection prevention and control measures	317	3.68	0.03	309	3.70	0.03
35	Use ergonomic principles when providing care (e.g., safe client handling, proper body mechanics)	339	3.71	0.03	338	3.72	0.03
36	Safely and appropriately use equipment and associated technology	317	3.69	0.03	316	3.69	0.03
37	Follow policies and procedures for use of restraints	339	3.76	0.03	306	3.80	0.03
38	Adhere to security procedures (e.g., newborn nursery security, controlled access)	317	3.54	0.05	258	3.65	0.04
39	Promote and educate clients on safety and injury prevention (e.g., falls, electrical hazards)	339	3.78	0.03	335	3.80	0.03
40	Participate in internal/external emergency response plans	317	3.62	0.04	266	3.70	0.04
41	Apply principles of infection prevention and control (e.g., hand hygiene, aseptic technique, universal precautions/ routine practices)	307	3.84	0.03	307	3.84	0.03
42	Follow procedures for handling biohazardous and hazardous materials	290	3.68	0.03	278	3.69	0.03
43	Provide prenatal care and education	307	3.26	0.06	112	3.75	0.05
44	Provide care and education for an antepartum client	290	3.25	0.06	107	3.68	0.06
45	Provide care and education for a client in labour	307	3.24	0.06	84	3.71	0.07
46	Provide postpartum care and education	290	3.24	0.06	97	3.72	0.05
47	Provide care and education for newborn, infant and toddler clients from birth through 2 years	307	3.23	0.06	90	3.72	0.06
48	Provide care and education for preschool, school-age and adolescent clients ages 3 through 17 years	290	3.24	0.06	110	3.68	0.05
49	Provide care and education for adult clients ages 18 through 64 years	307	3.70	0.03	286	3.74	0.03
50	Provide care and education for adult clients ages 65 years and over	290	3.64	0.04	276	3.68	0.03
51	Perform comprehensive health assessments	307	3.81	0.03	298	3.85	0.03
52	Assess a client's readiness to learn, learning preferences and barriers to learning	290	3.53	0.04	275	3.56	0.04

Table 16. Average Total Group and Setting-Specific Clinical Judgment Ratings

Activity #	Activity	Total Group Clinical Judgment			Setting-Specific Clinical Judgment		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
53	Perform preventive screening assessments (e.g., vision, hearing, cognitive, nutrition)	307	3.58	0.04	264	3.66	0.04
54	Educate a client about prevention and treatment of high-risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	290	3.49	0.05	246	3.59	0.04
55	Educate a client about health promotion and maintenance recommendations (e.g., health care provider visits, immunizations)	307	3.55	0.04	277	3.62	0.04
56	Plan and/or participate in health care activities for a client in a community setting	290	3.27	0.06	163	3.62	0.05
57	Assess a client's ability to manage care in a home environment and plan care accordingly	307	3.56	0.04	245	3.67	0.04
58	Assess a client about determinants of health and implement interventions	290	3.45	0.05	243	3.58	0.04
59	Identify and facilitate access to community resources for a client	307	3.47	0.05	241	3.60	0.04
60	Identify barriers to communication	290	3.63	0.04	289	3.63	0.04
61	Assess a client's growth and development throughout the lifespan	277	3.29	0.06	173	3.53	0.06
62	Use therapeutic communication techniques	274	3.71	0.04	272	3.71	0.04
63	Assess a client's ability to cope with life changes and provide support	277	3.57	0.04	255	3.64	0.04
64	Manage and support a client with emotional/behavioural challenges	274	3.69	0.03	270	3.69	0.03
65	Assess the potential for violence/aggression and use safety precautions	277	3.75	0.03	263	3.78	0.03
66	Assess a client for substance misuse, dependency, withdrawal or toxicities, and intervene	274	3.54	0.05	209	3.68	0.04
67	Provide care for a client experiencing sensory and/or cognitive disturbances	277	3.71	0.03	271	3.72	0.03
68	Incorporate a client's cultural practices and beliefs when planning and providing care	274	3.55	0.04	262	3.57	0.04
69	Provide end-of-life care for a client	277	3.69	0.04	241	3.77	0.03
70	Assess a client for abuse or neglect and intervene	274	3.66	0.04	217	3.73	0.04
71	Provide care and support to clients with acute and chronic mental health disorders	277	3.67	0.04	255	3.72	0.03
72	Assess family dynamics to determine care plans	274	3.45	0.05	237	3.54	0.04
73	Recognize nonverbal cues to physical and/or psychological stressors	277	3.75	0.03	273	3.75	0.03
74	Provide care for a client experiencing grief or loss	274	3.47	0.05	240	3.53	0.04
75	Assist a client to cope/adapt to stressful events and changes in health status	277	3.66	0.03	269	3.69	0.03
76	Recognize client stressors that affect care	274	3.61	0.04	268	3.63	0.04
77	Recognize health care provider stressors that affect client care	277	3.64	0.04	270	3.66	0.03

Table 16. Average Total Group and Setting-Specific Clinical Judgment Ratings

Activity #	Activity	Total Group Clinical Judgment			Setting-Specific Clinical Judgment		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
78	Explore reasons for client nonadherence with a treatment plan	274	3.58	0.04	258	3.61	0.04
79	Provide care of a cognitively impaired client	277	3.73	0.03	271	3.75	0.03
80	Monitor a client's nutritional status	274	3.61	0.04	262	3.64	0.04
81	Provide enteral nutrition	253	3.61	0.04	223	3.69	0.04
82	Assess client elimination and intervene	253	3.61	0.04	245	3.64	0.04
83	Assess client intake and output and intervene	253	3.66	0.04	242	3.68	0.04
84	Assess client sleep/rest patterns and intervene	253	3.47	0.05	242	3.51	0.04
85	Assess client ability to perform activities of daily living and intervene	253	3.66	0.04	245	3.66	0.04
86	Educate and assist a client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	253	3.57	0.04	235	3.63	0.04
87	Perform irrigations (e.g., bladder, wound, eye)	253	3.63	0.04	227	3.67	0.04
88	Perform postmortem care	253	3.36	0.06	176	3.55	0.05
89	Perform skin assessment and/or implement measures to maintain skin integrity	253	3.76	0.03	248	3.77	0.03
90	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	253	3.33	0.06	195	3.47	0.05
91	Provide nonpharmacological comfort measures	253	3.63	0.04	252	3.63	0.04
92	Assess a client for pain and intervene	253	3.81	0.03	251	3.82	0.03
93	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	253	3.40	0.06	184	3.60	0.05
94	Implement measures to promote circulation and venous return (e.g., active or passive range of motion, antiembolic stockings, sequential compression devices, positioning and mobilization)	253	3.68	0.04	244	3.72	0.03
95	Assess and maintain site care for a client with enteral tubes	253	3.56	0.05	214	3.71	0.04
96	Participate in the medication reconciliation process	253	3.63	0.04	229	3.72	0.03
97	Handle and maintain medication in a safe and controlled environment	253	3.89	0.02	253	3.89	0.02
98	Educate a client about medications	253	3.71	0.03	251	3.71	0.03
99	Perform calculations needed for medication administration	253	3.84	0.03	242	3.88	0.03
100	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	253	3.83	0.03	252	3.85	0.02
101	Prepare and administer medications using rights of medication administration	238	3.92	0.02	236	3.92	0.02
102	Monitor a client receiving blood products	240	3.58	0.06	154	3.84	0.03
103	Evaluate a client's response to medication	238	3.88	0.02	238	3.88	0.02
104	Handle and/or administer controlled substances within legislated guidelines	240	3.73	0.04	230	3.77	0.04

Table 16. Average Total Group and Setting-Specific Clinical Judgment Ratings

Activity #	Activity	Total Group Clinical Judgment			Setting-Specific Clinical Judgment		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
105	Monitor intravenous infusion and maintain site	238	3.68	0.05	196	3.84	0.03
106	Access peripheral venous access devices	240	3.54	0.05	185	3.68	0.04
107	Titrate dosage of medication based on assessment and ordered parameters	238	3.71	0.05	204	3.83	0.03
108	Monitor a client receiving parenteral nutrition and evaluate the client's response	240	3.50	0.06	182	3.73	0.04
109	Handle and/or administer high-alert medications	238	3.88	0.03	234	3.91	0.02
110	Administer medication by oral route	240	3.77	0.03	235	3.80	0.03
111	Administer medication by enteral/gastrointestinal tube	238	3.62	0.05	196	3.76	0.04
112	Administer a subcutaneous, intradermal or intramuscular medication	240	3.71	0.04	233	3.74	0.03
113	Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	238	3.71	0.04	232	3.72	0.04
114	Administer intravenous medication via secondary line	240	3.52	0.06	178	3.76	0.04
115	Calculate and monitor intravenous flow rate	238	3.58	0.06	181	3.82	0.03
116	Maintain pain control devices (e.g., patient-controlled analgesia, peripheral nerve catheter)	240	3.50	0.06	164	3.76	0.04
117	Initiate, maintain and remove a continuous subcutaneous infusion	238	3.63	0.05	191	3.77	0.04
118	Recognize trends and changes in a client's condition and intervene	240	3.84	0.03	237	3.84	0.03
119	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	238	3.78	0.03	229	3.79	0.03
120	Assess and respond to changes and/or trends in a client's vital signs	240	3.86	0.03	237	3.87	0.02
121	Perform focused assessments	231	3.81	0.03	226	3.83	0.03
122	Insert, maintain or remove a urinary catheter	232	3.56	0.05	211	3.63	0.04
123	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	231	3.60	0.04	220	3.64	0.04
124	Monitor the results of diagnostic testing and intervene	232	3.60	0.04	208	3.67	0.04
125	Provide preoperative care	231	3.46	0.06	143	3.69	0.05
126	Evaluate responses to procedures and treatments and intervene	232	3.68	0.04	224	3.70	0.03
127	Educate a client about treatments and procedures	231	3.68	0.04	214	3.74	0.03
128	Maintain or remove a nasal/oral gastrointestinal tube	232	3.41	0.06	148	3.67	0.05
129	Insert a nasal/oral gastrointestinal tube	231	3.44	0.06	116	3.73	0.06
130	Perform diagnostic testing (e.g., bladder scanning, point-of-care testing) and intervene	232	3.56	0.05	198	3.67	0.04
131	Maintain or remove a peripheral intravenous line	231	3.54	0.05	173	3.72	0.04
132	Insert a peripheral intravenous line	232	3.43	0.06	151	3.73	0.05
133	Provide preoperative or postoperative education	231	3.48	0.06	153	3.73	0.04

Table 16. Average Total Group and Setting-Specific Clinical Judgment Ratings

Activity #	Activity	Total Group Clinical Judgment			Setting-Specific Clinical Judgment		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.
134	Provide care for a client following a procedure with conscious sedation	232	3.41	0.06	135	3.64	0.05
135	Maintain a percutaneous feeding tube	231	3.46	0.06	157	3.76	0.04
136	Monitor continuous or intermittent suction of a nasogastric (NG) tube	232	3.40	0.06	147	3.65	0.05
137	Identify pathophysiology related to an acute or chronic condition	231	3.66	0.05	200	3.77	0.04
138	Recognize signs and symptoms of a client's complications and intervene	232	3.78	0.03	223	3.79	0.03
139	Educate a client regarding an acute or chronic condition	226	3.66	0.04	210	3.71	0.04
140	Perform wound care and/or dressing changes	222	3.73	0.04	219	3.74	0.03
141	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	226	3.56	0.06	166	3.75	0.04
142	Perform emergency care procedures (e.g., cardiopulmonary resuscitation, respiratory support, automated external defibrillator)	222	3.65	0.05	141	3.74	0.05
143	Manage the care of a client with impaired ventilation/oxygenation	226	3.75	0.04	200	3.83	0.03
144	Manage the care of a client with a fluid and electrolyte imbalance	222	3.62	0.05	196	3.69	0.04
145	Maintain optimal temperature of a client	226	3.69	0.04	208	3.76	0.03
146	Provide ostomy care and/or education (e.g., tracheal, enteral)	222	3.53	0.05	192	3.60	0.05
147	Perform suctioning (oral, tracheal, nasopharyngeal)	226	3.56	0.06	170	3.75	0.04
148	Manage the care of a client with a permanent pacing device	222	3.43	0.06	159	3.66	0.05
149	Assist with invasive procedures (e.g., central line, thoracentesis)	226	3.42	0.06	110	3.69	0.06
150	Provide postoperative care	222	3.43	0.06	148	3.68	0.05
151	Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	226	3.50	0.06	142	3.76	0.05
152	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	222	3.61	0.04	207	3.69	0.04
153	Perform wound drainage device removal	226	3.45	0.06	135	3.70	0.05
154	Remove wound sutures or staples	222	3.35	0.06	164	3.54	0.05
155	Identify basic cardiac rhythm strip abnormalities (e.g., sinus bradycardia, ventricular tachycardia, ventricular fibrillation)	226	3.50	0.06	149	3.73	0.05

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APPENDIX A: 2025 SUBJECT MATTER EXPERT (SME) PANEL

British Columbia

Member: Deborah C. Marshall, RN

Board: British Columbia College of Nurses and Midwives

Specialty: Clinical Education, Pediatrics, Labour and Delivery

Marshall has 24 years of nursing experience and is currently a clinical practice educator (CPE) at an acute hospital in Vernon, BC. Her role encompasses providing leadership in the delivery of nursing education and training to entry-level nurses. This is grounded in adult education principles and tailored to specific clinical specialties and patient populations. She utilizes nursing theory, advanced knowledge and leadership concepts to offer clinical guidance and resources to support staff. Additionally, she helps set and uphold standards of care and foster a culture of continuous improvement. She tries to eliminate the fear of change and instead helps to engage staff to use best practices and employ the nursing process for patients.

Member: Spotted Fawn Minnabarriet, RN

Board: British Columbia College of Nurses and Midwives

Specialty: Public Health, Education

Minnabarriet has 10 years of nursing experience and is currently a nursing instructor, department chair at a postsecondary institution in Merritt, BC. As a public health nurse, she supported student nurses in a preceptorship during their final semester of nursing school. She also worked alongside entry-level nurses and acted as a mentor in their first year of practice. In her current role as a nurse educator, she guides students through consolidated practice experiences to prepare them to work as entry-level nurses.

Member: Julian Duong, LPN

Board: British Columbia College of Nurses and Midwives

Specialty: Interdisciplinary Primary Care

Duong has nine months of nursing experience and is currently an LPN at an interdisciplinary primary care center in Vancouver, BC. As an entry-level nurse in primary care, she serves patients with complex health care needs, unattached to primary care, and focuses nursing care on the marginalized population. She collaborates with an interdisciplinary team to focus on client needs and offer a coordinated and proactive approach to care. With the goal of empowering and engaging these patients to improve their clinical outcomes, she aims to improve public policies and clinical practice.

Member: Ros Giles-Pereira, MHS, RN

Board: British Columbia College of Nurses and Midwives

Specialty: Nurse Educator

Giles-Pereira has more than 30 years of nursing experience, including working as a chair in the Continuing Care Department at Camosun College in Victoria, BC. She has taught practical nursing students up to their final preceptorship and ensured they met their entry-level competencies to graduate.

Member: Billie-Jo Askeland, LPN
Board: British Columbia College of Nurses and Midwives
Specialty: Gerontology

Askeland has 18 years nursing experience, predominantly in long-term care, and is currently a senior executive director at a long-term care home in Port Coquitlam, BC. She is involved from recruitment to training and education to clinical oversight of practice with support from her director of care. Askeland holds an advanced diploma in gerontology and is certified by the Canadian Nurses Association with a specialty in gerontological nursing (GPNC).

Member: Cynthia Dumont, LPN
Board: British Columbia College of Nurses and Midwives
Specialty: Community

Dumont has 42 years of nursing experience, mainly in rural settings. She is currently an LPN. She works in community with rapid mobilization in Terrace, BC. She orients and standby assists new nurses, LPNs and RNs. She assists with hands-on duties and introduction to numerous computer programs for documentation and scheduling. She also provides guidance regarding ethical issues and personality conflicts with clients.

Ontario

Member: Anthea Chrisulla Chironda, RPN
Board: College of Nurses of Ontario
Specialty: Rehabilitation Nursing

Chironda has eight years of nursing experience and is currently an RPN at a complex continuing care/rehabilitation in Toronto, ON. As a preceptor to assigned pregraduate students, she mentors, facilitates, observes and evaluates the students during their pregraduation clinicals. She supports skills development while promoting safe practice, shares relevant clinical experience, guides the learner to access resources and encourages learners to be self-directed. She also gives regular feedback in a timely manner on performance and progress to engage the learner to develop critical thinking.

Member: Kimali Bartlett, RPN
Board: College of Nurses of Ontario
Specialty: Respiratory Medicine

Bartlett has one year of nursing experience and is currently an RPN at a hospital in Barrie, ON. As an entry-level nurse, he collaborates with an interdisciplinary team to provide holistic care for patients. In his role, he is able to analyze complex respiratory problems, interpret diagnostic tests (e.g., arterial blood gases, pulmonary function tests) and develop appropriate care plans based on evidence-based practice. He is also capable of responding to respiratory emergencies, such as respiratory distress, asthma exacerbations and acute respiratory failure, with prompt assessment and intervention.

Member: Victoria Pizzamiglio, RN, MHPE (student)

Board: College of Nurses of Ontario

Specialty: Critical Care (Intensive Care Unit)

Pizzamiglio has six years of nursing experience and is currently an RN at a hospital in Ottawa, ON. In a previous position as a clinical preceptor, she assisted in the planning, implementation and ongoing evaluation of her hospital's Novice Nurse Support Program, supported newly hired RNs and RPNs to integrate into new units and positions, provided at-the-elbow support for clinical/technical skills and taught time management and critical thinking skills to novice practitioners.

Member: Krystal Buchanan, MScN, RN

Board: College of Nurses of Ontario

Specialty: Maternal Child Nursing and Emergency Nursing

Buchanan has 17 years of nursing experience and is currently a professor and program coordinator at a college in Barrie, ON. Her interaction with entry-level nurses involves a combination of mentorship, guidance and support. Key aspects of her interactions include assessment of knowledge and skill, goal setting and providing resources for success. In addition, she provides hands-on training and ongoing feedback to support role transition. Through the encouragement of critical thinking, lifelong learning and ongoing emotional support, her interactions are wholesome and provide opportunities to effectively support the entry-level nurse as they transition into their new role, helping them develop both personally and professionally. She enjoys that her interactions are at an academic level and then again at a practice level during role transition in the hospital environment. She feels lucky to have the opportunity to watch many of her previous students' progress throughout their careers.

Member: Jessica Richert, RPN

Board: College of Nurses of Ontario

Specialty: General Surgery, Geriatrics

Richert has 17 years of nursing experience and is currently an assistant director of nursing at a long-term care facility in Toronto, ON. She has been an educator at the college level for seven years as a PN instructor. She has daily interactions with entry-level nurses in long-term care reviewing policies, hands-on skill, documentation practices and critical thinking. She worked in an acute hospital setting. Her experience includes working in tissue donation from the province of Ontario, immunizer nurse with Toronto Public Health and a rapid response nurse with the Red Cross.

Member: Leah Lepine, RN

Board: College of Nurses of Ontario

Specialty: Pediatrics

Lepine has 13 years of nursing experience and is currently a clinical resource nurse at a hospital in Ottawa, ON. She conducts comprehensive unit orientation for newly hired RPNs, ensuring they are familiar with policies, procedures and resources. She facilitates a sign-off process to confirm their readiness for independent practice. She also actively works alongside novice RPNs, providing guidance and support as they navigate their assignments to enhance their learning experience. Lepine implements three-month post-hire check-ins with the unit manager to discuss the

RPNs' progress, address any challenges and establish developmental goals. Additionally, she assists novice RPNs in acquiring essential skills, such as central line bloodwork, nerve block care and blood product administration, through hands-on training and mentorship.

Member: Vanessa De Fry, RN

Board: College of Nurses of Ontario

Specialty: Emergency Medicine

De Fry has seven years of nursing experience and is an RN at an acute care hospital in Toronto, ON. She has trained a considerable number of new graduates, internationally educated nurses and nursing students. As an experienced and passionate ER nurse, she is responsible for ensuring new staff are competent, can adapt to changing situations and possess critical thinking skills. Her previous work experience includes a number of interesting roles, most notably being responsible for running COVID testing clinics on the sets of various Netflix productions. Additionally, she has had experience in the field of organ and tissue donation and has traveled to many hospitals throughout Ontario to help give others life-enhancing opportunities.

APPENDIX B: 2025 LPN/RPN PRACTICE ANALYSIS SURVEY

Form 1: English



NATIONAL COUNCIL OF STATE BOARDS OF NURSING LICENSED/REGISTERED PRACTICAL NURSING SURVEY- FORM 1

This survey is being performed by the National Council of State Boards of Nursing (NCSBN®) on behalf of your nursing regulatory body. This survey is part of a comprehensive study of the practice of licensed practical nurses/registered practical nurses (LPN/RPNs) who are newly registered in British Columbia and Ontario to inform the development of the REx-PN® exam used for primary licensure decisions. Please complete this survey as soon as possible.

The demographic data are being collected in this survey to understand the population being surveyed and to embrace diverse perspectives. It is important to be driven by data-informed decision-making. Part of achieving this goal is understanding who makes up the profession. By collecting this information, it creates a standardized record of how demographics are changing over time.

INSTRUCTIONS

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

You will notice that many questions ask you to report what you did on your **last full 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 full** day of work even if that day was not typical.

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

Survey Progression

To progress through the survey, please use the navigation buttons located at the bottom of each page.

Continue to the next page of the survey by clicking the forward arrows at the bottom right of the page.

Go back to the previous page in the survey by clicking the backward arrows at the bottom left of the page. This will allow you to move back in the survey to look over your previous answers.

Finish the survey by clicking the forward arrows on the bottom right of the screen when prompted after the final questions. You will see a message saying your responses have been recorded.

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

- ☐ Licensed practical nurse (LPN)
☐ Registered practical nurse (RPN)

2a. Did you take the REx-PN to be registered as an LPR/RPN?

- ☐ Yes
☐ No

2b. What practical nurse registration examination did you take to be registered as an LPN/RPN?

3. Are you currently working as an LPN/RPN in Canada?

- ☐ Yes
☐ No

4. What is your province/territory of practice?

- ☐ British Columbia
☐ Ontario
☐ Other

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

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

- ☐ Yes, 16 or more hours per week, on average
☐ Yes, less than 16 hours per week, on average
☐ No

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, three questions are asked. Please answer all questions.

QUESTION A – FREQUENCY: If the activity is performed in your work setting, how often (0 times, 1 time, 2 times, 3 times, 4 times, or 5 or more times) did you personally perform the activity on the last day you worked? If it is never performed in your work setting or is not applicable, then select "Never performed in work setting" and then respond to Question B and Question C.

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.

QUESTION C – CLINICAL JUDGMENT: How relevant is clinical judgment when performing this nursing activity?

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

NOTE: Inclusion of an activity on this practice analysis survey does not imply that the activity is or would be included in the LPN/RPN scope of practice defined by any specific jurisdiction. You must refer to your local nursing regulatory body for information about your scope of practice.

Question A – If an activity does not apply to your work setting, mark "Never performed in work setting"; still select the importance rating as noted in Question B and the clinical judgment rating as noted in Question C. 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 and Question C.

Question B – Rate the overall importance of this activity considering client safety, and/or threat of complications or distress with 1 = Not important, 2 = Minimally important, 3 = Moderately important, 4 = Important, 5 = Critically important.

Question C – Rate the overall relevancy of clinical judgment when performing this nursing activity with 1 = Not relevant, 2 = Helpful, 3 = Important, 4 = Essential.

	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
1. Maintain client confidentiality and privacy	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
3. Provide and receive handoff of care (report) on an assigned client	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Recognize ethical dilemmas and take appropriate action	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. Prioritize the delivery of client care	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
6. Assign and supervise care of a client provided by others (e.g., unregulated care providers)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Receive and transcribe health care provider orders	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. Integrate advance directives into a client's care plan	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. Participate in conflict resolution	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. Report client information as required by law (e.g., abuse/neglect, communicable disease)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

For each activity, three questions are asked. Please answer all questions.

	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
11. Provide education to clients and staff about client rights and responsibilities	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. Use approved abbreviations and standard terminology when documenting care	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	A – FREQUENCY								B – IMPORTANCE					C – CLINICAL JUDGMENT				
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times		1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important		1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
13. Involve a client in care decision-making	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
14. Provide support and facilitate learning for new staff and health care students	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
15. Provide care for a client to support unbiased treatment and equal access to care, regardless of sexual orientation, gender identity and/or gender expression	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times		1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important		1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
16. Assess a client for allergies and sensitivities and intervene as needed	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
17. Identify practice errors/near misses and intervene	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
	A – FREQUENCY								B – IMPORTANCE					C – CLINICAL JUDGMENT				
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times		1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important		1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
18. Use ergonomic principles when providing care (e.g., safe client handling, proper body mechanics)	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
19. Follow policies and procedures for use of restraints	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
20. Promote and educate clients on safety and injury prevention (e.g., falls, electrical hazards)	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐

For each activity, three questions are asked. Please answer all questions.

	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
21. Apply principles of infection prevention and control (e.g., hand hygiene, aseptic technique, universal precautions/routine practices)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
22. Provide prenatal care and education	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
23. Provide care and education for a client in labour	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
24. Provide care and education for newborn, infant and toddler clients from birth through 2 years	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
25. Provide care and education for adult clients ages 18 through 64 years	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
26. Perform comprehensive health assessments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
27. Perform preventive screening assessments (e.g., vision, hearing, cognitive, nutrition)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
28. Educate a client about health promotion and maintenance recommendations (e.g., health care provider visits, immunizations)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
29. Assess a client's ability to manage care in a home environment and plan care accordingly	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
30. Identify and facilitate access to community resources for a client	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

For each activity, three questions are asked. Please answer all questions.

	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
31. Assess a client's growth and development throughout the lifespan	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
32. Assess a client's ability to cope with life changes and provide support	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
33. Assess the potential for violence/aggression and use safety precautions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
34. Provide care for a client experiencing sensory and/or cognitive disturbances	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
35. Provide end-of-life care for a client	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
36. Provide care and support to clients with acute and chronic mental health disorders	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
37. Recognize nonverbal cues to physical and/or psychological stressors	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
38. Assist a client to cope/adapt to stressful events and changes in health status	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
39. Recognize health care provider stressors that affect client care	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
40. Provide care of a cognitively impaired client	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

For each activity, three questions are asked. Please answer all questions.

	A – FREQUENCY								B – IMPORTANCE					C – CLINICAL JUDGMENT				
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times		1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important		1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
41. Provide enteral nutrition	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
42. Assess client intake and output and intervene	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
43. Assess client ability to perform activities of daily living and intervene	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
44. Perform irrigations (e.g., bladder, wound, eye)	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
45. Perform skin assessment and/or implement measures to maintain skin integrity	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times		1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important		1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
46. Provide nonpharmacological comfort measures	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
47. Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
48. Assess and maintain site care for a client with enteral tubes	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
	A – FREQUENCY								B – IMPORTANCE					C – CLINICAL JUDGMENT				
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times		1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important		1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
49. Handle and maintain medication in a safe and controlled environment	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
50. Perform calculations needed for medication administration	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐

For each activity, three questions are asked. Please answer all questions.

	A – FREQUENCY								B – IMPORTANCE					C – CLINICAL JUDGMENT				
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times		1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important		1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
51. Prepare and administer medications using rights of medication administration	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
52. Evaluate a client's response to medication	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
53. Monitor intravenous infusion and maintain site	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐

	A – FREQUENCY								B – IMPORTANCE					C – CLINICAL JUDGMENT				
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times		1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important		1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
54. Titrate dosage of medication based on assessment and ordered parameters	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
55. Handle and/or administer high-alert medications	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
	A – FREQUENCY								B – IMPORTANCE					C – CLINICAL JUDGMENT				
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times		1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important		1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
56. Administer medication by enteral/gastrointestinal tube	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
57. Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
58. Calculate and monitor intravenous flow rate	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
59. Initiate, maintain and remove a continuous subcutaneous infusion	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
60. Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐

For each activity, three questions are asked. Please answer all questions.

	A – FREQUENCY								B – IMPORTANCE					C – CLINICAL JUDGMENT				
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times		1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important		1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
61. Perform focused assessments	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
62. Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
63. Provide preoperative care	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
64. Educate a client about treatments and procedures	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
65. Insert a nasal/oral gastrointestinal tube	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐

	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
66. Maintain or remove a peripheral intravenous line	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
67. Provide preoperative or postoperative education	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
68. Maintain a percutaneous feeding tube	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
69. Identify pathophysiology related to an acute or chronic condition	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

For each activity, three questions are asked. Please answer all questions.

	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
70. Educate a client regarding an acute or chronic condition	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
71. Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
72. Manage the care of a client with impaired ventilation/oxygenation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
73. Maintain optimal temperature of a client	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
74. Perform suctioning (oral, tracheal, nasopharyngeal)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
75. Assist with invasive procedures (e.g., central line, thoracentesis)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
76. Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
77. Perform wound drainage device removal	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
78. Identify basic cardiac rhythm strip abnormalities (e.g., sinus bradycardia, ventricular tachycardia, ventricular fibrillation)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

6. How well did the survey cover the important activities a newly licensed LPN/RPN should be able to perform, regardless of the practice setting?

- ☐ Very well
☐ Well
☐ Adequately
☐ Poorly

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

SECTION 2: EXPERIENCE AND ORIENTATION

8. What is the total number of **months** you have worked as an LPN/RPN in Canada?

Please enter a positive, whole number only (e.g., 6).

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

(Select **only ONE**.)

- ☐ No formal orientation
☐ Classroom instruction/skills lab work only (including e-learning)
☐ Classroom and/or skills lab plus supervised work with clients (including e-learning)
☐ Work with an assigned preceptor or mentor with or without additional classroom or skills lab work (including e-learning)
☐ A formal internship/residency with or without additional classroom or skills lab work
☐ Other, please specify:

10. If you had an orientation period, how many **days** was it? Please enter a positive, whole number only (e.g., 10).

11. Which of the following types of certificates or courses have you earned, completed or are currently enrolled in since concluding your nursing course requirements?

(Select **ALL** that apply.)

- ☐ Advanced Cardiac Life Support
☐ Basic Life Support
☐ Behavioural Management
☐ Chemotherapy
☐ Complex Wound Care
☐ Conscious/Moderate Sedation
☐ Coronary Care
☐ Critical Care
☐ Gerontological Care
☐ Intravenous Therapy
☐ Mental Health First Aid
☐ Neonatal Advanced Life Support
☐ Neonatal Resuscitation Program
☐ Pediatric Advanced Life Support
☐ Phlebotomy
☐ Peritoneal Dialysis/Nephrology Nursing
☐ Perioperative Nursing
☐ Rehabilitation
☐ None
☐ Other, please specify:

12a. Do you routinely have administrative responsibilities within your nursing position (e.g., unit manager, team leader, charge nurse, coordinator)?

- ☐ Yes
☐ No

12b. Is your nursing position primarily administrative?

- ☐ Yes
☐ No

SECTION 3: WORK ENVIRONMENT

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

- ☐ Well clients, possibly with minor illnesses
☐ OB (maternity) clients
☐ Clients with controlled chronic conditions
☐ Clients with uncontrolled chronic conditions
☐ Clients with acute conditions, including clients with medical or surgical conditions
☐ Clients with critical conditions
☐ Clients at end of life
☐ Clients with behavioural/emotional conditions
☐ Other, please specify:

14. Which of the following **best** describes the ages of **most** of your clients on the last full day you worked? (Select **ALL** that apply.)

- ☐ Newborn (less than 1 month)
☐ Infant/toddler (1 month-2 years)
☐ Preschool (ages 3-5)
☐ School age (ages 6-12)
☐ Adolescent (ages 13-17)
☐ Adult (ages 18-64)
☐ Adult (ages 65-85)
☐ Adult (over age 85)

15. Which of the following choices **best** describes your employment setting/specialty area **on the last full day you worked**? If you worked mainly in one setting, select the appropriate choice for that one setting. If you worked in more than one setting, select the appropriate choices for all settings where you spent at least one-half of your time. (Select no more than **TWO** answers.)

Direct Care

- ☐ Medicine/surgery
- ☐ Psychiatry/mental health
- ☐ Pediatrics
- ☐ Maternity/newborn
- ☐ Geriatrics/long-term care
- ☐ Critical care
- ☐ Community health
- ☐ Ambulatory care
- ☐ Home care
- ☐ Occupational health
- ☐ Operating room/recovery room
- ☐ Emergency care
- ☐ Several clinical areas
- ☐ Oncology
- ☐ Rehabilitation
- ☐ Public health
- ☐ Telehealth
- ☐ Other direct care

Administration

- ☐ Nursing service
- ☐ Nursing education
- ☐ Other administration

Education

- ☐ Teaching students
- ☐ Teaching employees
- ☐ Teaching clients
- ☐ Other education

Research

- ☐ Nursing research only
- ☐ Other research

16. Which of the following **best** describes the type of facility/organization where your employment setting/specialty area is located? (Select only **ONE**.)

- ☐ Hospital (general, maternal, pediatric, psychiatric)
- ☐ Mental health centre
- ☐ Nursing station (outpost or clinic)
- ☐ Rehabilitation/convalescent centre
- ☐ Nursing home/long-term care facility
- ☐ Home care agency
- ☐ Community health/health centre
- ☐ Business/industry/occupational health office
- ☐ Private nursing agency/private duty
- ☐ Self-employed
- ☐ Physician's office/family practice unit
- ☐ Educational institution
- ☐ Association/government
- ☐ Public health department/unit
- ☐ Other place of work

17. If you work in a hospital or nursing home/long-term care facility, how large is it? (Select only **ONE**.)

- ☐ Less than 50 beds
- ☐ 50-99 beds
- ☐ 100-299 beds
- ☐ 300-499 beds
- ☐ 500 or more beds
- ☐ I do not know.
- ☐ I do not work in a hospital or nursing home/long-term care facility.

18. Which of the following **best** describes your shift **on a typical workday**? (Select only **ONE**.)

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

19. What is the length of your shift **on a typical workday**? (Select only **ONE**.)

- ☐ 8 hours
☐ 10 hours
☐ 12 hours
☐ Varied 8 hours and 12 hours
☐ Other, please specify:

20. Which **best** describes the location of your employment setting? (Select only **ONE**.)

- ☐ Urban/metropolitan area
☐ Suburban
☐ Rural
☐ Remote

SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK

21. How many **hours** did you work on the **last full day you worked**? Please enter a positive, whole number only and round up (e.g., 8).

22. How many clients were you assigned to on the **last full day you worked**? This includes clients to whom you were assigned to provide direct care. Please enter a positive, whole number only and round up (e.g., 5).

23. How much of your time was spent performing each of the following types of activities on the **last full day you worked**? For each of the sets of activities, please rate the approximate amount of time you spent on that type of activity on the **last full day you worked**, rounded to the nearest hour. For example, if you spent about 2.25 hours on a set of activities, select the option "2." If you spent 3.75 hours on a set of activities, select the option "4." 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 and direct nursing care that enhances the care delivery setting to protect clients and health care personnel.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Safety and Infection Prevention and Control: Protect clients and health care personnel from health and environmental hazards.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Health Promotion and Maintenance: Provide and direct nursing care of the client that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Psychosocial Integrity: Provide and direct nursing care that promotes and supports the emotional, mental and social well-being of the client experiencing stressful events, as well as clients with acute or chronic mental illness.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	0	1	2	3	4	5	6	7	8	>8
5. Basic Care and Comfort: Provide comfort and assistance in the performance of activities of daily living.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. Pharmacological and Parenteral Therapies: Provide care related to the administration of medications and parenteral therapies.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Reduction of Risk Potential: Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. Physiological Adaptation: Manage and provide care for clients with acute, chronic or life-threatening physical health conditions.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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.

24. What is your gender identity?

- ☐ Male
☐ Female
☐ Prefer not to disclose
☐ Prefer to self-describe

25. What is your age in years? Please enter a positive, whole number only (e.g., 35).

26. The following demographic data are being collected to understand the population being surveyed and to embrace diverse perspectives. By collecting this information, it creates a standardized record of how demographics are changing over time.

Which of the following best describes your racial/ethnic background? (Select only ONE.)

- ☐ Arab
☐ Black
☐ Chinese
☐ Filipino
☐ Inuit
☐ Japanese
☐ Korean
☐ Latin American
☐ Métis
☐ First Nations
☐ South Asian (East Indian, Pakistani, Sri Lankan, etc.)
☐ Southeast Asian (Cambodian, Laotian, Thai, Vietnamese, etc.)
☐ West Asian (Afghan, Iranian, etc.)
☐ White
☐ Other
☐ Prefer not to disclose

27. What is your primary language?

- ☐ English
☐ French
☐ Other, please specify:

28. What type of **basic** nursing education program qualified you to take your practical nurse registration examination? (**Select only ONE.**)

- ☐ Canadian LPN/RPN – Diploma in practical nursing
- ☐ Canadian RN - Baccalaureate degree
- ☐ Any nursing program NOT located in Canada
- ☐ Other program, please specify:

29. How many **months** has it been since you completed course requirements from the nursing education program in question 28? Please enter a positive, whole number only (e.g., 15).

30. Are you currently enrolled in a registered nurse education program?

- ☐ Yes
- ☐ No
- ☐ I have applied but am currently not enrolled.

SECTION 6: COMMENTS

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

Name:

Daytime or early evening phone number with area code:

Email address:

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

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

[REx-PN Practice Analysis Recognition Letter](#)

To submit your survey responses, please click the forward arrows on the bottom right of the screen. You will no longer be able to review your previous answers.

Form 2: English



NATIONAL COUNCIL OF STATE BOARDS OF NURSING
LICENSED/REGISTERED PRACTICAL NURSING SURVEY- FORM 2

This survey is being performed by the National Council of State Boards of Nursing (NCSBN®) on behalf of your nursing regulatory body. This survey is part of a comprehensive study of the practice of licensed practical nurses/registered practical nurses (LPN/RPNs) who are newly registered in British Columbia and Ontario to inform the development of the REx-PN® exam used for primary licensure decisions. Please complete this survey as soon as possible.

The demographic data are being collected in this survey to understand the population being surveyed and to embrace diverse perspectives. It is important to be driven by data-informed decision-making. Part of achieving this goal is understanding who makes up the profession. By collecting this information, it creates a standardized record of how demographics are changing over time.

INSTRUCTIONS

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

You will notice that many questions ask you to report what you did on your **last full 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 full** day of work even if that day was not typical.

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

Survey Progression

To progress through the survey, please use the navigation buttons located at the bottom of each page.

Continue to the next page of the survey by clicking the forward arrows at the bottom right of the page.

Go back to the previous page in the survey by clicking the backward arrows at the bottom left of the page. This will allow you to move back in the survey to look over your previous answers.

Finish the survey by clicking the forward arrows on the bottom right of the screen when prompted after the final questions. You will see a message saying your responses have been recorded.

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

- ☐ Licensed practical nurse (LPN)
☐ Registered practical nurse (RPN)

2a. Did you take the REx-PN to be registered as an LPN/RPN?

- ☐ Yes
☐ No

2b. What practical nurse registration examination did you take to be registered as an LPN/RPN?

3. Are you currently working as an LPN/RPN in Canada?

- ☐ Yes
☐ No

4. What is your province/territory of practice?

- ☐ British Columbia
☐ Ontario
☐ Other

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

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

- ☐ Yes, 16 or more hours per week, on average
☐ Yes, less than 16 hours per week, on average
☐ No

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, three questions are asked. Please answer all questions.

QUESTION A – FREQUENCY: If the activity is performed in your work setting, how often (0 times, 1 time, 2 times, 3 times, 4 times, or 5 or more times) did you personally perform the activity on the last day you worked? If it is never performed in your work setting or is not applicable, then select "Never performed in work setting" and then respond to Question B and Question C.

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.

QUESTION C – CLINICAL JUDGMENT: How relevant is clinical judgment when performing this nursing activity?

Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.

NOTE: Inclusion of an activity on this practice analysis survey does not imply that the activity is or would be included in the LPN/RPN scope of practice defined by any specific jurisdiction. You must refer to your local nursing regulatory body for information about your scope of practice.

Question A – If an activity does not apply to your work setting, mark "Never performed in work setting"; still select the importance rating as noted in Question B and the clinical judgment rating as noted in Question C. 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 and Question C.

Question B – Rate the overall importance of this activity considering client safety, and/or threat of complications or distress with 1 = Not important, 2 = Minimally important, 3 = Moderately important, 4 = Important, 5 = Critically important.

Question C – Rate the overall relevancy of clinical judgment when performing this nursing activity with 1 = Not relevant, 2 = Helpful, 3 = Important, 4 = Essential.

	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
1. Provide care within the legislated scope of practice	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Advocate for client rights and needs	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Initiate, evaluate and update a client care plan	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
4. Practice in a manner consistent with a code of ethics for nurses (e.g., nondiscriminatory, unbiased, do no harm)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. Organize workload to manage time effectively	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
6. Assess the need for referrals/consults and obtain necessary orders	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Obtain consent for nursing care and procedures and provide appropriate client education	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. Collaborate with interprofessional team members when providing client care	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. Recognize limitations of one's competence and seek assistance when needed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. Perform procedures necessary to safely admit, transfer and/or discharge a client	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

For each activity, three questions are asked. Please answer all questions.

	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
11. Participate in performance improvement projects and quality improvement processes	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. Respond to the unsafe practice of a health care provider (e.g., intervene, report)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. Assess and develop professional competence (e.g., self-reflection, professional activities)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	A – FREQUENCY								B – IMPORTANCE					C – CLINICAL JUDGMENT				
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times		1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important		1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
14. Incorporate the use of Indigenous health knowledge and practices when planning and providing care to an Indigenous client	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
15. Ensure proper identification of a client when providing care	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times		1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important		1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
16. Verify appropriateness and accuracy of health care provider orders	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
17. Educate clients and staff regarding infection prevention and control measures	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
18. Safely and appropriately use equipment and associated technology	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
19. Adhere to security procedures (e.g., newborn nursery security, controlled access)	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
20. Participate in internal/external emergency response plans	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐

For each activity, three questions are asked. Please answer all questions.

	A – FREQUENCY								B – IMPORTANCE					C – CLINICAL JUDGMENT				
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times		1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important		1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
21. Follow procedures for handling biohazardous and hazardous materials	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
22. Provide care and education for an antepartum client	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐
23. Provide postpartum care and education	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐		☐	☐	☐	☐

	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
24. Provide care and education for preschool, school-age and adolescent clients ages 3 through 17 years	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
25. Provide care and education for adult clients ages 65 years and over	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
26. Assess a client's readiness to learn, learning preferences and barriers to learning	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
27. Educate a client about prevention and treatment of high-risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
28. Plan and/or participate in health care activities for a client in a community setting	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
29. Assess a client about determinants of health and implement interventions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
30. Identify barriers to communication	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

For each activity, three questions are asked. Please answer all questions.

	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
31. Use therapeutic communication techniques	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
32. Manage and support a client with emotional/behavioural challenges	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
33. Assess a client for substance misuse, dependency, withdrawal or toxicities, and intervene	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

For each activity, three questions are asked. Please answer all questions.

	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
34. Incorporate a client's cultural practices and beliefs when planning and providing care	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
35. Assess a client for abuse or neglect and intervene	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
36. Assess family dynamics to determine care plans	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
37. Provide care for a client experiencing grief or loss	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
38. Recognize client stressors that affect care	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
39. Explore reasons for client nonadherence with a treatment plan	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
40. Monitor a client's nutritional status	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

For each activity, three questions are asked. Please answer all questions.

	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
41. Assess client elimination and intervene	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
42. Assess client sleep/rest patterns and intervene	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
43. Educate and assist a client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
44. Perform postmortem care	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
45. Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
46. Assess a client for pain and intervene	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
47. Implement measures to promote circulation and venous return (e.g., active or passive range of motion, antiembolic stockings, sequential compression devices, positioning and mobilization)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
48. Participate in the medication reconciliation process	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
49. Educate a client about medications	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
50. Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

For each activity, three questions are asked. Please answer all questions.

	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
51. Monitor a client receiving blood products	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
52. Handle and/or administer controlled substances within legislated guidelines	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
53. Access peripheral venous access devices	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
54. Monitor a client receiving parenteral nutrition and evaluate the client's response	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
55. Administer medication by oral route	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
56. Administer a subcutaneous, intradermal or intramuscular medication	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
57. Administer intravenous medication via secondary line	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
58. Maintain pain control devices (e.g., patient-controlled analgesia, peripheral nerve catheter)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
59. Recognize trends and changes in a client's condition and intervene	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
60. Assess and respond to changes and/or trends in a client's vital signs	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

For each activity, three questions are asked. Please answer all questions.

	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
61. Insert, maintain or remove a urinary catheter	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
62. Monitor the results of diagnostic testing and intervene	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
63. Evaluate responses to procedures and treatments and intervene	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
64. Maintain or remove a nasal/oral gastrointestinal tube	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
65. Perform diagnostic testing (e.g., bladder scanning, point-of-care testing) and intervene	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
66. Insert a peripheral intravenous line	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
67. Provide care for a client following a procedure with conscious sedation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
68. Monitor continuous or intermittent suction of a nasogastric (NG) tube	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
69. Recognize signs and symptoms of a client's complications and intervene	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

For each activity, three questions are asked. Please answer all questions.

	A – FREQUENCY							B – IMPORTANCE					C – CLINICAL JUDGMENT			
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
70. Perform wound care and/or dressing changes	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
71. Perform emergency care procedures (e.g., cardiopulmonary resuscitation, respiratory support, automated external defibrillator)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
72. Manage the care of a client with a fluid and electrolyte imbalance	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
73. Provide ostomy care and/or education (e.g., tracheal, enteral)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Never performed in work setting	0 times	1 time	2 times	3 times	4 times	5 or more times	1 = Not important	2 = Minimally important	3 = Moderately important	4 = Important	5 = Critically important	1 = Not relevant	2 = Helpful	3 = Important	4 = Essential
74. Manage the care of a client with a permanent pacing device	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
75. Provide postoperative care	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
76. Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
77. Remove wound sutures or staples	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

6. How well did the survey cover the important activities a newly licensed LPN/RPN should be able to perform, regardless of the practice setting?

- ☐ Very well
☐ Well
☐ Adequately
☐ Poorly

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

SECTION 2: EXPERIENCE AND ORIENTATION

8. What is the total number of **months** you have worked as an LPN/RPN in Canada?

Please enter a positive, whole number only (e.g., 6).

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

(Select **only ONE**.)

- ☐ No formal orientation
☐ Classroom instruction/skills lab work only (including e-learning)
☐ Classroom and/or skills lab plus supervised work with clients (including e-learning)
☐ Work with an assigned preceptor or mentor with or without additional classroom or skills lab work (including e-learning)
☐ A formal internship/residency with or without additional classroom or skills lab work
☐ Other, please specify:

10. If you had an orientation period, how many **days** was it? Please enter a positive, whole number only (e.g., 10).

11. Which of the following types of certificates or courses have you earned, completed or are currently enrolled in since concluding your nursing course requirements?

(Select **ALL** that apply.)

- ☐ Advanced Cardiac Life Support
☐ Basic Life Support
☐ Behavioural Management
☐ Chemotherapy
☐ Complex Wound Care
☐ Conscious/Moderate Sedation
☐ Coronary Care
☐ Critical Care
☐ Gerontological Care
☐ Intravenous Therapy
☐ Mental Health First Aid
☐ Neonatal Advanced Life Support
☐ Neonatal Resuscitation Program
☐ Pediatric Advanced Life Support
☐ Phlebotomy
☐ Peritoneal Dialysis/Nephrology Nursing
☐ Perioperative Nursing
☐ Rehabilitation
☐ None
☐ Other, please specify:

12a. Do you routinely have administrative responsibilities within your nursing position (e.g., unit manager, team leader, charge nurse, coordinator)?

- ☐ Yes
☐ No

12b. Is your nursing position primarily administrative?

- ☐ Yes
☐ No

SECTION 3: WORK ENVIRONMENT

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

- ☐ Well clients, possibly with minor illnesses
☐ OB (maternity) clients
☐ Clients with controlled chronic conditions
☐ Clients with uncontrolled chronic conditions
☐ Clients with acute conditions, including clients with medical or surgical conditions
☐ Clients with critical conditions
☐ Clients at end of life
☐ Clients with behavioural/emotional conditions
☐ Other, please specify:

14. Which of the following **best** describes the ages of **most** of your clients on the last full day you worked? (Select **ALL** that apply.)

- ☐ Newborn (less than 1 month)
☐ Infant/toddler (1 month-2 years)
☐ Preschool (ages 3-5)
☐ School age (ages 6-12)
☐ Adolescent (ages 13-17)
☐ Adult (ages 18-64)
☐ Adult (ages 65-85)
☐ Adult (over age 85)

15. Which of the following choices **best** describes your employment setting/specialty area **on the last full day you worked**? If you worked mainly in one setting, select the appropriate choice for that one setting. If you worked in more than one setting, select the appropriate choices for all settings where you spent at least one-half of your time. (Select **no more than TWO** answers.)

Direct Care

- ☐ Medicine/surgery
☐ Psychiatry/mental health
☐ Pediatrics
☐ Maternity/newborn
☐ Geriatrics/long-term care
☐ Critical care
☐ Community health
☐ Ambulatory care
☐ Home care
☐ Occupational health
☐ Operating room/recovery room
☐ Emergency care
☐ Several clinical areas
☐ Oncology
☐ Rehabilitation
☐ Public health
☐ Telehealth
☐ Other direct care

Administration

- ☐ Nursing service
- ☐ Nursing education
- ☐ Other administration

Education

- ☐ Teaching students
- ☐ Teaching employees
- ☐ Teaching clients
- ☐ Other education

Research

- ☐ Nursing research only
- ☐ Other research

16. Which of the following best describes the type of facility/organization where your employment setting/specialty area is located? (Select only ONE.)

- ☐ Hospital (general, maternal, pediatric, psychiatric)
- ☐ Mental health centre
- ☐ Nursing station (outpost or clinic)
- ☐ Rehabilitation/convalescent centre
- ☐ Nursing home/long-term care facility
- ☐ Home care agency
- ☐ Community health/health centre
- ☐ Business/industry/occupational health office
- ☐ Private nursing agency/private duty
- ☐ Self-employed
- ☐ Physician's office/family practice unit
- ☐ Educational institution
- ☐ Association/government
- ☐ Public health department/unit
- ☐ Other place of work

17. If you work in a hospital or nursing home/long-term care facility, how large is it? (Select only ONE.)

- ☐ Less than 50 beds
- ☐ 50-99 beds
- ☐ 100-299 beds
- ☐ 300-499 beds
- ☐ 500 or more beds
- ☐ I do not know.
- ☐ I do not work in a hospital or nursing home/long-term care facility.

18. Which of the following best describes your shift on a typical workday? (Select only ONE.)

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

19. What is the length of your shift on a typical workday? (Select only ONE.)

- ☐ 8 hours
- ☐ 10 hours
- ☐ 12 hours
- ☐ Varied 8 hours and 12 hours
- ☐ Other, please specify:

20. Which **best** describes the location of your employment setting? (Select only **ONE**.)

- ☐ Urban/metropolitan area
☐ Suburban
☐ Rural
☐ Remote

SECTION 4: DESCRIPTION OF YOUR LAST DAY OF WORK

21. How many **hours** did you work on the **last full day you worked**? Please enter a positive, whole number only and round up (e.g., 8).

22. How many clients were you assigned to on the **last full day you worked**? This includes clients to whom you were assigned to provide direct care. Please enter a positive, whole number only and round up (e.g., 5).

23. How much of your time was spent performing each of the following types of activities on the **last full day you worked**? For each of the sets of activities, please rate the approximate amount of time you spent on that type of activity on the **last full day you worked**, rounded to the nearest hour. For example, if you spent about 2.25 hours on a set of activities, select the option "2." If you spent 3.75 hours on a set of activities, select the option "4." 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 and direct nursing care that enhances the care delivery setting to protect clients and health care personnel.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Safety and Infection Prevention and Control: Protect clients and health care personnel from health and environmental hazards.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Health Promotion and Maintenance: Provide and direct nursing care of the client that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Psychosocial Integrity: Provide and direct nursing care that promotes and supports the emotional, mental and social well-being of the client experiencing stressful events, as well as clients with acute or chronic mental illness.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. Basic Care and Comfort: Provide comfort and assistance in the performance of activities of daily living.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. Pharmacological and Parenteral Therapies: Provide care related to the administration of medications and parenteral therapies.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Reduction of Risk Potential: Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. Physiological Adaptation: Manage and provide care for clients with acute, chronic or life-threatening physical health conditions.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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.

24. What is your gender identity?

- ☐ Male
- ☐ Female
- ☐ Prefer not to disclose
- ☐ Prefer to self-describe

25. What is your age in years? Please enter a positive, whole number only (e.g., 35).

26. The following demographic data are being collected to understand the population being surveyed and to embrace diverse perspectives. By collecting this information, it creates a standardized record of how demographics are changing over time.

Which of the following **best** describes your racial/ethnic background? (Select only **ONE**.)

- ☐ Arab
- ☐ Black
- ☐ Chinese
- ☐ Filipino
- ☐ Inuit
- ☐ Japanese
- ☐ Korean
- ☐ Latin American
- ☐ Métis
- ☐ First Nations
- ☐ South Asian (East Indian, Pakistani, Sri Lankan, etc.)
- ☐ Southeast Asian (Cambodian, Laotian, Thai, Vietnamese, etc.)
- ☐ West Asian (Afghan, Iranian, etc.)
- ☐ White
- ☐ Other
- ☐ Prefer not to disclose

27. What is your primary language?

- ☐ English
- ☐ French
- ☐ Other, please specify:

28. What type of **basic** nursing education program qualified you to take your practical nurse registration examination? (Select only **ONE**.)

- ☐ Canadian LPN/RPN – Diploma in practical nursing
- ☐ Canadian RN - Baccalaureate degree
- ☐ Any nursing program NOT located in Canada
- ☐ Other program, please specify:

29. How many **months** has it been since you completed course requirements from the nursing education program in question 28? Please enter a positive, whole number only (e.g., 15).

30. Are you currently enrolled in a registered nurse education program?

- ☐ Yes
- ☐ No
- ☐ I have applied but am currently not enrolled.

SECTION 6: COMMENTS

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

Name:

Daytime or early evening phone number with area code:

Email address:

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

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

[REx-PN Practice Analysis Recognition Letter](#)

To submit your survey responses, please click the forward arrows on the bottom right of the screen. You will no longer be able to review your previous answers.

Form 1: French



NATIONAL COUNCIL OF STATE BOARDS OF NURSING

SONDAGE AUPRÈS DES INFIRMIERS ET INFIRMIÈRES AUXILIAIRES AUTORISÉ(E)S/IMMATRICULÉ(E)S - FORMULAIRE 1

Ce sondage est réalisé par National Council of State Boards of Nursing (NCSBN) au nom de votre organisme de réglementation des soins infirmiers. Ce sondage fait partie d'une étude approfondie sur la pratique des infirmières auxiliaires autorisées (IAA) nouvellement inscrites en Colombie-Britannique et en Ontario qui utilisent l'examen REx-PN® afin d'éclairer l'élaboration de l'examen REx-PN utilisé pour les décisions primaires d'autorisation d'exercer. Veuillez remplir ce sondage dès que possible.

Les données démographiques sont recueillies dans ce sondage pour comprendre la population interrogée et adopter diverses perspectives. Il est important de s'appuyer sur une prise de décision éclairée par les données. Pour atteindre cet objectif, il faut notamment comprendre qui compose la profession. En recueillant ces renseignements, il crée un compte rendu standardisé de l'évolution des données démographiques au fil du temps.

INSTRUCTIONS

Veuillez lire attentivement chaque question et y répondre en choisissant l'option qui correspond le mieux à votre réponse. Choisissez la réponse qui correspond le **mieux** à l'exercice de votre profession et choisissez la ou les réponses appropriées. Pour quelques questions, vous serez invité(e) à saisir des informations.

Vous remarquerez que pour nombreuses questions, vous serez invité(e) à indiquer ce que vous avez fait lors de votre **dernière journée complète** de travail. Il est important que nous obtenions l'information du personnel infirmier dont certaines journées de travail sont typiques et d'autres inhabituelles; veuillez donc répondre aux questions en fonction de ce que vous avez fait lors de votre **dernière journée complète** de travail, même s'il ne s'agissait pas d'une journée typique.

Au sens de ce sondage, le « **client** » peut être une personne, un membre de la famille ou un groupe qui comprend les partenaires et des membres de la population. Les « clients » sont l'équivalent de « résidents » ou « patients ». Vos réponses seront traitées de façon confidentielle et aucune de vos réponses individuelles aux questions ne sera divulguée.

Progression du sondage

Pour progresser tout au long du sondage, veuillez utiliser les boutons de navigation situés au bas de chaque page.

Continuez à la page suivante du sondage en cliquant sur la flèche en bas à droite de chaque page.

Revenez à la page précédente du sondage en cliquant sur la flèche en bas à gauche de chaque page. Cela vous permettra de revenir en arrière dans le sondage pour revoir les réponses précédentes.

Finissez le sondage en cliquant sur la flèche en bas à droite de chaque page pour avancer à la page finale. Une fois complété, vous verrez un message indiquant que vos réponses sont bien enregistrées.

1. Quel(s) type(s) de permis d'exercer la profession infirmière détenez-vous? (**Sélectionnez TOUTES les réponses qui s'appliquent.**)

- ☐ Infirmier/Infirmière auxiliaire nouvellement immatriculé(e) (IAI)
- ☐ Infirmier/Infirmière auxiliaire nouvellement autorisé(e) (IAA)

2a. Avez-vous passé l'examen REx-PN pour être inscrit comme IAI/IAA?

- ☐ Oui
- ☐ Non

2b. Quel examen d'inscription d'infirmière auxiliaire avez-vous passé pour être inscrite comme IAA ?

3. Exercez-vous actuellement en qualité d'IAI ou d'IAA au Canada?

- ☐ Oui
☐ Non

4. Dans quel(le) province/territoire exercez-vous?

- ☐ Colombie-Britannique
☐ Ontario
☐ Autre

5. Dans le cadre de vos fonctions actuelles, fournissez-vous des soins directs aux clients?

(Remarque : Les activités cliniques d'un(e) étudiant(e) supervisées par un membre du corps professoral ne sont pas considérées comme des « soins directs ».)

- ☐ Oui, 16 heures ou plus par semaine, en moyenne
☐ Oui, moins de 16 heures ou plus par semaine, en moyenne
☐ Non

SECTION 1: NURSING ACTIVITIES

SECTION 1: ACTIVITÉS DE SOINS INFIRMIERS

Cette section comprend une liste des activités décrivant la pratique des soins infirmiers dans différents environnements. Veuillez noter que certaines activités pourraient ne pas s'appliquer à votre milieu de travail. Pour chaque activité, deux questions sont posées. Veuillez répondre à toutes les questions.

QUESTION A - FRÉQUENCE : Si l'activité est exécutée dans votre milieu de travail, à quelle fréquence (0 fois, 1 fois, 2 fois, 3 fois, 4 fois ou 5 fois+) avez-vous exécuté personnellement cette activité au cours de votre dernière journée complète de travail? Si elle n'est jamais exécutée dans votre milieu de travail ou n'est pas applicable, sélectionnez « JAMAIS exécutée dans le milieu de travail », puis répondez à la Question B et C.

QUESTION B - IMPORTANCE : Dans quelle mesure est-il important d'exécuter cette activité de soins infirmiers du point de vue de la sécurité du client? Évaluez l'importance du point de vue du risque de complications inutiles, d'invalidité fonctionnelle, ou d'une grande détresse pour les clients. Notez toutes les activités.

QUESTION C - JUGEMENT CLINIQUE: Quelle est la pertinence du jugement clinique dans l'exercice de cette activité infirmière?

Le jugement clinique est défini comme le résultat observé de la pensée critique et de la prise de décision. Il s'agit d'un processus itératif qui utilise les connaissances infirmières pour observer et évaluer les situations présentées, identifier une préoccupation prioritaire du client et générer les meilleures solutions fondées sur des données probantes possibles afin de prodiguer des soins sécuritaires aux clients.

REMARQUE : L'inclusion d'une activité dans ce sondage d'analyse de la pratique ne signifie pas que cette activité est ou serait incluse dans le champ de pratique des IAI/LAA défini par une juridiction en particulier. Pour obtenir des informations sur votre champ de pratique, veuillez-vous adresser à votre organisme de réglementation local.

Question A – Si une activité ne s'applique pas à votre milieu de travail, indiquez « Jamais exécutée dans le milieu de travail », sélectionnez quand même la note de l'importance, tel qu'indiqué dans la Question B, puis passez à l'activité suivante. Si l'activité est exécutée dans votre milieu de travail, donnez une note de 0 à 5+ reflétant la fréquence à laquelle vous l'avez exécutée lors de votre dernière journée de travail, puis répondez à la Question B et C.

Question B – Notez l'importance globale de cette activité du point de vue de la sécurité et/ou du risque de complications inutiles ou de détresse pour le client, comme suit : 1 = Non important, 2 = Légèrement important, 3 = Modérément important, 4 = Important, 5 = Très important.

Question C – Évaluez la pertinence globale du jugement clinique lors de l'exécution de cette activité infirmière avec 1 = Non pertinent, 2 = Utile, 3 = Important, 4 = Essentiel.

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
1. Assurer la confidentialité et le respect de la vie privée des clients	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Utiliser les ressources pour améliorer les soins aux clients (par ex. recherche basée sur les données probantes, technologie de l'information, politiques et procédures)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Fournir et recevoir le transfert des soins (rapport) concernant les clients attribués	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Reconnaître les dilemmes éthiques et prendre les mesures appropriées	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
5. Établir l'ordre de priorité de l'administration des soins aux clients	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. Attribuer et superviser les soins prodigués aux clients par d'autres personnes (par ex., fournisseur de soins non réglementé)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Recevoir et transcrire les prescriptions des prestataires de soins de santé	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. Intégrer des directives avancées dans le plan de soins des clients	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. Participer à la résolution des conflits	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. Signaler les renseignements des clients conformément à la loi (p. ex., abus/négligence et maladies transmissibles)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
11. Renseigner les clients et le personnel en ce qui concerne les responsabilités et les droits des clients	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. Utiliser des abréviations approuvées et une terminologie standard lors de la documentation des soins	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. Impliquer le client dans la prise de décision concernant ses soins	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. Fournir du soutien et faciliter l'apprentissage du nouveau personnel et des étudiants en soins de la santé	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
15. Incorporer les pratiques culturelles et les croyances des clients lors de la planification et de l'administration des soins	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
16. Évaluer les clients pour déterminer s'ils ont des allergies et des intolérances, et intervenir selon les besoins	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
17. Identifier les erreurs de pratique et les accidents évités et intervenir	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
18. Appliquer des principes ergonomiques lors de l'administration des soins (par ex. déplacement sécuritaire des clients, bonnes techniques de levage)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
19. Se conformer aux politiques et procédures relatives à l'utilisation de moyens de contention	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
20. Promouvoir la sécurité et la prévention des blessures et renseigner les clients à ce sujet (par ex., les chutes, les dangers électriques)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
21. Appliquer les principes de prévention et de contrôle des infections (par ex., hygiène des mains, technique aseptique, précautions universelles/pratiques courantes)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
22. Prodiguer des soins et l'enseignement pour la période prénatale	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
23. Prodiguer des soins et de l'enseignement pour une cliente pendant le travail	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
24. Prodiguer des soins et de l'enseignement pour les clients nouveau-nés, nourrissons et trotteurs de la naissance à 2 ans	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
25. Prodiguer des soins et de l'enseignement pour les clients adultes, entre 18 et 64 ans	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
26. Effectuer des évaluations approfondies de la santé	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
27. Effectuer des évaluations de dépistage préventives (par ex., vision, audition, compréhension, nutrition)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
28. Sensibiliser le client à la promotion de la santé et lui recommander des mesures de préservation de la santé (par ex. visites à la prestataire de soins de santé, vaccinations)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
29. Évaluer la capacité du client à gérer ses soins à domicile et planifier les soins en conséquence	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
30. Identifier et faciliter l'accès aux ressources communautaires par les clients	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
31. Évaluer la croissance et le développement des clients au cours de leur vie	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
32. Évaluer la capacité du client à faire face aux changements qui se produisent dans sa vie et lui fournir du soutien	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
33. Évaluer le potentiel de violence/d'agression et prendre les mesures de sécurité requises	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
34. Dispenser des soins à un client souffrant de perturbations sensorielles et/ou cognitives	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
35. Prodiguer les soins de fin de vie aux clients	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
36. Dispenser des soins et apporter du soutien aux clients souffrant de troubles de santé mentale graves et chroniques	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
37. Reconnaître les signes non verbaux aux stressseurs physiques et/ou psychologiques	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
38. Aider les clients à réagir et s'adapter aux événements stressants et aux changements liés à leur état de santé	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
39. Reconnaître les stressseurs du prestataire de soins de santé qui affectent les soins prodigués aux clients	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
40. Prodiger des soins au client souffrant de troubles cognitifs	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
41. Fournir de la nutrition par voie entérale	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
42. Évaluer les ingestas et excréta du client et intervenir	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
43. Évaluer la capacité du client à effectuer des activités de la vie quotidienne et intervenir	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
44. Effectuer des irrigations (par ex., vessie, plaie, yeux)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
45. Effectuer l'évaluation cutanée et/ou mettre en œuvre des mesures pour préserver l'intégrité de l'épiderme	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
46. Fournir des moyens non pharmacologiques pour assurer le confort	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
47. Appliquer, maintenir ou retirer des appareils orthopédiques (par ex., traction, attelles, collets)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
48. Évaluer et continuer les soins sur les lieux pour les clients munis de tubes d'alimentation entérale	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
49. Manipuler et conserver les médicaments dans un environnement sécuritaire et contrôlé	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
50. Faire les calculs nécessaires pour l'administration de médicaments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
51. Préparer et administrer les médicaments conformément aux droits d'administration des médicaments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
52. Évaluer la réaction du client aux médicaments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
53. Surveiller l'infusion intraveineuse et prendre soin du site	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
54. Titrer les dosages de médicaments en fonction de l'évaluation et des paramètres prescrits	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
55. Manipuler et/ou administrer les médicaments à haut risque	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
56. Administrer les médicaments par voie entérale/gastro-intestinale	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
57. Administrer les médicaments dans les oreilles, les yeux, le nez, le rectum, le vagin, par inhalation ou voie cutanée	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
58. Calculer et surveiller le débit intraveineux	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
59. Administrer, maintenir et retirer une infusion sous-cutanée continue	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
60. Prendre les précautions nécessaires pour éviter des lésions et/ou des complications associées à une procédure ou à un diagnostic	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
61. Effectuer des évaluations ciblées	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
62. Obtenir des spécimens non sanguins pour des tests de diagnostic (par ex. plaie, selles, urine)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
63. Dispenser des soins préopératoires	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
64. Renseigner les clients sur les traitements et les procédures	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
65. Insérer une sonde gastrique nasale/orale	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
66. Maintenir ou retirer une voie intraveineuse périphérique	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
67. Fournir des renseignements préopératoires ou postopératoires	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
68. Maintenir une sonde d'alimentation percutanée	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
69. Reconnaître la physiopathologie liée à une affection aiguë ou chronique	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
70. Renseigner les clients sur les conditions aiguës ou chroniques	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
71. Surveiller et maintenir les dispositifs et l'équipement utilisés pour le drainage (par ex. drains de lésions chirurgicales, drains thoraciques, traitement de lésions par pression négative)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
72. Gérer les soins de clients ayant des troubles de ventilation/d'oxygénation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
73. Maintenir une température optimale du client	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
74. Effectuer une aspiration (orale, trachéale, naso-pharyngienne)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
75. Aider avec les procédures invasives (par ex. voie centrale, thoracentèse)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
76. Gérer les soins d'un client qui a une altération hémodynamique, de l'irrigation des tissus et/ou de l'hémostase	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
77. Effectuer le retrait d'un dispositif de drainage de plaie	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
78. Identifier les anomalies de tracé de rythme cardiaque (par ex., bradycardie sinusale, tachycardie ventriculaire, fibrillation ventriculaire)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

6. Dans quelle mesure le sondage couvre-t-il les activités importantes qu'une infirmière ou un infirmier auxiliaire nouvellement immatriculé(e)/autorisé(e) devrait connaître, indépendamment de son champ de pratique?

- ☐ Très bien
☐ Bien
☐ Suffisamment
☐ Insuffisamment

7. Veuillez citer les activités importantes qui, selon vous, sont manquantes dans le sondage.

SECTION 2: EXPÉRIENCE ET ORIENTATION

8. Depuis combien de **mois** travaillez-vous comme IAI/IAA au Canada ou dans ses territoires?

Veuillez entrer un nombre entier positif (p. ex., 0-12).

9. Lequel des énoncés suivants décrit le **mieux** l'orientation que vous avez reçue dans vos fonctions actuelles?

(Sélectionnez une **SEULE** réponse.)

- ☐ Sans orientation formelle
☐ Enseignement en classe/laboratoire sur les compétences uniquement (y compris apprentissage en ligne)
☐ Enseignement en classe/laboratoire sur les compétences, plus du travail supervisé auprès des clients (y compris apprentissage en ligne)
☐ Travail auprès d'un ou de plusieurs précepteurs ou mentors désignés, avec ou sans travail en classe ou laboratoire sur les compétences en plus (y compris apprentissage en ligne)
☐ Stage formel/résidence, avec ou sans travail en classe ou laboratoire sur les compétences en plus
☐ Autre, veuillez préciser:

10. Si vous avez eu une période d'orientation, combien de **jours** a-t-elle duré? Veuillez entrer un nombre entier positif (p. ex., 10).

11. Parmi les types de certificats ou de cours suivants, lesquels avez-vous obtenu, suivi ou êtes-vous actuellement inscrit depuis que vous avez satisfait aux exigences de votre cours de soins infirmiers?

(Sélectionnez **TOUTES** les réponses qui s'appliquent.)

- ☐ Technique spécialisée de réanimation cardiorespiratoire
- ☐ Soins de base
- ☐ Gestion du comportement
- ☐ Chimiothérapie
- ☐ Soins de plaies complexes
- ☐ Sédation consciente/modérée
- ☐ Soins coronariens
- ☐ Soins intensifs
- ☐ Soins gériatologiques
- ☐ Intraveino-thérapie
- ☐ Premiers soins en santé mentale
- ☐ Soins néonataux avancés
- ☐ Réanimation néonatale
- ☐ Soins pédiatriques avancés
- ☐ Phlébotomie
- ☐ Dialyse péritonéale/Soins infirmiers en néphrologie
- ☐ Soins infirmiers périopératoires
- ☐ Réadaptation
- ☐ Aucun
- ☐ Autre, veuillez préciser:

12a. Assumez-vous régulièrement des responsabilités administratives dans vos fonctions d'infirmière/infirmier (p. ex., gestionnaire d'unité, chef d'équipe, infirmière/infirmier responsable, coordonnatrice/coordonnateur)?

- ☐ Oui
- ☐ Non

12b. Votre poste d'infirmière est-il principalement administratif?

- ☐ Oui
- ☐ Non

SECTION 3: MILIEU DE TRAVAIL

13. Lesquels des choix suivants décrivent le **mieux** la **plupart** de vos clients lors de votre dernière journée de travail? (Sélectionnez **TOUTES** les réponses qui s'appliquent.)

- ☐ Clients en bonne santé, possiblement atteints d'affections mineures
- ☐ Clientes nécessitant des soins obstétricaux (maternité)
- ☐ Clients atteints d'affections chroniques contrôlées
- ☐ Clients atteints d'affections chroniques non contrôlées
- ☐ Clients atteints d'affections aiguës, y compris les clients atteints de troubles médicaux ou chirurgicaux
- ☐ Clients dans des états critiques
- ☐ Clients en fin de vie
- ☐ Clients qui ont des troubles du comportement/émotionnels
- ☐ Autre, veuillez préciser:

14. Lesquels des choix suivants décrivent le mieux les âges de la plupart de vos clients lors de votre dernière journée de travail? (Sélectionnez TOUTES les réponses qui s'appliquent.)

- ☐ Nouveau-nés (moins de 1 mois)
- ☐ Nourrissons/trottineurs (1 mois à 2 ans)
- ☐ Âge préscolaire (3 à 5 ans)
- ☐ Âge scolaire (6 à 12 ans)
- ☐ Adolescents (13 à 17 ans)
- ☐ Adultes (18 à 64 ans)
- ☐ Adultes (65 à 85 ans)
- ☐ Adultes (plus de 85 ans)

15. Lesquels des choix suivants décrivent le mieux votre milieu de travail/domaine de spécialité lors de votre dernière journée complète de travail? Si vous avez travaillé essentiellement dans un seul milieu de travail, sélectionnez la réponse correspondant à ce milieu de travail. Si vous avez travaillé dans plus d'un milieu de travail, sélectionnez les réponses correspondant à tous ces milieux de travail dans lesquels vous avez passé au moins la moitié de votre temps. (Ne sélectionnez pas plus de DEUX réponses.)

Soins Directs

- ☐ Médecine/chirurgie
- ☐ Psychiatrie/santé mentale
- ☐ Pédiatrie
- ☐ Maternité/Nouveau-nés
- ☐ Gériatrie/soins de longue durée
- ☐ Soins critiques
- ☐ Santé communautaire
- ☐ Soins ambulatoires
- ☐ Soins à domicile
- ☐ Santé du travail
- ☐ Salle d'opération / salle de réveil
- ☐ Soins d'urgence
- ☐ Plusieurs domaines cliniques
- ☐ Oncologie
- ☐ Réhabilitation
- ☐ Santé publique
- ☐ Télésanté
- ☐ Autre soins directs

Administration

- ☐ Service infirmier
- ☐ Enseignement infirmier
- ☐ Autre administration

Pédagogie

- ☐ L'enseignement aux étudiants
- ☐ L'enseignement aux employées
- ☐ L'enseignement aux clients
- ☐ Autre pédagogie

Recherche

- ☐ Que de recherche en sciences infirmières
- ☐ Autre recherche

16. Lequel des types d'établissement/organisation suivants décrit le **mieux** celui dans lequel se situe votre milieu de travail/domaine de spécialité? (Sélectionnez une **SEULE** réponse.)

- ☐ Hôpital (général, maternelle, pédiatrique, psychiatrique)
- ☐ Centre de santé mentale
- ☐ Poste de soins infirmiers (avant-poste ou clinique)
- ☐ Centre de rééducation/convalescence
- ☐ Maison de retraite/Établissement de soins de longue durée
- ☐ Une agence de soins à domicile
- ☐ Établissement/organisation de soins communautaires
- ☐ Entreprise/industrie/bureau de santé au travail
- ☐ Agence infirmière privée/infirmier/infirmière particulière
- ☐ Travailleur indépendant
- ☐ Cabinet de médecin/unité de médecine familiale
- ☐ Établissement d'enseignement
- ☐ Association/gouvernement
- ☐ Département/unité de santé publique
- ☐ Autre lieu de travail

17. Si vous travaillez dans un hôpital ou une maison de soins infirmiers/ établissement de soins de longue durée, quelle est sa capacité? (Sélectionnez une **SEULE** réponse.)

- ☐ Moins de 50 lits
- ☐ 50 à 99 lits
- ☐ 100 à 299 lits
- ☐ 300 à 499 lits
- ☐ 500 lits ou plus
- ☐ Je ne sais pas.
- ☐ Je ne travaille ni dans un hôpital ni dans une maison de soins infirmiers.

18. Lequel choix suivants décrit le **mieux** votre quart de travail **au cours d'une journée de travail typique**? (Sélectionnez une **SEULE** réponse.)

- ☐ Journée
- ☐ Soirée
- ☐ Nuit
- ☐ Quart rotatif
- ☐ Autre, veuillez préciser:

19. Quelle est la durée de votre quart de travail **au cours d'une journée de travail typique**? (Sélectionnez une **SEULE** réponse.)

- ☐ 8 heures
- ☐ 10 heures
- ☐ 12 heures
- ☐ Horaires variables 8 et 12 heures
- ☐ Autre, veuillez préciser:

20. Lequel des choix suivants décrit le **mieux** le lieu de votre emploi? (Sélectionnez une **SEULE** réponse.)

- ☐ Zone urbaine/métropolitaine
- ☐ Banlieue
- ☐ Zone rurale
- ☐ Travail périphérique

SECTION 4: DESCRIPTION DE VOTRE DERNIÈRE JOURNÉE DE TRAVAIL

21. Pendant combien d'heures avez-vous travaillé lors de votre **dernier quart de travail complet**? Veuillez entrer uniquement un nombre entier positif, arrondi (p. ex., 16).

22. De combien de clients étiez-vous affecté(e) de votre **dernière journée complète de travail**? Cela comprend les clients auxquels vous étiez affecté(e) pour fournir des soins directs. Veuillez entrer uniquement un nombre entier positif, arrondi (p. ex., 5).

23. Combien de temps avez-vous passé à exécuter chacun des types d'activités suivants lors de votre **dernière journée complète de travail**? Pour chacun des ensembles d'activités, veuillez noter le temps approximatif que vous avez passé à exécuter ce type d'activité lors de votre **dernière journée complète de travail** en arrondissant à l'heure la plus proche. Par exemple, si vous avez passé 2 heures ¼ à exécuter un ensemble d'activités, sélectionnez l'option « 2 ». Si vous avez passé 3 heures ¾ à exécuter un ensemble d'activités, sélectionnez l'option « 4 ». De nombreuses catégories peuvent être exécutées simultanément; par conséquent, le nombre total des heures passées pourrait être supérieur au nombre total des heures de votre quart de travail.

Temps approximatif (heures) consacré à un ensemble d'activités

	0	1	2	3	4	5	6	7	8	>8
1. Gestion des soins: Fournir et diriger des soins infirmiers qui rehaussent le milieu de prestation de soins afin de protéger les clients et le personnel soignant.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Sécurité et prévention et contrôle des infections: Protéger les clients et le personnel soignant contre les dangers pour la santé et l'environnement.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Promotion et préservation de la santé: Fournir et diriger des soins infirmiers directs au client en incorporant les connaissances des principes de croissance et de développement attendus, la prévention et/ou la détection précoce des problèmes de santé ainsi que des stratégies pour obtenir une santé optimale.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Intégrité psychologique: Fournir et diriger des soins infirmiers qui encouragent et appuient le bien-être émotionnel, mental et social du client qui vit des événements stressants et des clients atteints d'une maladie mentale aiguë ou chronique.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	0	1	2	3	4	5	6	7	8	>8
5. Soins de base et confort: Assurer le confort et fournir de l'aide dans le cadre de l'exécution des activités de la vie quotidienne.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. Thérapies pharmacologiques et parentérales: Fournir des soins liés à l'administration de thérapies médicamenteuses et parentérales.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Réduction du risque potentiel: Réduire la probabilité que les clients développent des complications ou des problèmes de santé liés aux affections existantes, aux traitements et aux procédures.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. Adaptation physiologique: Gérer et fournir des soins aux clients atteints d'affections aiguës, chroniques ou qui mettent leur vie en danger.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

SECTION 5: DONNÉES DÉMOGRAPHIQUES

Dans cette section, on vous demande de fournir des renseignements généraux qui seront résumés pour décrire le groupe qui a répondu au sondage. Aucune réponse individuelle ne sera communiquée.

24. De quel sexe identifiez-vous?

- ☐ Masculin
☐ Féminin
☐ Je préfère ne pas divulguer
☐ Je préfère me décrire
-

25. Quel âge avez-vous? Veuillez répondre en donnant un nombre entier positif (p. ex., 35).

26. Les données démographiques suivantes sont recueillies pour comprendre la population interrogée et pour adopter diverses perspectives. En recueillant ces renseignements, il crée un compte rendu standardisé de l'évolution des données démographiques au fil du temps.

Laquelle des options suivantes décrit le mieux votre origine raciale/ethnique? (**Sélectionnez une SEULE réponse.**)

- ☐ Arabe
☐ Noire
☐ Chinoise
☐ Philippine
☐ Inuit (Esquimau)
☐ Japonaise
☐ Coréenne
☐ Amérique latine
☐ Métisse
☐ Premières nations
☐ Sud-asiatique (p. ex., des Indes orientales, du Pakistan, du Sri Lanka, etc.)
☐ Asiatique du Sud-Est (p. ex. Cambodge, Laos, Thai, Vietnam, etc.)
☐ Asiatique de l'Ouest (p. ex., Irani, Afghanistan, etc.)
☐ Blanche
☐ Autre
☐ Je préfère ne pas divulguer
-

27. Quelle est votre langue maternelle?

- ☐ Anglais
☐ Français
☐ Une autre langue (veuillez préciser):
-

28. Quel type de programme de sciences infirmières de base vous a qualifié(e) pour vous présenter à l'examen IA canadien? (**Sélectionnez une SEULE réponse.**)

- ☐ IAA/IAI canadien - Diplôme en soins infirmiers auxiliaires
☐ II/IA canadien- Baccalauréat
☐ N'importe quel programme de sciences infirmières NON canadien
☐ Autre programme (veuillez préciser):
-

29. Combien de mois se sont écoulés depuis que vous avez terminé les cours exigés dans le cadre du programme de formation en sciences infirmières de la question 28? Veuillez entrer un nombre entier positif (p. ex., 15).

30. Êtes-vous actuellement inscrit(e) à un programme de formation d'infirmier/infirmière autorisé(e)?

- ☐ Oui
☐ Non
☐ J'ai fait une demande, sans être encore inscrit(e).

SECTION 6: COMMENTAIRES

31. Si nous avons besoin de renseignements supplémentaires pour clarifier les résultats de cette étude, nous pourrions tenter de joindre certains participants par téléphone ou par courriel. Si vous souhaitez répondre à quelques questions supplémentaires par téléphone ou par courriel, veuillez fournir l'adresse de courriel et le numéro de téléphone où l'on pourra vous joindre pendant la journée ou en début de soirée.

Nom:

Numéro de téléphone avec l'indicatif régional
pour vous joindre pendant la journée ou en début
de soirée:

Adresse de courriel:

32. Vous pouvez nous faire part de commentaires ou de suggestions dans l'espace ci-dessous.

33. Nous vous remercions du temps consacré à répondre à cette enquête. Cliquez sur le lien suivant pour télécharger votre lettre de reconnaissance.

[Lettre de reconnaissance de l'analyse pratique REx-PN](#)

Pour soumettre vos réponses, veuillez cliquer sur la flèche en bas à droite de la page. À partir d'ici, vous ne pouvez plus accéder à vos réponses précédentes.

Form 2: French



NATIONAL COUNCIL OF STATE BOARDS OF NURSING

SONDAGE AUPRÈS DES INFIRMIERS ET INFIRMIÈRES AUXILIAIRES AUTORISÉ(E)S/IMMATRICULÉ(E)S - FORMULAIRE 2

Ce sondage est réalisé par National Council of State Boards of Nursing (NCSBN) au nom de votre organisme de réglementation des soins infirmiers. Ce sondage fait partie d'une étude approfondie sur la pratique des infirmières auxiliaires autorisée (IAA) nouvellement inscrites en Colombie-Britannique et en Ontario qui utilisent l'examen REX-PN® afin d'éclairer l'élaboration de l'examen REX-PN utilisé pour les décisions primaires d'autorisation d'exercer. Veuillez remplir ce sondage dès que possible.

Les données démographiques sont recueillies dans ce sondage pour comprendre la population interrogée et adopter diverses perspectives. Il est important de s'appuyer sur une prise de décision éclairée par les données. Pour atteindre cet objectif, il faut notamment comprendre qui compose la profession. En recueillant ces renseignements, il crée un compte rendu standardisé de l'évolution des données démographiques au fil du temps.

INSTRUCTIONS

Veuillez lire attentivement chaque question et y répondre en choisissant l'option qui correspond le mieux à votre réponse. Choisissez la réponse qui correspond le **mieux** à l'exercice de votre profession et choisissez la ou les réponses appropriées. Pour quelques questions, vous serez invité(e) à saisir des informations.

Vous remarquerez que pour nombreuses questions, vous serez invité(e) à indiquer ce que vous avez fait lors de votre **dernière journée complète** de travail. Il est important que nous obtenions l'information du personnel infirmier dont certaines journées de travail sont typiques et d'autres inhabituelles; veuillez donc répondre aux questions en fonction de ce que vous avez fait lors de votre **dernière journée complète** de travail, même s'il ne s'agissait pas d'une journée typique.

Au sens de ce sondage, le « **client** » peut être une personne, un membre de la famille ou un groupe qui comprend les partenaires et des membres de la population. Les « clients » sont l'équivalent de « résidents » ou « patients ». Vos réponses seront traitées de façon confidentielle et aucune de vos réponses individuelles aux questions ne sera divulguée.

Progression du sondage

Pour progresser tout au long du sondage, veuillez utiliser les boutons de navigation situés au bas de chaque page.

Continuez à la page suivante du sondage en cliquant sur la flèche en bas à droite de chaque page.

Revenez à la page précédente du sondage en cliquant sur la flèche en bas à gauche de chaque page. Cela vous permettra de revenir en arrière dans le sondage pour revoir les réponses précédentes.

Finissez le sondage en cliquant sur la flèche en bas à droite de chaque page pour avancer à la page finale. Une fois complété, vous verrez un message indiquant que vos réponses sont bien enregistrées.

1. Quel(s) type(s) de permis d'exercer la profession infirmière détenez-vous? (**Sélectionnez TOUTES les réponses qui s'appliquent.**)

- ☐ Infirmier/Infirmière auxiliaire nouvellement immatriculé(e) (IAI)
☐ Infirmier/Infirmière auxiliaire nouvellement autorisé(e) (IAA)

2a. Avez-vous passé l'examen REX-PN pour être inscrit comme IAI/IAA?

- ☐ Oui
☐ Non

2b. Quel examen d'inscription d'infirmière auxiliaire avez-vous passé pour être inscrite comme IAA ?

3. Exercez-vous actuellement en qualité d'IAI ou d'IAA au Canada?

- ☐ Oui
☐ Non

4. Dans quel(le) province/territoire exercez-vous?

- ☐ Colombie-Britannique
☐ Ontario
☐ Autre

5. Dans le cadre de vos fonctions actuelles, fournissez-vous des soins directs aux clients?

(Remarque : Les activités cliniques d'un(e) étudiant(e) supervisées par un membre du corps professoral ne sont pas considérées comme des « soins directs ».)

- ☐ Oui, 16 heures ou plus par semaine, en moyenne
☐ Oui, moins de 16 heures ou plus par semaine, en moyenne
☐ Non

SECTION 1: NURSING ACTIVITIES

SECTION 1: ACTIVITÉS DE SOINS INFIRMIERS

Cette section comprend une liste des activités décrivant la pratique des soins infirmiers dans différents environnements. Veuillez noter que certaines activités pourraient ne pas s'appliquer à votre milieu de travail. Pour chaque activité, deux questions sont posées. Veuillez répondre à toutes les questions.

QUESTION A - FRÉQUENCE : Si l'activité est exécutée dans votre milieu de travail, à quelle fréquence (0 fois, 1 fois, 2 fois, 3 fois, 4 fois ou 5 fois+) avez-vous exécuté personnellement cette activité au cours de votre dernière journée complète de travail? Si elle n'est jamais exécutée dans votre milieu de travail ou n'est pas applicable, sélectionnez « JAMAIS exécutée dans le milieu de travail », puis répondez à la Question B et C.

QUESTION B - IMPORTANCE : Dans quelle mesure est-il important d'exécuter cette activité de soins infirmiers du point de vue de la sécurité du client? Évaluez l'importance du point de vue du risque de complications inutiles, d'invalidité fonctionnelle, ou d'une grande détresse pour les clients. Notez toutes les activités.

QUESTION C - JUGEMENT CLINIQUE: Quelle est la pertinence du jugement clinique dans l'exercice de cette activité infirmière?

Le jugement clinique est défini comme le résultat observé de la pensée critique et de la prise de décision. Il s'agit d'un processus itératif qui utilise les connaissances infirmières pour observer et évaluer les situations présentées, identifier une préoccupation prioritaire du client et générer les meilleures solutions fondées sur des données probantes possibles afin de prodiguer des soins sécuritaires aux clients.

REMARQUE : L'inclusion d'une activité dans ce sondage d'analyse de la pratique ne signifie pas que cette activité est ou serait incluse dans le champ de pratique des IAI/IAA défini par une juridiction en particulier. Pour obtenir des informations sur votre champ de pratique, veuillez-vous adresser à votre organisme de réglementation local.

Question A – Si une activité ne s'applique pas à votre milieu de travail, indiquez « Jamais exécutée dans le milieu de travail », sélectionnez quand même la note de l'importance, tel qu'indiqué dans la Question B, puis passez à l'activité suivante. Si l'activité est exécutée dans votre milieu de travail, donnez une note de 0 à 5+ reflétant la fréquence à laquelle vous l'avez exécutée lors de votre dernière journée de travail, puis répondez à la Question B et C.

Question B – Notez l'importance globale de cette activité du point de vue de la sécurité et/ou du risque de complications inutiles ou de détresse pour le client, comme suit : 1 = Non important, 2 = Légèrement important, 3 = Modérément important, 4 = Important, 5 = Très important.

Question C – Évaluez la pertinence globale du jugement clinique lors de l'exécution de cette activité infirmière avec 1 = Non pertinent, 2 = Utile, 3 = Important, 4 = Essentiel.

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
1. Prodiguier des soins dans les champs d'exercice imposés par la loi	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Défendre les droits et besoins des clients	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Établir, évaluer et mettre à jour le plan de soins des clients	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Exercer conformément au code de déontologie de la profession infirmière (par ex., non discriminatoire, impartial, ne pas nuire)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. Organiser la charge de travail pour gérer le temps de manière efficace	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
6. Évaluer le besoin de recommandations/consultations et obtenir les prescriptions nécessaires	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Obtenir le consentement pour des soins infirmiers et des procédures et faire l'éducation appropriée aux clients	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. Collaborer avec les membres d'une équipe interprofessionnelle lors de la fourniture des soins aux clients	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. Reconnaître les limites de sa compétence et demander de l'aide au besoin	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. Exécuter les procédures nécessaires pour admettre, transférer un client et/ou lui donner son congé en toute sécurité	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
11. Participer à des projets d'amélioration du rendement et à des processus d'amélioration de la qualité	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. Réagir à toute pratique dangereuse d'un prestataire de soins de santé (par ex., intervenir, le signaler)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. Évaluer et développer la compétence professionnelle (par ex., introspection, activités professionnelles)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
14. Intégrer l'utilisation des connaissances et des pratiques en matière de santé autochtone lors de la planification et de la prestation de soins à un client autochtone	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
15. Assurer l'identification appropriée des clients lors de l'administration de soins	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
16. Vérifier la pertinence et l'exactitude de la prescription du prestataire de soins de santé	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
17. Enseigner les mesures de prévention et de contrôle des infections aux clients et au personnel	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
18. Utiliser l'équipement et la technologie associée de façon sécuritaire et appropriée	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
19. Respecter les procédures de sécurité (par ex., sécurité des pouponnières de nouveau-nés, accès contrôlé)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
20. Participer aux plans internes/externes d'intervention en cas d'urgence	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
21. Suivre les procédures de manipulation des substances représentant un danger biologique ou autre	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
22. Prodiguer des soins et de l'enseignement pour une cliente avant l'accouchement	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
23. Prodiguer des soins et de l'enseignement postnatals	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
24. Prodiguer des soins et de l'enseignement pour les clients d'âge préscolaire, scolaire et adolescents de 3 à 17 ans	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
25. Prodiguer des soins et de l'enseignement pour les clients de 65 ans et plus	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
26. Évaluer la faculté du client à apprendre, ses préférences en matière d'apprentissage et ses obstacles à l'apprentissage	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
27. Sensibiliser le client à la prévention et au traitement des comportements à haut risque pour la santé (p. ex., arrêt du tabagisme, pratiques sexuelles sécuritaires, échange d'aiguilles)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
28. Planifier et participer à des activités communautaires de soins de santé destinées aux clients	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
29. Évaluer les facteurs déterminants de santé du client et mettre en œuvre des interventions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
30. Identifier les problèmes de communication	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
31. Utiliser des techniques de communication thérapeutiques	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
32. Gérer et aider les clients avec des défis émotionnels/comportementaux	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
33. Évaluer le client pour détecter tout cas de mauvais usage, de sevrage, de dépendance ou d'intoxication et intervenir	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
34. Incorporer des pratiques culturelles et des croyances du client lors de la planification et de la fourniture des soins	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
35. Évaluer les clients pour déterminer s'ils ont subi des abus ou des négligences	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
36. Évaluer les dynamiques familiales afin d'établir le plan de soins	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
37. Prodiguer des soins à un client qui vit un deuil ou une perte	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
38. Reconnaître les stressseurs du client qui affectent les soins	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
39. Explorer les raisons de la non-adhésion du client au traitement	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
40. Surveiller l'état nutritionnel du client	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
41. Évaluer l'élimination du client et intervenir	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
42. Évaluer la structure de sommeil/repos du client et intervenir	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
43. Aider les clients et les renseigner sur les façons de compenser pour une détérioration physique ou sensorielle (par ex., accessoires fonctionnels, positionnement, techniques compensatoires)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
44. Effectuer les soins après décès	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
45. Identifier les thérapies alternatives utilisées par le client et les contre-indications potentielles (par ex., aromathérapie, acupression, suppléments)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
46. Évaluer le client pour détecter les douleurs et intervenir	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
47. Mettre en place des mesures pour encourager la circulation (par ex. amplitude de mouvement active ou passive, positionnement et mobilisation)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
48. Participer au processus de bilan comparatif des médicaments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
49. Renseigner les clients sur les médicaments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
50. Examiner les données pertinentes avant l'administration de médicaments (par ex. contre-indications, résultats des tests de laboratoire, allergies, interactions potentielles)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
51. Surveiller un client qui reçoit des produits sanguins	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
52. Manipuler et/ou administrer les substances réglementées conformément aux directives imposées par la loi	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
53. Accéder aux dispositifs d'accès veineux périphérique	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
54. Surveiller un client qui reçoit une nutrition parentérale et évaluer la réaction du client	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
55. Administrer les médicaments par voie orale	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
56. Administrer les médicaments par voie sous-cutanée, intradermique ou intramusculaire	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
57. Administrer des médicaments intraveineux par l'entremise d'une voie secondaire	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
58. Maintenir les dispositifs de contrôle de la douleur (par ex. analgésie contrôlée par le patient, cathéter nerveux périphérique)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
59. Reconnaître les tendances et les changements dans l'état des clients et intervenir	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
60. Évaluer les changements et/ou les tendances du client en matière de signes vitaux et y réagir	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
61. Insérer, maintenir ou retirer une sonde urinaire	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
62. Surveiller les résultats des tests de diagnostic et intervenir	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
63. Évaluer les réactions aux procédures et aux traitements et intervenir	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
64. Maintenir ou retirer une sonde gastrique nasale/orale	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
65. Effectuer des tests de diagnostic (par ex., balayage de la vessie, analyse hors laboratoire) et intervenir	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
66. Insérer une voie intraveineuse périphérique	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
67. Prodiguer des soins à un client à la suite d'une procédure effectuée sous sédation consciente	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
68. Surveiller l'aspiration gastrique continue ou intermittente par sonde nasale	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
69. Reconnaître les signes et les symptômes de complications chez un client et intervenir	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Pour chaque activité, trois questions sont posées. Veuillez répondre à toutes les questions.

	A – FRÉQUENCE							B – IMPORTANCE					C – JUGEMENT CLINIQUE			
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
70. Soigner les plaies et/ou changer les pansements	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
71. Effectuer des procédures de soins d'urgence (par ex., réanimation cardio-pulmonaire, soutien respiratoire, défibrillateur externe automatisé)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
72. Gérer les soins de clients avec un déséquilibre hydrique et hydroélectrolytique	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
73. Dispenser des soins pour stomie et/ou l'enseignement connexe (par ex. stomie trachéale, entérale)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	JAMAIS exécutée dans le milieu de travail	0 fois	1 fois	2 fois	3 fois	4 fois	5 fois ou plus	1 = Non important	2 = Légèrement important	3 = Modérément important	4 = Important	5 = Très important	1 = Non pertinent	2 = Utile	3 = Important	4 = Essentiel
74. Gérer les soins d'un client muni d'un stimulateur cardiaque	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
75. Fournir des soins postopératoires	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
76. Évaluer l'efficacité du plan de traitement d'un client ayant reçu un diagnostic de maladie aigüe ou chronique	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
77. Retirer les sutures ou les agrafes de plaie	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

6. Dans quelle mesure le sondage couvre-t-il les activités importantes qu'une infirmière ou un infirmier auxiliaire nouvellement immatriculé(e)/autorisé(e) devrait connaître, indépendamment de son champ de pratique?

- ☐ Très bien
☐ Bien
☐ Suffisamment
☐ Insuffisamment

7. Veuillez citer les activités importantes qui, selon vous, sont manquantes dans le sondage.

SECTION 2: EXPÉRIENCE ET ORIENTATION

8. Depuis combien de mois travaillez-vous comme IAI/IAA au Canada ou dans ses territoires?

Veuillez entrer un nombre entier positif (p. ex., 0-12).

9. Lequel des énoncés suivants décrit le mieux l'orientation que vous avez reçue dans vos fonctions actuelles?

(Sélectionnez une SEULE réponse.)

- ☐ Sans orientation formelle
- ☐ Enseignement en classe/laboratoire sur les compétences uniquement (y compris apprentissage en ligne)
- ☐ Enseignement en classe/laboratoire sur les compétences, plus du travail supervisé auprès des clients (y compris apprentissage en ligne)
- ☐ Travail auprès d'un ou de plusieurs précepteurs ou mentors désignés, avec ou sans travail en classe ou laboratoire sur les compétences en plus (y compris apprentissage en ligne)
- ☐ Stage formel/résidence, avec ou sans travail en classe ou laboratoire sur les compétences en plus
- ☐ Autre, veuillez préciser:

10. Si vous avez eu une période d'orientation, combien de jours a-t-elle duré? Veuillez entrer un nombre entier positif (p. ex., 10).

11. Parmi les types de certificats ou de cours suivants, lesquels avez-vous obtenu, suivi ou êtes-vous actuellement inscrit depuis que vous avez satisfait aux exigences de votre cours de soins infirmiers?

(Sélectionnez TOUTES les réponses qui s'appliquent.)

- ☐ Technique spécialisée de réanimation cardiorespiratoire
- ☐ Soins de base
- ☐ Gestion du comportement
- ☐ Chimiothérapie
- ☐ Soins de plaies complexes
- ☐ Sédation consciente/modérée
- ☐ Soins coronariens
- ☐ Soins intensifs
- ☐ Soins gériatriques
- ☐ Intraveino-thérapie
- ☐ Premiers soins en santé mentale
- ☐ Soins néonataux avancés
- ☐ Réanimation néonatale
- ☐ Soins pédiatriques avancés
- ☐ Phlébotomie
- ☐ Dialyse péritonéale/Soins infirmiers en néphrologie
- ☐ Soins infirmiers périopératoires
- ☐ Réadaptation
- ☐ Aucun
- ☐ Autre, veuillez préciser:

12a. Assumez-vous régulièrement des responsabilités administratives dans vos fonctions d'infirmière/infirmier (p. ex., gestionnaire d'unité, chef d'équipe, infirmière/infirmier responsable, coordonnatrice/coordonnateur)?

- ☐ Oui
- ☐ Non

12b. Votre poste d'infirmière est-il principalement administratif?

- ☐ Oui
- ☐ Non

SECTION 3: MILIEU DE TRAVAIL

13. Lesquels des choix suivants décrivent le mieux la plupart de vos clients lors de votre dernière journée de travail? (Sélectionnez TOUTES les réponses qui s'appliquent.)

- ☐ Clients en bonne santé, possiblement atteints d'affections mineures
- ☐ Clientes nécessitant des soins obstétricaux (maternité)
- ☐ Clients atteints d'affections chroniques contrôlées
- ☐ Clients atteints d'affections chroniques non contrôlées
- ☐ Clients atteints d'affections aiguës, y compris les clients atteints de troubles médicaux ou chirurgicaux
- ☐ Clients dans des états critiques
- ☐ Clients en fin de vie
- ☐ Clients qui ont des troubles du comportement/émotionnels
- ☐ Autre, veuillez préciser:

14. Lesquels des choix suivants décrivent le mieux les âges de la plupart de vos clients lors de votre dernière journée de travail? (Sélectionnez TOUTES les réponses qui s'appliquent.)

- ☐ Nouveau-nés (moins de 1 mois)
- ☐ Nourrissons/trotteurs (1 mois à 2 ans)
- ☐ Âge préscolaire (3 à 5 ans)
- ☐ Âge scolaire (6 à 12 ans)
- ☐ Adolescents (13 à 17 ans)
- ☐ Adultes (18 à 64 ans)
- ☐ Adultes (65 à 85 ans)
- ☐ Adultes (plus de 85 ans)

15. Lesquels des choix suivants décrivent le mieux votre milieu de travail/domaine de spécialité lors de votre dernière journée complète de travail? Si vous avez travaillé essentiellement dans un seul milieu de travail, sélectionnez la réponse correspondant à ce milieu de travail. Si vous avez travaillé dans plus d'un milieu de travail, sélectionnez les réponses correspondant à tous ces milieux de travail dans lesquels vous avez passé au moins la moitié de votre temps. (Ne sélectionnez pas plus de DEUX réponses.)

Soins Directs

- ☐ Médecine/chirurgie
- ☐ Psychiatrie/santé mentale
- ☐ Pédiatrie
- ☐ Maternité/Nouveau-nés
- ☐ Gériatrie/soins de longue durée
- ☐ Soins critiques
- ☐ Santé communautaire
- ☐ Soins ambulatoires
- ☐ Soins à domicile
- ☐ Santé du travail
- ☐ Salle d'opération / salle de réveil
- ☐ Soins d'urgence
- ☐ Plusieurs domaines cliniques
- ☐ Oncologie
- ☐ Réhabilitation
- ☐ Santé publique
- ☐ Télésanté
- ☐ Autre soins directs

Administration

- ☐ Service infirmier
- ☐ Enseignement infirmier
- ☐ Autre administration

Pédagogie

- ☐ L'enseignement aux étudiants
- ☐ L'enseignement aux employées
- ☐ L'enseignement aux clients
- ☐ Autre pédagogie

Recherche

- ☐ Que de recherche en sciences infirmières
- ☐ Autre recherche

16. Lequel des types d'établissement/organisation suivants décrit le **mieux** celui dans lequel se situe votre milieu de travail/domaine de spécialité? (Sélectionnez une **SEULE** réponse.)

- ☐ Hôpital (général, maternelle, pédiatrique, psychiatrique)
- ☐ Centre de santé mentale
- ☐ Poste de soins infirmiers (avant-poste ou clinique)
- ☐ Centre de rééducation/convalescence
- ☐ Maison de retraite/Établissement de soins de longue durée
- ☐ Une agence de soins à domicile
- ☐ Établissement/organisation de soins communautaires
- ☐ Entreprise/industrie/bureau de santé au travail
- ☐ Agence infirmière privée/infirmier/infirmière particulière
- ☐ Travailleur indépendant
- ☐ Cabinet de médecin/unité de médecine familiale
- ☐ Établissement d'enseignement
- ☐ Association/gouvernement
- ☐ Département/unité de santé publique
- ☐ Autre lieu de travail

17. Si vous travaillez dans un hôpital ou une maison de soins infirmiers/ établissement de soins de longue durée, quelle est sa capacité? (Sélectionnez une **SEULE** réponse.)

- ☐ Moins de 50 lits
- ☐ 50 à 99 lits
- ☐ 100 à 299 lits
- ☐ 300 à 499 lits
- ☐ 500 lits ou plus
- ☐ Je ne sais pas.
- ☐ Je ne travaille ni dans un hôpital ni dans une maison de soins infirmiers.

18. Lequel choix suivants décrit le **mieux** votre quart de travail **au cours d'une journée de travail typique**? (Sélectionnez une **SEULE** réponse.)

- ☐ Journée
- ☐ Soirée
- ☐ Nuit
- ☐ Quart rotatif
- ☐ Autre, veuillez préciser:

19. Quelle est la durée de votre quart de travail **au cours d'une journée de travail typique**? (Sélectionnez une **SEULE** réponse.)

- ☐ 8 heures
- ☐ 10 heures
- ☐ 12 heures
- ☐ Horaires variables 8 et 12 heures
- ☐ Autre, veuillez préciser:

20. Lequel des choix suivants décrit le **mieux** le lieu de votre emploi? (Sélectionnez une **SEULE** réponse.)

- ☐ Zone urbaine/métropolitaine
- ☐ Banlieue
- ☐ Zone rurale
- ☐ Travail périphérique

SECTION 4: DESCRIPTION DE VOTRE DERNIÈRE JOURNÉE DE TRAVAIL

21. Pendant combien d'heures avez-vous travaillé lors de votre **dernier quart de travail complet**? Veuillez entrer uniquement un nombre entier positif, arrondi (p. ex., 16).

22. De combien de clients étiez-vous affecté(e) de votre **dernière journée complète de travail**? Cela comprend les clients auxquels vous étiez affecté(e) pour fournir des soins directs. Veuillez entrer uniquement un nombre entier positif, arrondi (p. ex., 5).

23. Combien de temps avez-vous passé à exécuter chacun des types d'activités suivants lors de votre **dernière journée complète de travail**? Pour chacun des ensembles d'activités, veuillez noter le temps approximatif que vous avez passé à exécuter ce type d'activité lors de votre **dernière journée complète de travail** en arrondissant à l'heure la plus proche. Par exemple, si vous avez passé 2 heures ¼ à exécuter un ensemble d'activités, sélectionnez l'option « 2 ». Si vous avez passé 3 heures ¾ à exécuter un ensemble d'activités, sélectionnez l'option « 4 ». De nombreuses catégories peuvent être exécutées simultanément; par conséquent, le nombre total des heures passées pourrait être supérieur au nombre total des heures de votre quart de travail.

	Temps approximatif (heures) consacré à un ensemble d'activités									
	0	1	2	3	4	5	6	7	8	>8
1. Gestion des soins: Fournir et diriger des soins infirmiers qui rehaussent le milieu de prestation de soins afin de protéger les clients et le personnel soignant.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Sécurité et prévention et contrôle des infections: Protéger les clients et le personnel soignant contre les dangers pour la santé et l'environnement.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Promotion et préservation de la santé: Fournir et diriger des soins infirmiers directs au client en incorporant les connaissances des principes de croissance et de développement attendus, la prévention et/ou la détection précoce des problèmes de santé ainsi que des stratégies pour obtenir une santé optimale.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Intégrité psychologique: Fournir et diriger des soins infirmiers qui encouragent et appuient le bien-être émotionnel, mental et social du client qui vit des événements stressants et des clients atteints d'une maladie mentale aiguë ou chronique.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	0	1	2	3	4	5	6	7	8	>8
5. Soins de base et confort: Assurer le confort et fournir de l'aide dans le cadre de l'exécution des activités de la vie quotidienne.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. Thérapies pharmacologiques et parentérales: Fournir des soins liés à l'administration de thérapies médicamenteuses et parentérales.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Réduction du risque potentiel: Réduire la probabilité que les clients développent des complications ou des problèmes de santé liés aux affections existantes, aux traitements et aux procédures.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. Adaptation physiologique: Gérer et fournir des soins aux clients atteints d'affections aiguës, chroniques ou qui mettent leur vie en danger.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

SECTION 5: DONNÉES DÉMOGRAPHIQUES

Dans cette section, on vous demande de fournir des renseignements généraux qui seront résumés pour décrire le groupe qui a répondu au sondage. Aucune réponse individuelle ne sera communiquée.

24. De quel sexe identifiez-vous?

- ☐ Masculin
☐ Féminin
☐ Je préfère ne pas divulguer
☐ Je préfère me décrire

25. Quel âge avez-vous? Veuillez répondre en donnant un nombre entier positif (p. ex., 35).

26. Les données démographiques suivantes sont recueillies pour comprendre la population interrogée et pour adopter diverses perspectives. En recueillant ces renseignements, il crée un compte rendu standardisé de l'évolution des données démographiques au fil du temps.

Laquelle des options suivantes **décrit le mieux** votre origine raciale/ethnique? (**Sélectionnez une SEULE réponse.**)

- ☐ Arabe
☐ Noire
☐ Chinoise
☐ Philippine
☐ Inuit (Esquimau)
☐ Japonaise
☐ Coréenne
☐ Amérique latine
☐ Métisse
☐ Premières nations
☐ Sud-asiatique (p. ex., des Indes orientales, du Pakistan, du Sri Lanka, etc.)
☐ Asiatique du Sud-Est (p. ex. Cambodge, Laos, Thai, Vietnam, etc.)
☐ Asiatique de l'Ouest (p. ex., Irani, Afghanistan, etc.)
☐ Blanche
☐ Autre
☐ Je préfère ne pas divulguer

27. Quelle est votre langue maternelle?

- ☐ Anglais
☐ Français
☐ Une autre langue (veuillez préciser):

28. Quel type de programme de sciences infirmières de **base** vous a qualifié(e) pour vous présenter à l'examen IA canadien? (**Sélectionnez une SEULE réponse.**)

- ☐ IAA/IAI canadien - Diplôme en soins infirmiers auxiliaires
☐ II/IA canadien- Baccalauréat
☐ N'importe quel programme de sciences infirmières NON canadien
☐ Autre programme (veuillez préciser):

29. Combien de mois se sont écoulés depuis que vous avez terminé les cours exigés dans le cadre du programme de formation en sciences infirmières de la question 28? Veuillez entrer un nombre entier positif (p. ex., 15).

30. Êtes-vous actuellement inscrit(e) à un programme de formation d'infirmier/infirmière autorisé(e)?

- ☐ Oui
☐ Non
☐ J'ai fait une demande, sans être encore inscrit(e).

SECTION 6: COMMENTAIRES

31. Si nous avons besoin de renseignements supplémentaires pour clarifier les résultats de cette étude, nous pourrions tenter de joindre certains participants par téléphone ou par courriel. Si vous souhaitez répondre à quelques questions supplémentaires par téléphone ou par courriel, veuillez fournir l'adresse de courriel et le numéro de téléphone où l'on pourra vous joindre pendant la journée ou en début de soirée.

Nom:

Numéro de téléphone avec l'indicatif régional pour vous joindre pendant la journée ou en début de soirée:

Adresse de courriel:

32. Vous pouvez nous faire part de commentaires ou de suggestions dans l'espace ci-dessous.

33. Nous vous remercions du temps consacré à répondre à cette enquête. Cliquez sur le lien suivant pour télécharger votre lettre de reconnaissance.

[Lettre de reconnaissance de l'analyse pratique REx-PN](#)

Pour soumettre vos réponses, veuillez cliquer sur la flèche en bas à droite de la page. À partir d'ici, vous ne pouvez plus accéder à vos réponses précédentes.

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

Activities Rank Ordered by Average Setting-Specific Frequency					
Activity #	Activity	Apply to Setting	Setting-Specific Frequency		
		%	N	Avg.	Std. Err.
142	Perform emergency care procedures (e.g., cardiopulmonary resuscitation, respiratory support, automated external defibrillator)	63.5	141	1.49	0.17
154	Remove wound sutures or staples	73.9	164	2.30	0.17
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	85.8	272	2.36	0.12
136	Monitor continuous or intermittent suction of a nasogastric (NG) tube	63.4	147	2.38	0.18
132	Insert a peripheral intravenous line	65.1	151	2.40	0.19
128	Maintain or remove a nasal/oral gastrointestinal tube	63.8	148	2.41	0.18
88	Perform postmortem care	69.6	176	2.42	0.16
129	Insert a nasal/oral gastrointestinal tube	50.2	116	2.42	0.21
134	Provide care for a client following a procedure with conscious sedation	58.2	135	2.46	0.19
102	Monitor a client receiving blood products	64.2	154	2.49	0.17
148	Manage the care of a client with a permanent pacing device	71.6	159	2.63	0.17
150	Provide postoperative care	66.7	148	2.66	0.17
153	Perform wound drainage device removal	59.7	135	2.66	0.20
149	Assist with invasive procedures (e.g., central line, thoracentesis)	48.7	110	2.71	0.22
90	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	77.1	195	2.76	0.15
28	Incorporate the use of Indigenous health knowledge and practices when planning and providing care to an Indigenous client	77.0	244	2.77	0.13
155	Identify basic cardiac rhythm strip abnormalities (e.g., sinus bradycardia, ventricular tachycardia, ventricular fibrillation)	65.9	149	2.81	0.17
44	Provide care and education for an antepartum client	36.9	107	2.84	0.21
74	Provide care for a client experiencing grief or loss	87.6	240	2.90	0.13
146	Provide ostomy care and/or education (e.g., tracheal, enteral)	86.5	192	2.91	0.15
70	Assess a client for abuse or neglect and intervene	79.2	217	2.92	0.14
40	Participate in internal/external emergency response plans	83.9	266	2.92	0.12
116	Maintain pain control devices (e.g., patient-controlled analgesia, peripheral nerve catheter)	68.3	164	2.95	0.17
33	Identify practice errors/near misses and intervene	93.8	318	2.95	0.11
22	Participate in performance improvement projects and quality improvement processes	87.1	276	2.98	0.11
46	Provide postpartum care and education	33.4	97	3.01	0.23
19	Report client information as required by law (e.g., abuse/neglect, communicable disease)	78.9	300	3.02	0.12
135	Maintain a percutaneous feeding tube	68.0	157	3.06	0.17
133	Provide preoperative or postoperative education	66.2	153	3.08	0.16
43	Provide prenatal care and education	36.5	112	3.08	0.21

Activities Rank Ordered by Average Setting-Specific Frequency					
Activity #	Activity	Apply to Setting	Setting-Specific Frequency		
		%	N	Avg.	Std. Err.
144	Manage the care of a client with a fluid and electrolyte imbalance	88.3	196	3.09	0.15
48	Provide care and education for preschool, school-age and adolescent clients ages 3 through 17 years	37.9	110	3.09	0.20
108	Monitor a client receiving parenteral nutrition and evaluate the client's response	75.8	182	3.12	0.16
151	Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	62.8	142	3.14	0.18
93	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	72.7	184	3.16	0.15
66	Assess a client for substance misuse, dependency, withdrawal or toxicities, and intervene	76.3	209	3.21	0.13
124	Monitor the results of diagnostic testing and intervene	89.7	208	3.24	0.13
125	Provide preoperative care	61.9	143	3.24	0.18
72	Assess family dynamics to determine care plans	86.5	237	3.25	0.12
17	Participate in conflict resolution	92.9	353	3.26	0.10
61	Assess a client's growth and development throughout the lifespan	62.5	173	3.28	0.15
47	Provide care and education for newborn, infant and toddler clients from birth through 2 years	29.3	90	3.28	0.23
59	Identify and facilitate access to community resources for a client	78.5	241	3.28	0.13
141	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	73.5	166	3.30	0.16
114	Administer intravenous medication via secondary line	74.2	178	3.30	0.16
45	Provide care and education for a client in labour	27.4	84	3.31	0.24
147	Perform suctioning (oral, tracheal, nasopharyngeal)	75.2	170	3.33	0.16
27	Provide support and facilitate learning for new staff and health care students	94.7	321	3.35	0.11
106	Access peripheral venous access devices	77.1	185	3.36	0.15
122	Insert, maintain or remove a urinary catheter	90.9	211	3.37	0.13
54	Educate a client about prevention and treatment of high-risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	84.8	246	3.38	0.12
56	Plan and/or participate in health care activities for a client in a community setting	56.2	163	3.39	0.15
130	Perform diagnostic testing (e.g., bladder scanning, point-of-care testing) and intervene	85.3	198	3.40	0.14
152	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	93.2	207	3.47	0.13
117	Initiate, maintain and remove a continuous subcutaneous infusion	80.3	191	3.47	0.15
81	Provide enteral nutrition	88.1	223	3.48	0.13
15	Integrate advance directives into a client's care plan	88.7	337	3.49	0.10
58	Assess a client about determinants of health and implement interventions	83.8	243	3.52	0.12
78	Explore reasons for client nonadherence with a treatment plan	94.2	258	3.58	0.11
68	Incorporate a client's cultural practices and beliefs when planning and providing care	95.6	262	3.61	0.11
138	Recognize signs and symptoms of a client's complications and intervene	96.1	223	3.62	0.12
6	Initiate, evaluate and update a client care plan	95.1	351	3.63	0.09

Activities Rank Ordered by Average Setting-Specific Frequency					
Activity #	Activity	Apply to Setting	Setting-Specific Frequency		
		%	N	Avg.	Std. Err.
87	Perform irrigations (e.g., bladder, wound, eye)	89.7	227	3.63	0.12
77	Recognize health care provider stressors that affect client care	97.5	270	3.66	0.11
111	Administer medication by enteral/gastrointestinal tube	82.4	196	3.66	0.14
96	Participate in the medication reconciliation process	90.5	229	3.66	0.12
95	Assess and maintain site care for a client with enteral tubes	84.6	214	3.68	0.13
115	Calculate and monitor intravenous flow rate	76.1	181	3.68	0.15
107	Titrate dosage of medication based on assessment and ordered parameters	85.7	204	3.69	0.13
131	Maintain or remove a peripheral intravenous line	74.9	173	3.70	0.15
7	Recognize ethical dilemmas and take appropriate action	96.3	366	3.70	0.09
69	Provide end-of-life care for a client	87.0	241	3.71	0.12
57	Assess a client's ability to manage care in a home environment and plan care accordingly	79.8	245	3.73	0.11
53	Perform preventive screening assessments (e.g., vision, hearing, cognitive, nutrition)	86.0	264	3.75	0.11
123	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	95.2	220	3.78	0.12
26	Assess and develop professional competence (e.g., self-reflection, professional activities)	98.1	311	3.79	0.09
63	Assess a client's ability to cope with life changes and provide support	92.1	255	3.80	0.10
126	Evaluate responses to procedures and treatments and intervene	96.6	224	3.81	0.11
137	Identify pathophysiology related to an acute or chronic condition	86.6	200	3.82	0.12
139	Educate a client regarding an acute or chronic condition	92.9	210	3.82	0.12
75	Assist a client to cope/adapt to stressful events and changes in health status	97.1	269	3.83	0.10
13	Receive and transcribe health care provider orders	94.5	359	3.84	0.09
55	Educate a client about health promotion and maintenance recommendations (e.g., health care provider visits, immunizations)	90.2	277	3.84	0.10
11	Assign and supervise care of a client provided by others (e.g., unregulated care providers)	94.5	359	3.85	0.08
34	Educate clients and staff regarding infection prevention and control measures	97.5	309	3.86	0.09
20	Perform procedures necessary to safely admit, transfer and/or discharge a client	93.2	344	3.87	0.09
21	Provide education to clients and staff about client rights and responsibilities	97.6	331	3.88	0.09
143	Manage the care of a client with impaired ventilation/oxygenation	88.5	200	3.90	0.12
60	Identify barriers to communication	99.7	289	3.91	0.09
31	Assess a client for allergies and sensitivities and intervene as needed	93.2	316	3.91	0.09
37	Follow policies and procedures for use of restraints	90.3	306	3.92	0.10
76	Recognize client stressors that affect care	97.8	268	3.93	0.09
71	Provide care and support to clients with acute and chronic mental health disorders	92.1	255	3.93	0.10
105	Monitor intravenous infusion and maintain site	82.4	196	3.95	0.13
52	Assess a client's readiness to learn, learning preferences and barriers to learning	94.8	275	3.95	0.09
42	Follow procedures for handling biohazardous and hazardous materials	95.9	278	3.97	0.09

Activities Rank Ordered by Average Setting-Specific Frequency					
Activity #	Activity	Apply to Setting	Setting-Specific Frequency		
		%	N	Avg.	Std. Err.
12	Assess the need for referrals/consults and obtain necessary orders	97.8	361	3.98	0.07
38	Adhere to security procedures (e.g., newborn nursery security, controlled access)	81.4	258	3.99	0.10
73	Recognize nonverbal cues to physical and/or psychological stressors	98.6	273	4.00	0.09
84	Assess client sleep/rest patterns and intervene	95.7	242	4.04	0.10
65	Assess the potential for violence/aggression and use safety precautions	94.9	263	4.04	0.10
127	Educate a client about treatments and procedures	92.6	214	4.06	0.10
145	Maintain optimal temperature of a client	92.0	208	4.09	0.11
18	Recognize limitations of one's competence and seek assistance when needed	99.7	368	4.11	0.07
67	Provide care for a client experiencing sensory and/or cognitive disturbances	97.8	271	4.11	0.09
140	Perform wound care and/or dressing changes	98.6	219	4.16	0.10
4	Advocate for client rights and needs	99.5	367	4.16	0.07
99	Perform calculations needed for medication administration	95.7	242	4.17	0.10
29	Provide care for a client to support unbiased treatment and equal access to care, regardless of sexual orientation, gender identity and/or gender expression	95.3	323	4.17	0.08
112	Administer a subcutaneous, intradermal or intramuscular medication	97.1	233	4.17	0.10
118	Recognize trends and changes in a client's condition and intervene	98.8	237	4.18	0.09
86	Educate and assist a client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	92.9	235	4.19	0.09
94	Implement measures to promote circulation and venous return (e.g., active or passive range of motion, antiembolic stockings, sequential compression devices, positioning and mobilization)	96.4	244	4.21	0.09
79	Provide care of a cognitively impaired client	97.8	271	4.25	0.08
119	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	96.2	229	4.26	0.09
80	Monitor a client's nutritional status	95.6	262	4.27	0.08
120	Assess and respond to changes and/or trends in a client's vital signs	98.8	237	4.30	0.09
83	Assess client intake and output and intervene	95.7	242	4.30	0.09
82	Assess client elimination and intervene	96.8	245	4.30	0.08
64	Manage and support a client with emotional/behavioural challenges	98.5	270	4.32	0.08
104	Handle and/or administer controlled substances within legislated guidelines	95.8	230	4.36	0.09
98	Educate a client about medications	99.2	251	4.36	0.07
91	Provide nonpharmacological comfort measures	99.6	252	4.37	0.08
25	Involve a client in care decision-making	99.1	336	4.37	0.07
85	Assess client ability to perform activities of daily living and intervene	96.8	245	4.39	0.08
39	Promote and educate clients on safety and injury prevention (e.g., falls, electrical hazards)	98.8	335	4.40	0.07
3	Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	98.7	375	4.41	0.06
113	Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	97.5	232	4.45	0.08

Activities Rank Ordered by Average Setting-Specific Frequency					
Activity #	Activity	Apply to Setting	Setting-Specific Frequency		
		%	N	Avg.	Std. Err.
51	Perform comprehensive health assessments	97.1	298	4.46	0.07
14	Obtain consent for nursing care and procedures and provide appropriate client education	99.2	366	4.47	0.06
121	Perform focused assessments	97.8	226	4.49	0.08
49	Provide care and education for adult clients ages 18 through 64 years	93.2	286	4.49	0.07
16	Collaborate with interprofessional team members when providing client care	100.0	369	4.50	0.05
32	Verify appropriateness and accuracy of health care provider orders	98.7	313	4.55	0.06
100	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	99.6	252	4.55	0.06
109	Handle and/or administer high-alert medications	98.3	234	4.55	0.07
36	Safely and appropriately use equipment and associated technology	99.7	316	4.55	0.05
89	Perform skin assessment and/or implement measures to maintain skin integrity	98.0	248	4.56	0.07
23	Use approved abbreviations and standard terminology when documenting care	99.7	338	4.57	0.05
35	Use ergonomic principles when providing care (e.g., safe client handling, proper body mechanics)	99.7	338	4.57	0.05
5	Provide and receive handoff of care (report) on an assigned client	98.9	376	4.59	0.05
10	Organize workload to manage time effectively	100.0	369	4.63	0.04
62	Use therapeutic communication techniques	99.3	272	4.67	0.05
50	Provide care and education for adult clients ages 65 years and over	95.2	276	4.69	0.05
92	Assess a client for pain and intervene	99.2	251	4.71	0.05
103	Evaluate a client's response to medication	100.0	238	4.72	0.06
8	Practice in a manner consistent with a code of ethics for nurses (e.g., nondiscriminatory, unbiased, do no harm)	100.0	369	4.77	0.04
9	Prioritize the delivery of client care	99.2	377	4.77	0.03
2	Provide care within the legislated scope of practice	100.0	369	4.84	0.03
41	Apply principles of infection prevention and control (e.g., hand hygiene, aseptic technique, universal precautions/routine practices)	100.0	307	4.85	0.04
1	Maintain client confidentiality and privacy	99.5	378	4.86	0.03
110	Administer medication by oral route	97.9	235	4.87	0.04
30	Ensure proper identification of a client when providing care	99.7	316	4.87	0.03
97	Handle and maintain medication in a safe and controlled environment	100.0	253	4.87	0.03
101	Prepare and administer medications using rights of medication administration	99.2	236	4.92	0.03

APPENDIX D: ACTIVITIES RANK ORDERED BY AVERAGE TOTAL GROUP FREQUENCY

Activities Rank Ordered by Average Total Group Frequency					
Activity #	Activity	Apply to Setting	Total Group Frequency		
		%	N	Avg.	Std. Err.
45	Provide care and education for a client in labour	27.4	307	0.91	0.11
142	Perform emergency care procedures (e.g., cardiopulmonary resuscitation, respiratory support, automated external defibrillator)	63.5	222	0.95	0.12
47	Provide care and education for newborn, infant and toddler clients from birth through 2 years	29.3	307	0.96	0.11
46	Provide postpartum care and education	33.4	290	1.01	0.11
44	Provide care and education for an antepartum client	36.9	290	1.05	0.11
43	Provide prenatal care and education	36.5	307	1.12	0.11
48	Provide care and education for preschool, school-age and adolescent clients ages 3 through 17 years	37.9	290	1.17	0.12
129	Insert a nasal/oral gastrointestinal tube	50.2	231	1.22	0.13
149	Assist with invasive procedures (e.g., central line, thoracentesis)	48.7	226	1.32	0.14
134	Provide care for a client following a procedure with conscious sedation	58.2	232	1.43	0.13
136	Monitor continuous or intermittent suction of a nasogastric (NG) tube	63.4	232	1.51	0.14
128	Maintain or remove a nasal/oral gastrointestinal tube	63.8	232	1.53	0.14
132	Insert a peripheral intravenous line	65.1	232	1.56	0.14
153	Perform wound drainage device removal	59.7	226	1.59	0.15
102	Monitor a client receiving blood products	64.2	240	1.60	0.13
88	Perform postmortem care	69.6	253	1.68	0.13
154	Remove wound sutures or staples	73.9	222	1.70	0.14
150	Provide postoperative care	66.7	222	1.77	0.14
155	Identify basic cardiac rhythm strip abnormalities (e.g., sinus bradycardia, ventricular tachycardia, ventricular fibrillation)	65.9	226	1.85	0.15
148	Manage the care of a client with a permanent pacing device	71.6	222	1.88	0.14
56	Plan and/or participate in health care activities for a client in a community setting	56.2	290	1.91	0.13
151	Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	62.8	226	1.97	0.15
125	Provide preoperative care	61.9	231	2.00	0.15
116	Maintain pain control devices (e.g., patient-controlled analgesia, peripheral nerve catheter)	68.3	240	2.01	0.15
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	85.8	317	2.03	0.11
133	Provide preoperative or postoperative education	66.2	231	2.04	0.14
61	Assess a client's growth and development throughout the lifespan	62.5	277	2.05	0.13
135	Maintain a percutaneous feeding tube	68.0	231	2.08	0.15
28	Incorporate the use of Indigenous health knowledge and practices when planning and providing care to an Indigenous client	77.0	317	2.13	0.12
90	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	77.1	253	2.13	0.14

Activities Rank Ordered by Average Total Group Frequency					
Activity #	Activity	Apply to Setting	Total Group Frequency		
		%	N	Avg.	Std. Err.
93	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	72.7	253	2.30	0.14
70	Assess a client for abuse or neglect and intervene	79.2	274	2.31	0.13
108	Monitor a client receiving parenteral nutrition and evaluate the client's response	75.8	240	2.36	0.15
19	Report client information as required by law (e.g., abuse/neglect, communicable disease)	78.9	380	2.38	0.12
141	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	73.5	226	2.42	0.15
66	Assess a client for substance misuse, dependency, withdrawal or toxicities, and intervene	76.3	274	2.45	0.13
114	Administer intravenous medication via secondary line	74.2	240	2.45	0.15
40	Participate in internal/external emergency response plans	83.9	317	2.45	0.12
147	Perform suctioning (oral, tracheal, nasopharyngeal)	75.2	226	2.50	0.15
146	Provide ostomy care and/or education (e.g., tracheal, enteral)	86.5	222	2.52	0.14
74	Provide care for a client experiencing grief or loss	87.6	274	2.54	0.13
59	Identify and facilitate access to community resources for a client	78.5	307	2.57	0.13
106	Access peripheral venous access devices	77.1	240	2.59	0.15
22	Participate in performance improvement projects and quality improvement processes	87.1	317	2.59	0.11
144	Manage the care of a client with a fluid and electrolyte imbalance	88.3	222	2.73	0.15
33	Identify practice errors/near misses and intervene	93.8	339	2.76	0.11
131	Maintain or remove a peripheral intravenous line	74.9	231	2.77	0.15
117	Initiate, maintain and remove a continuous subcutaneous infusion	80.3	238	2.79	0.15
115	Calculate and monitor intravenous flow rate	76.1	238	2.80	0.15
72	Assess family dynamics to determine care plans	86.5	274	2.81	0.13
54	Educate a client about prevention and treatment of high-risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	84.8	290	2.87	0.12
124	Monitor the results of diagnostic testing and intervene	89.7	232	2.90	0.13
130	Perform diagnostic testing (e.g., bladder scanning, point-of-care testing) and intervene	85.3	232	2.90	0.14
58	Assess a client about determinants of health and implement interventions	83.8	290	2.95	0.12
57	Assess a client's ability to manage care in a home environment and plan care accordingly	79.8	307	2.98	0.12
111	Administer medication by enteral/gastrointestinal tube	82.4	238	3.02	0.14
17	Participate in conflict resolution	92.9	380	3.03	0.10
81	Provide enteral nutrition	88.1	253	3.07	0.13
122	Insert, maintain or remove a urinary catheter	90.9	232	3.07	0.13
15	Integrate advance directives into a client's care plan	88.7	380	3.09	0.11
95	Assess and maintain site care for a client with enteral tubes	84.6	253	3.11	0.14
107	Titrate dosage of medication based on assessment and ordered parameters	85.7	238	3.16	0.14

Activities Rank Ordered by Average Total Group Frequency					
Activity #	Activity	Apply to Setting	Total Group Frequency		
		%	N	Avg.	Std. Err.
27	Provide support and facilitate learning for new staff and health care students	94.7	339	3.17	0.11
53	Perform preventive screening assessments (e.g., vision, hearing, cognitive, nutrition)	86.0	307	3.22	0.12
69	Provide end-of-life care for a client	87.0	277	3.22	0.13
152	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	93.2	222	3.23	0.13
38	Adhere to security procedures (e.g., newborn nursery security, controlled access)	81.4	317	3.25	0.12
105	Monitor intravenous infusion and maintain site	82.4	238	3.25	0.14
87	Perform irrigations (e.g., bladder, wound, eye)	89.7	253	3.26	0.13
137	Identify pathophysiology related to an acute or chronic condition	86.6	231	3.30	0.14
96	Participate in the medication reconciliation process	90.5	253	3.32	0.13
78	Explore reasons for client nonadherence with a treatment plan	94.2	274	3.37	0.11
143	Manage the care of a client with impaired ventilation/oxygenation	88.5	226	3.45	0.13
6	Initiate, evaluate and update a client care plan	95.1	369	3.46	0.09
68	Incorporate a client's cultural practices and beliefs when planning and providing care	95.6	274	3.46	0.11
55	Educate a client about health promotion and maintenance recommendations (e.g., health care provider visits, immunizations)	90.2	307	3.47	0.11
138	Recognize signs and symptoms of a client's complications and intervene	96.1	232	3.48	0.12
63	Assess a client's ability to cope with life changes and provide support	92.1	277	3.50	0.11
37	Follow policies and procedures for use of restraints	90.3	339	3.53	0.11
139	Educate a client regarding an acute or chronic condition	92.9	226	3.55	0.13
77	Recognize health care provider stressors that affect client care	97.5	277	3.56	0.11
7	Recognize ethical dilemmas and take appropriate action	96.3	380	3.57	0.09
123	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	95.2	231	3.60	0.12
20	Perform procedures necessary to safely admit, transfer and/or discharge a client	93.2	369	3.61	0.10
71	Provide care and support to clients with acute and chronic mental health disorders	92.1	277	3.61	0.11
13	Receive and transcribe health care provider orders	94.5	380	3.63	0.10
11	Assign and supervise care of a client provided by others (e.g., unregulated care providers)	94.5	380	3.64	0.09
31	Assess a client for allergies and sensitivities and intervene as needed	93.2	339	3.65	0.10
126	Evaluate responses to procedures and treatments and intervene	96.6	232	3.68	0.11
75	Assist a client to cope/adapt to stressful events and changes in health status	97.1	277	3.71	0.11
26	Assess and develop professional competence (e.g., self-reflection, professional activities)	98.1	317	3.72	0.09
52	Assess a client's readiness to learn, learning preferences and barriers to learning	94.8	290	3.74	0.10
127	Educate a client about treatments and procedures	92.6	231	3.76	0.12
145	Maintain optimal temperature of a client	92.0	226	3.77	0.13
34	Educate clients and staff regarding infection prevention and control measures	97.5	317	3.77	0.09

Activities Rank Ordered by Average Total Group Frequency					
Activity #	Activity	Apply to Setting	Total Group Frequency		
		%	N	Avg.	Std. Err.
21	Provide education to clients and staff about client rights and responsibilities	97.6	339	3.79	0.09
42	Follow procedures for handling biohazardous and hazardous materials	95.9	290	3.80	0.10
65	Assess the potential for violence/aggression and use safety precautions	94.9	277	3.83	0.11
76	Recognize client stressors that affect care	97.8	274	3.84	0.10
84	Assess client sleep/rest patterns and intervene	95.7	253	3.86	0.11
86	Educate and assist a client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	92.9	253	3.89	0.11
12	Assess the need for referrals/consults and obtain necessary orders	97.8	369	3.89	0.08
60	Identify barriers to communication	99.7	290	3.90	0.09
73	Recognize nonverbal cues to physical and/or psychological stressors	98.6	277	3.95	0.09
29	Provide care for a client to support unbiased treatment and equal access to care, regardless of sexual orientation, gender identity and/or gender expression	95.3	339	3.97	0.09
99	Perform calculations needed for medication administration	95.7	253	3.98	0.11
67	Provide care for a client experiencing sensory and/or cognitive disturbances	97.8	277	4.03	0.09
112	Administer a subcutaneous, intradermal or intramuscular medication	97.1	240	4.05	0.11
94	Implement measures to promote circulation and venous return (e.g., active or passive range of motion, antiembolic stockings, sequential compression devices, positioning and mobilization)	96.4	253	4.06	0.10
80	Monitor a client's nutritional status	95.6	274	4.08	0.09
119	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	96.2	238	4.10	0.10
140	Perform wound care and/or dressing changes	98.6	222	4.10	0.10
18	Recognize limitations of one's competence and seek assistance when needed	99.7	369	4.10	0.07
83	Assess client intake and output and intervene	95.7	253	4.11	0.10
118	Recognize trends and changes in a client's condition and intervene	98.8	240	4.13	0.10
4	Advocate for client rights and needs	99.5	369	4.13	0.07
79	Provide care of a cognitively impaired client	97.8	277	4.16	0.09
82	Assess client elimination and intervene	96.8	253	4.17	0.09
104	Handle and/or administer controlled substances within legislated guidelines	95.8	240	4.18	0.11
49	Provide care and education for adult clients ages 18 through 64 years	93.2	307	4.19	0.09
120	Assess and respond to changes and/or trends in a client's vital signs	98.8	240	4.24	0.09
85	Assess client ability to perform activities of daily living and intervene	96.8	253	4.25	0.09
64	Manage and support a client with emotional/behavioural challenges	98.5	274	4.26	0.08
98	Educate a client about medications	99.2	253	4.33	0.08
25	Involve a client in care decision-making	99.1	339	4.33	0.07
51	Perform comprehensive health assessments	97.1	307	4.33	0.08
113	Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	97.5	238	4.34	0.09
91	Provide nonpharmacological comfort measures	99.6	253	4.35	0.08

Activities Rank Ordered by Average Total Group Frequency					
Activity #	Activity	Apply to Setting	Total Group Frequency		
		%	N	Avg.	Std. Err.
39	Promote and educate clients on safety and injury prevention (e.g., falls, electrical hazards)	98.8	339	4.35	0.07
3	Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	98.7	380	4.35	0.06
121	Perform focused assessments	97.8	231	4.39	0.09
14	Obtain consent for nursing care and procedures and provide appropriate client education	99.2	369	4.44	0.06
50	Provide care and education for adult clients ages 65 years and over	95.2	290	4.46	0.08
89	Perform skin assessment and/or implement measures to maintain skin integrity	98.0	253	4.47	0.08
109	Handle and/or administer high-alert medications	98.3	238	4.47	0.08
32	Verify appropriateness and accuracy of health care provider orders	98.7	317	4.49	0.06
16	Collaborate with interprofessional team members when providing client care	100.0	369	4.50	0.05
100	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	99.6	253	4.53	0.07
5	Provide and receive handoff of care (report) on an assigned client	98.9	380	4.54	0.06
36	Safely and appropriately use equipment and associated technology	99.7	317	4.54	0.05
23	Use approved abbreviations and standard terminology when documenting care	99.7	339	4.55	0.05
35	Use ergonomic principles when providing care (e.g., safe client handling, proper body mechanics)	99.7	339	4.56	0.05
10	Organize workload to manage time effectively	100.0	369	4.63	0.04
62	Use therapeutic communication techniques	99.3	274	4.64	0.06
92	Assess a client for pain and intervene	99.2	253	4.67	0.06
103	Evaluate a client's response to medication	100.0	238	4.72	0.06
9	Prioritize the delivery of client care	99.2	380	4.74	0.04
110	Administer medication by oral route	97.9	240	4.77	0.06
8	Practice in a manner consistent with a code of ethics for nurses (e.g., nondiscriminatory, unbiased, do no harm)	100.0	369	4.77	0.04
1	Maintain client confidentiality and privacy	99.5	380	4.84	0.03
2	Provide care within the legislated scope of practice	100.0	369	4.84	0.03
41	Apply principles of infection prevention and control (e.g., hand hygiene, aseptic technique, universal precautions/routine practices)	100.0	307	4.85	0.04
30	Ensure proper identification of a client when providing care	99.7	317	4.85	0.03
97	Handle and maintain medication in a safe and controlled environment	100.0	253	4.87	0.03
101	Prepare and administer medications using rights of medication administration	99.2	238	4.88	0.04

APPENDIX E: ACTIVITIES RANK ORDERED BY AVERAGE SETTING-SPECIFIC IMPORTANCE

Activities Rank Ordered by Average Setting-Specific Importance				
Activity #	Activity	Setting-Specific Importance		
		N	Avg.	Std. Err.
11	Assign and supervise care of a client provided by others (e.g., unregulated care providers)	359	4.30	0.04
22	Participate in performance improvement projects and quality improvement processes	276	4.30	0.05
90	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	195	4.36	0.06
61	Assess a client's growth and development throughout the lifespan	173	4.40	0.06
154	Remove wound sutures or staples	164	4.41	0.06
72	Assess family dynamics to determine care plans	237	4.44	0.05
6	Initiate, evaluate and update a client care plan	351	4.44	0.04
28	Incorporate the use of Indigenous health knowledge and practices when planning and providing care to an Indigenous client	244	4.46	0.05
58	Assess a client about determinants of health and implement interventions	243	4.48	0.05
93	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	184	4.48	0.06
54	Educate a client about prevention and treatment of high-risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	246	4.48	0.05
84	Assess client sleep/rest patterns and intervene	242	4.49	0.04
88	Perform postmortem care	176	4.49	0.05
74	Provide care for a client experiencing grief or loss	240	4.50	0.04
52	Assess a client's readiness to learn, learning preferences and barriers to learning	275	4.50	0.04
78	Explore reasons for client nonadherence with a treatment plan	258	4.51	0.04
17	Participate in conflict resolution	353	4.51	0.04
44	Provide care and education for an antepartum client	107	4.51	0.07
12	Assess the need for referrals/consults and obtain necessary orders	361	4.52	0.03
59	Identify and facilitate access to community resources for a client	241	4.54	0.05
122	Insert, maintain or remove a urinary catheter	211	4.54	0.05
146	Provide ostomy care and/or education (e.g., tracheal, enteral)	192	4.54	0.05
56	Plan and/or participate in health care activities for a client in a community setting	163	4.54	0.05
134	Provide care for a client following a procedure with conscious sedation	135	4.54	0.06
76	Recognize client stressors that affect care	268	4.54	0.04
60	Identify barriers to communication	289	4.55	0.04
27	Provide support and facilitate learning for new staff and health care students	321	4.55	0.04
55	Educate a client about health promotion and maintenance recommendations (e.g., health care provider visits, immunizations)	277	4.55	0.04
23	Use approved abbreviations and standard terminology when documenting care	338	4.55	0.04
130	Perform diagnostic testing (e.g., bladder scanning, point-of-care testing) and intervene	198	4.56	0.05
136	Monitor continuous or intermittent suction of a nasogastric (NG) tube	147	4.56	0.07
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	272	4.56	0.05

Activities Rank Ordered by Average Setting-Specific Importance				
Activity #	Activity	Setting-Specific Importance		
		N	Avg.	Std. Err.
124	Monitor the results of diagnostic testing and intervene	208	4.56	0.05
57	Assess a client's ability to manage care in a home environment and plan care accordingly	245	4.57	0.04
128	Maintain or remove a nasal/oral gastrointestinal tube	148	4.57	0.06
53	Perform preventive screening assessments (e.g., vision, hearing, cognitive, nutrition)	264	4.57	0.04
68	Incorporate a client's cultural practices and beliefs when planning and providing care	262	4.57	0.04
63	Assess a client's ability to cope with life changes and provide support	255	4.57	0.04
66	Assess a client for substance misuse, dependency, withdrawal or toxicities, and intervene	209	4.57	0.05
148	Manage the care of a client with a permanent pacing device	159	4.58	0.05
86	Educate and assist a client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	235	4.59	0.04
82	Assess client elimination and intervene	245	4.59	0.04
77	Recognize health care provider stressors that affect client care	270	4.59	0.04
123	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	220	4.59	0.04
26	Assess and develop professional competence (e.g., self-reflection, professional activities)	311	4.59	0.04
48	Provide care and education for preschool, school-age and adolescent clients ages 3 through 17 years	110	4.60	0.06
150	Provide postoperative care	148	4.60	0.05
40	Participate in internal/external emergency response plans	266	4.60	0.04
80	Monitor a client's nutritional status	262	4.60	0.04
91	Provide nonpharmacological comfort measures	252	4.60	0.04
87	Perform irrigations (e.g., bladder, wound, eye)	227	4.61	0.04
85	Assess client ability to perform activities of daily living and intervene	245	4.61	0.04
64	Manage and support a client with emotional/behavioural challenges	270	4.61	0.04
126	Evaluate responses to procedures and treatments and intervene	224	4.62	0.04
21	Provide education to clients and staff about client rights and responsibilities	331	4.62	0.03
152	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	207	4.63	0.04
75	Assist a client to cope/adapt to stressful events and changes in health status	269	4.63	0.04
132	Insert a peripheral intravenous line	151	4.63	0.06
144	Manage the care of a client with a fluid and electrolyte imbalance	196	4.63	0.05
62	Use therapeutic communication techniques	272	4.64	0.04
125	Provide preoperative care	143	4.64	0.05
149	Assist with invasive procedures (e.g., central line, thoracentesis)	110	4.64	0.07
15	Integrate advance directives into a client's care plan	337	4.64	0.03
20	Perform procedures necessary to safely admit, transfer and/or discharge a client	344	4.64	0.04
36	Safely and appropriately use equipment and associated technology	316	4.64	0.03
153	Perform wound drainage device removal	135	4.64	0.05
70	Assess a client for abuse or neglect and intervene	217	4.65	0.04

Activities Rank Ordered by Average Setting-Specific Importance				
Activity #	Activity	Setting-Specific Importance		
		N	Avg.	Std. Err.
71	Provide care and support to clients with acute and chronic mental health disorders	255	4.65	0.04
133	Provide preoperative or postoperative education	153	4.65	0.05
131	Maintain or remove a peripheral intravenous line	173	4.65	0.05
106	Access peripheral venous access devices	185	4.65	0.05
73	Recognize nonverbal cues to physical and/or psychological stressors	273	4.65	0.04
140	Perform wound care and/or dressing changes	219	4.65	0.04
98	Educate a client about medications	251	4.65	0.04
96	Participate in the medication reconciliation process	229	4.66	0.04
4	Advocate for client rights and needs	367	4.66	0.03
34	Educate clients and staff regarding infection prevention and control measures	309	4.66	0.03
10	Organize workload to manage time effectively	369	4.66	0.03
81	Provide enteral nutrition	223	4.66	0.04
45	Provide care and education for a client in labour	84	4.67	0.08
67	Provide care for a client experiencing sensory and/or cognitive disturbances	271	4.67	0.04
135	Maintain a percutaneous feeding tube	157	4.67	0.05
83	Assess client intake and output and intervene	242	4.67	0.04
46	Provide postpartum care and education	97	4.67	0.06
129	Insert a nasal/oral gastrointestinal tube	116	4.67	0.06
95	Assess and maintain site care for a client with enteral tubes	214	4.67	0.04
3	Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	375	4.67	0.03
94	Implement measures to promote circulation and venous return (e.g., active or passive range of motion, antiembolic stockings, sequential compression devices, positioning and mobilization)	244	4.68	0.03
89	Perform skin assessment and/or implement measures to maintain skin integrity	248	4.68	0.04
16	Collaborate with interprofessional team members when providing client care	369	4.68	0.03
50	Provide care and education for adult clients ages 65 years and over	276	4.68	0.03
112	Administer a subcutaneous, intradermal or intramuscular medication	233	4.68	0.04
43	Provide prenatal care and education	112	4.68	0.06
108	Monitor a client receiving parenteral nutrition and evaluate the client's response	182	4.68	0.04
145	Maintain optimal temperature of a client	208	4.68	0.04
13	Receive and transcribe health care provider orders	359	4.69	0.03
139	Educate a client regarding an acute or chronic condition	210	4.69	0.04
38	Adhere to security procedures (e.g., newborn nursery security, controlled access)	258	4.69	0.04
14	Obtain consent for nursing care and procedures and provide appropriate client education	366	4.69	0.03
7	Recognize ethical dilemmas and take appropriate action	366	4.70	0.03
79	Provide care of a cognitively impaired client	271	4.70	0.03
49	Provide care and education for adult clients ages 18 through 64 years	286	4.70	0.03

Activities Rank Ordered by Average Setting-Specific Importance				
Activity #	Activity	Setting-Specific Importance		
		N	Avg.	Std. Err.
127	Educate a client about treatments and procedures	214	4.71	0.04
114	Administer intravenous medication via secondary line	178	4.71	0.05
137	Identify pathophysiology related to an acute or chronic condition	200	4.71	0.04
42	Follow procedures for handling biohazardous and hazardous materials	278	4.71	0.03
2	Provide care within the legislated scope of practice	369	4.71	0.03
113	Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	232	4.72	0.04
47	Provide care and education for newborn, infant and toddler clients from birth through 2 years	90	4.72	0.06
141	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	166	4.72	0.04
147	Perform suctioning (oral, tracheal, nasopharyngeal)	170	4.72	0.04
65	Assess the potential for violence/aggression and use safety precautions	263	4.73	0.04
69	Provide end-of-life care for a client	241	4.73	0.04
18	Recognize limitations of one's competence and seek assistance when needed	368	4.73	0.03
155	Identify basic cardiac rhythm strip abnormalities (e.g., sinus bradycardia, ventricular tachycardia, ventricular fibrillation)	149	4.73	0.04
116	Maintain pain control devices (e.g., patient-controlled analgesia, peripheral nerve catheter)	164	4.73	0.04
142	Perform emergency care procedures (e.g., cardiopulmonary resuscitation, respiratory support, automated external defibrillator)	141	4.74	0.05
111	Administer medication by enteral/gastrointestinal tube	196	4.74	0.04
25	Involve a client in care decision-making	336	4.75	0.03
35	Use ergonomic principles when providing care (e.g., safe client handling, proper body mechanics)	338	4.75	0.03
121	Perform focused assessments	226	4.76	0.03
29	Provide care for a client to support unbiased treatment and equal access to care, regardless of sexual orientation, gender identity and/or gender expression	323	4.76	0.03
110	Administer medication by oral route	235	4.76	0.03
143	Manage the care of a client with impaired ventilation/oxygenation	200	4.77	0.04
19	Report client information as required by law (e.g., abuse/neglect, communicable disease)	300	4.77	0.03
151	Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	142	4.77	0.04
138	Recognize signs and symptoms of a client's complications and intervene	223	4.77	0.04
92	Assess a client for pain and intervene	251	4.77	0.03
119	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	229	4.77	0.03
117	Initiate, maintain and remove a continuous subcutaneous infusion	191	4.77	0.03
51	Perform comprehensive health assessments	298	4.78	0.03
104	Handle and/or administer controlled substances within legislated guidelines	230	4.78	0.04
8	Practice in a manner consistent with a code of ethics for nurses (e.g., nondiscriminatory, unbiased, do no harm)	369	4.79	0.02
37	Follow policies and procedures for use of restraints	306	4.79	0.03
102	Monitor a client receiving blood products	154	4.80	0.04

Activities Rank Ordered by Average Setting-Specific Importance				
Activity #	Activity	Setting-Specific Importance		
		N	Avg.	Std. Err.
100	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	252	4.80	0.03
120	Assess and respond to changes and/or trends in a client's vital signs	237	4.80	0.03
107	Titrate dosage of medication based on assessment and ordered parameters	204	4.80	0.03
5	Provide and receive handoff of care (report) on an assigned client	376	4.81	0.02
39	Promote and educate clients on safety and injury prevention (e.g., falls, electrical hazards)	335	4.81	0.02
118	Recognize trends and changes in a client's condition and intervene	237	4.81	0.03
33	Identify practice errors/near misses and intervene	318	4.81	0.02
105	Monitor intravenous infusion and maintain site	196	4.82	0.03
115	Calculate and monitor intravenous flow rate	181	4.82	0.03
9	Prioritize the delivery of client care	377	4.83	0.02
41	Apply principles of infection prevention and control (e.g., hand hygiene, aseptic technique, universal precautions/routine practices)	307	4.84	0.02
99	Perform calculations needed for medication administration	242	4.85	0.03
32	Verify appropriateness and accuracy of health care provider orders	313	4.85	0.02
31	Assess a client for allergies and sensitivities and intervene as needed	316	4.85	0.02
103	Evaluate a client's response to medication	238	4.87	0.02
109	Handle and/or administer high-alert medications	234	4.88	0.02
1	Maintain client confidentiality and privacy	378	4.88	0.02
30	Ensure proper identification of a client when providing care	316	4.90	0.02
101	Prepare and administer medications using rights of medication administration	236	4.90	0.02
97	Handle and maintain medication in a safe and controlled environment	253	4.91	0.02

APPENDIX F: ACTIVITIES RANK ORDERED BY AVERAGE TOTAL GROUP IMPORTANCE

Activities Rank Ordered by Average Total Group Importance				
Activity #	Activity	Total Group Importance		
		N	Avg.	Std. Err.
44	Provide care and education for an antepartum client	290	4.01	0.08
48	Provide care and education for preschool, school-age and adolescent clients ages 3 through 17 years	290	4.03	0.08
46	Provide postpartum care and education	290	4.07	0.08
47	Provide care and education for newborn, infant and toddler clients from birth through 2 years	307	4.08	0.08
45	Provide care and education for a client in labour	307	4.09	0.08
56	Plan and/or participate in health care activities for a client in a community setting	290	4.10	0.07
43	Provide prenatal care and education	307	4.11	0.08
61	Assess a client's growth and development throughout the lifespan	277	4.12	0.07
90	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupuncture, supplements)	253	4.17	0.07
22	Participate in performance improvement projects and quality improvement processes	317	4.18	0.05
154	Remove wound sutures or staples	222	4.21	0.07
93	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	253	4.21	0.07
128	Maintain or remove a nasal/oral gastrointestinal tube	232	4.25	0.08
129	Insert a nasal/oral gastrointestinal tube	231	4.26	0.08
88	Perform postmortem care	253	4.26	0.06
132	Insert a peripheral intravenous line	232	4.27	0.08
134	Provide care for a client following a procedure with conscious sedation	232	4.27	0.08
11	Assign and supervise care of a client provided by others (e.g., unregulated care providers)	380	4.28	0.05
136	Monitor continuous or intermittent suction of a nasogastric (NG) tube	232	4.29	0.08
149	Assist with invasive procedures (e.g., central line, thoracentesis)	226	4.30	0.08
58	Assess a client about determinants of health and implement interventions	290	4.31	0.06
135	Maintain a percutaneous feeding tube	231	4.31	0.08
153	Perform wound drainage device removal	226	4.31	0.08
148	Manage the care of a client with a permanent pacing device	222	4.32	0.07
125	Provide preoperative care	231	4.34	0.08
150	Provide postoperative care	222	4.34	0.07
133	Provide preoperative or postoperative education	231	4.35	0.08
72	Assess family dynamics to determine care plans	274	4.36	0.05
6	Initiate, evaluate and update a client care plan	369	4.38	0.05
59	Identify and facilitate access to community resources for a client	307	4.38	0.05
54	Educate a client about prevention and treatment of high-risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	290	4.39	0.05
130	Perform diagnostic testing (e.g., bladder scanning, point-of-care testing) and intervene	232	4.41	0.06

Activities Rank Ordered by Average Total Group Importance				
Activity #	Activity	Total Group Importance		
		N	Avg.	Std. Err.
155	Identify basic cardiac rhythm strip abnormalities (e.g., sinus bradycardia, ventricular tachycardia, ventricular fibrillation)	226	4.41	0.08
108	Monitor a client receiving parenteral nutrition and evaluate the client's response	240	4.41	0.07
66	Assess a client for substance misuse, dependency, withdrawal or toxicities, and intervene	274	4.41	0.06
131	Maintain or remove a peripheral intravenous line	231	4.42	0.07
28	Incorporate the use of Indigenous health knowledge and practices when planning and providing care to an Indigenous client	317	4.42	0.05
116	Maintain pain control devices (e.g., patient-controlled analgesia, peripheral nerve catheter)	240	4.42	0.07
74	Provide care for a client experiencing grief or loss	274	4.42	0.05
114	Administer intravenous medication via secondary line	240	4.43	0.07
84	Assess client sleep/rest patterns and intervene	253	4.43	0.05
57	Assess a client's ability to manage care in a home environment and plan care accordingly	307	4.44	0.05
52	Assess a client's readiness to learn, learning preferences and barriers to learning	290	4.44	0.05
55	Educate a client about health promotion and maintenance recommendations (e.g., health care provider visits, immunizations)	307	4.45	0.05
106	Access peripheral venous access devices	240	4.46	0.06
146	Provide ostomy care and/or education (e.g., tracheal, enteral)	222	4.46	0.06
151	Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	226	4.46	0.07
124	Monitor the results of diagnostic testing and intervene	232	4.47	0.06
53	Perform preventive screening assessments (e.g., vision, hearing, cognitive, nutrition)	307	4.47	0.05
122	Insert, maintain or remove a urinary catheter	232	4.47	0.05
141	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	226	4.47	0.07
102	Monitor a client receiving blood products	240	4.48	0.07
17	Participate in conflict resolution	380	4.48	0.04
78	Explore reasons for client nonadherence with a treatment plan	274	4.48	0.04
147	Perform suctioning (oral, tracheal, nasopharyngeal)	226	4.48	0.07
95	Assess and maintain site care for a client with enteral tubes	253	4.49	0.06
12	Assess the need for referrals/consults and obtain necessary orders	369	4.50	0.03
63	Assess a client's ability to cope with life changes and provide support	277	4.51	0.04
115	Calculate and monitor intravenous flow rate	238	4.51	0.07
86	Educate and assist a client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	253	4.51	0.05
76	Recognize client stressors that affect care	274	4.52	0.04
152	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	222	4.53	0.05
96	Participate in the medication reconciliation process	253	4.53	0.05
20	Perform procedures necessary to safely admit, transfer and/or discharge a client	369	4.54	0.04
27	Provide support and facilitate learning for new staff and health care students	339	4.54	0.04

Activities Rank Ordered by Average Total Group Importance				
Activity #	Activity	Total Group Importance		
		N	Avg.	Std. Err.
60	Identify barriers to communication	290	4.54	0.04
81	Provide enteral nutrition	253	4.55	0.05
82	Assess client elimination and intervene	253	4.55	0.05
87	Perform irrigations (e.g., bladder, wound, eye)	253	4.55	0.05
80	Monitor a client's nutritional status	274	4.55	0.05
111	Administer medication by enteral/gastrointestinal tube	238	4.55	0.06
23	Use approved abbreviations and standard terminology when documenting care	339	4.55	0.04
40	Participate in internal/external emergency response plans	317	4.56	0.04
68	Incorporate a client's cultural practices and beliefs when planning and providing care	274	4.56	0.04
144	Manage the care of a client with a fluid and electrolyte imbalance	222	4.56	0.05
123	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	231	4.56	0.04
70	Assess a client for abuse or neglect and intervene	274	4.57	0.05
38	Adhere to security procedures (e.g., newborn nursery security, controlled access)	317	4.57	0.05
77	Recognize health care provider stressors that affect client care	277	4.57	0.04
26	Assess and develop professional competence (e.g., self-reflection, professional activities)	317	4.57	0.04
117	Initiate, maintain and remove a continuous subcutaneous infusion	238	4.58	0.06
15	Integrate advance directives into a client's care plan	380	4.58	0.04
126	Evaluate responses to procedures and treatments and intervene	232	4.59	0.05
137	Identify pathophysiology related to an acute or chronic condition	231	4.59	0.05
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	317	4.60	0.04
71	Provide care and support to clients with acute and chronic mental health disorders	277	4.60	0.04
85	Assess client ability to perform activities of daily living and intervene	253	4.60	0.04
91	Provide nonpharmacological comfort measures	253	4.60	0.04
139	Educate a client regarding an acute or chronic condition	226	4.61	0.05
145	Maintain optimal temperature of a client	226	4.61	0.05
105	Monitor intravenous infusion and maintain site	238	4.61	0.06
21	Provide education to clients and staff about client rights and responsibilities	339	4.61	0.03
75	Assist a client to cope/adapt to stressful events and changes in health status	277	4.61	0.04
64	Manage and support a client with emotional/behavioural challenges	274	4.62	0.04
127	Educate a client about treatments and procedures	231	4.62	0.05
50	Provide care and education for adult clients ages 65 years and over	290	4.62	0.04
62	Use therapeutic communication techniques	274	4.63	0.04
140	Perform wound care and/or dressing changes	222	4.63	0.04
83	Assess client intake and output and intervene	253	4.63	0.04
69	Provide end-of-life care for a client	277	4.64	0.04
112	Administer a subcutaneous, intradermal or intramuscular medication	240	4.64	0.04

Activities Rank Ordered by Average Total Group Importance				
Activity #	Activity	Total Group Importance		
		N	Avg.	Std. Err.
49	Provide care and education for adult clients ages 18 through 64 years	307	4.64	0.04
36	Safely and appropriately use equipment and associated technology	317	4.64	0.03
94	Implement measures to promote circulation and venous return (e.g., active or passive range of motion, antiembolic stockings, sequential compression devices, positioning and mobilization)	253	4.64	0.04
98	Educate a client about medications	253	4.65	0.04
34	Educate clients and staff regarding infection prevention and control measures	317	4.65	0.03
73	Recognize nonverbal cues to physical and/or psychological stressors	277	4.65	0.04
4	Advocate for client rights and needs	369	4.66	0.03
67	Provide care for a client experiencing sensory and/or cognitive disturbances	277	4.66	0.04
142	Perform emergency care procedures (e.g., cardiopulmonary resuscitation, respiratory support, automated external defibrillator)	222	4.66	0.05
3	Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	380	4.66	0.03
13	Receive and transcribe health care provider orders	380	4.66	0.03
10	Organize workload to manage time effectively	369	4.66	0.03
107	Titrate dosage of medication based on assessment and ordered parameters	238	4.66	0.05
89	Perform skin assessment and/or implement measures to maintain skin integrity	253	4.67	0.04
143	Manage the care of a client with impaired ventilation/oxygenation	226	4.67	0.05
16	Collaborate with interprofessional team members when providing client care	369	4.68	0.03
79	Provide care of a cognitively impaired client	277	4.69	0.03
42	Follow procedures for handling biohazardous and hazardous materials	290	4.69	0.03
14	Obtain consent for nursing care and procedures and provide appropriate client education	369	4.69	0.03
7	Recognize ethical dilemmas and take appropriate action	380	4.69	0.03
65	Assess the potential for violence/aggression and use safety precautions	277	4.70	0.04
113	Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	238	4.70	0.04
2	Provide care within the legislated scope of practice	369	4.71	0.03
29	Provide care for a client to support unbiased treatment and equal access to care, regardless of sexual orientation, gender identity and/or gender expression	339	4.72	0.03
110	Administer medication by oral route	240	4.73	0.04
121	Perform focused assessments	231	4.73	0.04
18	Recognize limitations of one's competence and seek assistance when needed	369	4.73	0.03
104	Handle and/or administer controlled substances within legislated guidelines	240	4.73	0.04
19	Report client information as required by law (e.g., abuse/neglect, communicable disease)	380	4.74	0.03
138	Recognize signs and symptoms of a client's complications and intervene	232	4.74	0.04
51	Perform comprehensive health assessments	307	4.74	0.03
25	Involve a client in care decision-making	339	4.75	0.03
119	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	238	4.75	0.04
35	Use ergonomic principles when providing care (e.g., safe client handling, proper body mechanics)	339	4.75	0.03

Activities Rank Ordered by Average Total Group Importance				
Activity #	Activity	Total Group Importance		
		N	Avg.	Std. Err.
37	Follow policies and procedures for use of restraints	339	4.76	0.03
92	Assess a client for pain and intervene	253	4.77	0.03
100	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	253	4.79	0.03
5	Provide and receive handoff of care (report) on an assigned client	380	4.79	0.03
120	Assess and respond to changes and/or trends in a client's vital signs	240	4.79	0.03
8	Practice in a manner consistent with a code of ethics for nurses (e.g., nondiscriminatory, unbiased, do no harm)	369	4.79	0.02
99	Perform calculations needed for medication administration	253	4.79	0.04
39	Promote and educate clients on safety and injury prevention (e.g., falls, electrical hazards)	339	4.80	0.02
118	Recognize trends and changes in a client's condition and intervene	240	4.81	0.03
33	Identify practice errors/near misses and intervene	339	4.81	0.02
31	Assess a client for allergies and sensitivities and intervene as needed	339	4.81	0.02
9	Prioritize the delivery of client care	380	4.83	0.02
32	Verify appropriateness and accuracy of health care provider orders	317	4.84	0.02
41	Apply principles of infection prevention and control (e.g., hand hygiene, aseptic technique, universal precautions/routine practices)	307	4.84	0.02
109	Handle and/or administer high-alert medications	238	4.84	0.03
103	Evaluate a client's response to medication	238	4.87	0.02
1	Maintain client confidentiality and privacy	380	4.88	0.02
30	Ensure proper identification of a client when providing care	317	4.88	0.02
101	Prepare and administer medications using rights of medication administration	238	4.90	0.02
97	Handle and maintain medication in a safe and controlled environment	253	4.91	0.02

APPENDIX G: ACTIVITIES RANK ORDERED BY AVERAGE SETTING-SPECIFIC CLINICAL JUDGMENT

Activities Rank Ordered by Average Setting-Specific Clinical Judgment				
Activity #	Activity	Setting-Specific Clinical Judgment		
		N	Avg.	Std. Err.
22	Participate in performance improvement projects and quality improvement processes	276	3.41	0.05
90	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	195	3.47	0.05
11	Assign and supervise care of a client provided by others (e.g., unregulated care providers)	359	3.47	0.04
84	Assess client sleep/rest patterns and intervene	242	3.51	0.04
74	Provide care for a client experiencing grief or loss	240	3.53	0.04
61	Assess a client's growth and development throughout the lifespan	173	3.53	0.06
72	Assess family dynamics to determine care plans	237	3.54	0.04
23	Use approved abbreviations and standard terminology when documenting care	338	3.54	0.04
154	Remove wound sutures or staples	164	3.54	0.05
88	Perform postmortem care	176	3.55	0.05
28	Incorporate the use of Indigenous health knowledge and practices when planning and providing care to an Indigenous client	244	3.55	0.05
52	Assess a client's readiness to learn, learning preferences and barriers to learning	275	3.56	0.04
68	Incorporate a client's cultural practices and beliefs when planning and providing care	262	3.57	0.04
58	Assess a client about determinants of health and implement interventions	243	3.58	0.04
6	Initiate, evaluate and update a client care plan	351	3.59	0.04
54	Educate a client about prevention and treatment of high-risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	246	3.59	0.04
59	Identify and facilitate access to community resources for a client	241	3.60	0.04
93	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	184	3.60	0.05
17	Participate in conflict resolution	353	3.60	0.03
146	Provide ostomy care and/or education (e.g., tracheal, enteral)	192	3.60	0.05
78	Explore reasons for client nonadherence with a treatment plan	258	3.61	0.04
55	Educate a client about health promotion and maintenance recommendations (e.g., health care provider visits, immunizations)	277	3.62	0.04
56	Plan and/or participate in health care activities for a client in a community setting	163	3.62	0.05
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	272	3.63	0.04
122	Insert, maintain or remove a urinary catheter	211	3.63	0.04
76	Recognize client stressors that affect care	268	3.63	0.04
91	Provide nonpharmacological comfort measures	252	3.63	0.04
60	Identify barriers to communication	289	3.63	0.04
86	Educate and assist a client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	235	3.63	0.04
12	Assess the need for referrals/consults and obtain necessary orders	361	3.63	0.03
123	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	220	3.64	0.04

Activities Rank Ordered by Average Setting-Specific Clinical Judgment				
Activity #	Activity	Setting-Specific Clinical Judgment		
		N	Avg.	Std. Err.
134	Provide care for a client following a procedure with conscious sedation	135	3.64	0.05
63	Assess a client's ability to cope with life changes and provide support	255	3.64	0.04
80	Monitor a client's nutritional status	262	3.64	0.04
82	Assess client elimination and intervene	245	3.64	0.04
136	Monitor continuous or intermittent suction of a nasogastric (NG) tube	147	3.65	0.05
38	Adhere to security procedures (e.g., newborn nursery security, controlled access)	258	3.65	0.04
85	Assess client ability to perform activities of daily living and intervene	245	3.66	0.04
27	Provide support and facilitate learning for new staff and health care students	321	3.66	0.03
26	Assess and develop professional competence (e.g., self-reflection, professional activities)	311	3.66	0.03
77	Recognize health care provider stressors that affect client care	270	3.66	0.03
148	Manage the care of a client with a permanent pacing device	159	3.66	0.05
21	Provide education to clients and staff about client rights and responsibilities	331	3.66	0.03
53	Perform preventive screening assessments (e.g., vision, hearing, cognitive, nutrition)	264	3.66	0.04
130	Perform diagnostic testing (e.g., bladder scanning, point-of-care testing) and intervene	198	3.67	0.04
128	Maintain or remove a nasal/oral gastrointestinal tube	148	3.67	0.05
57	Assess a client's ability to manage care in a home environment and plan care accordingly	245	3.67	0.04
124	Monitor the results of diagnostic testing and intervene	208	3.67	0.04
87	Perform irrigations (e.g., bladder, wound, eye)	227	3.67	0.04
150	Provide postoperative care	148	3.68	0.05
106	Access peripheral venous access devices	185	3.68	0.04
50	Provide care and education for adult clients ages 65 years and over	276	3.68	0.03
48	Provide care and education for preschool, school-age and adolescent clients ages 3 through 17 years	110	3.68	0.05
83	Assess client intake and output and intervene	242	3.68	0.04
44	Provide care and education for an antepartum client	107	3.68	0.06
66	Assess a client for substance misuse, dependency, withdrawal or toxicities, and intervene	209	3.68	0.04
125	Provide preoperative care	143	3.69	0.05
152	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	207	3.69	0.04
36	Safely and appropriately use equipment and associated technology	316	3.69	0.03
75	Assist a client to cope/adapt to stressful events and changes in health status	269	3.69	0.03
144	Manage the care of a client with a fluid and electrolyte imbalance	196	3.69	0.04
64	Manage and support a client with emotional/behavioural challenges	270	3.69	0.03
81	Provide enteral nutrition	223	3.69	0.04
42	Follow procedures for handling biohazardous and hazardous materials	278	3.69	0.03
149	Assist with invasive procedures (e.g., central line, thoracentesis)	110	3.69	0.06
40	Participate in internal/external emergency response plans	266	3.70	0.04

Activities Rank Ordered by Average Setting-Specific Clinical Judgment				
Activity #	Activity	Setting-Specific Clinical Judgment		
		N	Avg.	Std. Err.
153	Perform wound drainage device removal	135	3.70	0.05
126	Evaluate responses to procedures and treatments and intervene	224	3.70	0.03
34	Educate clients and staff regarding infection prevention and control measures	309	3.70	0.03
16	Collaborate with interprofessional team members when providing client care	369	3.71	0.03
15	Integrate advance directives into a client's care plan	337	3.71	0.03
139	Educate a client regarding an acute or chronic condition	210	3.71	0.04
95	Assess and maintain site care for a client with enteral tubes	214	3.71	0.04
98	Educate a client about medications	251	3.71	0.03
62	Use therapeutic communication techniques	272	3.71	0.04
45	Provide care and education for a client in labour	84	3.71	0.07
67	Provide care for a client experiencing sensory and/or cognitive disturbances	271	3.72	0.03
35	Use ergonomic principles when providing care (e.g., safe client handling, proper body mechanics)	338	3.72	0.03
131	Maintain or remove a peripheral intravenous line	173	3.72	0.04
94	Implement measures to promote circulation and venous return (e.g., active or passive range of motion, antiembolic stockings, sequential compression devices, positioning and mobilization)	244	3.72	0.03
29	Provide care for a client to support unbiased treatment and equal access to care, regardless of sexual orientation, gender identity and/or gender expression	323	3.72	0.03
10	Organize workload to manage time effectively	369	3.72	0.03
71	Provide care and support to clients with acute and chronic mental health disorders	255	3.72	0.03
46	Provide postpartum care and education	97	3.72	0.05
47	Provide care and education for newborn, infant and toddler clients from birth through 2 years	90	3.72	0.06
113	Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	232	3.72	0.04
13	Receive and transcribe health care provider orders	359	3.72	0.03
96	Participate in the medication reconciliation process	229	3.72	0.03
133	Provide preoperative or postoperative education	153	3.73	0.04
70	Assess a client for abuse or neglect and intervene	217	3.73	0.04
132	Insert a peripheral intravenous line	151	3.73	0.05
108	Monitor a client receiving parenteral nutrition and evaluate the client's response	182	3.73	0.04
155	Identify basic cardiac rhythm strip abnormalities (e.g., sinus bradycardia, ventricular tachycardia, ventricular fibrillation)	149	3.73	0.05
20	Perform procedures necessary to safely admit, transfer and/or discharge a client	344	3.73	0.03
129	Insert a nasal/oral gastrointestinal tube	116	3.73	0.06
4	Advocate for client rights and needs	367	3.73	0.03
49	Provide care and education for adult clients ages 18 through 64 years	286	3.74	0.03
112	Administer a subcutaneous, intradermal or intramuscular medication	233	3.74	0.03
127	Educate a client about treatments and procedures	214	3.74	0.03
140	Perform wound care and/or dressing changes	219	3.74	0.03

Activities Rank Ordered by Average Setting-Specific Clinical Judgment				
Activity #	Activity	Setting-Specific Clinical Judgment		
		N	Avg.	Std. Err.
142	Perform emergency care procedures (e.g., cardiopulmonary resuscitation, respiratory support, automated external defibrillator)	141	3.74	0.05
79	Provide care of a cognitively impaired client	271	3.75	0.03
14	Obtain consent for nursing care and procedures and provide appropriate client education	366	3.75	0.03
141	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	166	3.75	0.04
147	Perform suctioning (oral, tracheal, nasopharyngeal)	170	3.75	0.04
43	Provide prenatal care and education	112	3.75	0.05
73	Recognize nonverbal cues to physical and/or psychological stressors	273	3.75	0.03
3	Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	375	3.75	0.03
111	Administer medication by enteral/gastrointestinal tube	196	3.76	0.04
135	Maintain a percutaneous feeding tube	157	3.76	0.04
114	Administer intravenous medication via secondary line	178	3.76	0.04
151	Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	142	3.76	0.05
116	Maintain pain control devices (e.g., patient-controlled analgesia, peripheral nerve catheter)	164	3.76	0.04
145	Maintain optimal temperature of a client	208	3.76	0.03
89	Perform skin assessment and/or implement measures to maintain skin integrity	248	3.77	0.03
104	Handle and/or administer controlled substances within legislated guidelines	230	3.77	0.04
117	Initiate, maintain and remove a continuous subcutaneous infusion	191	3.77	0.04
137	Identify pathophysiology related to an acute or chronic condition	200	3.77	0.04
69	Provide end-of-life care for a client	241	3.77	0.03
65	Assess the potential for violence/aggression and use safety precautions	263	3.78	0.03
18	Recognize limitations of one's competence and seek assistance when needed	368	3.78	0.03
7	Recognize ethical dilemmas and take appropriate action	366	3.79	0.02
1	Maintain client confidentiality and privacy	378	3.79	0.03
25	Involve a client in care decision-making	336	3.79	0.02
138	Recognize signs and symptoms of a client's complications and intervene	223	3.79	0.03
119	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	229	3.79	0.03
19	Report client information as required by law (e.g., abuse/neglect, communicable disease)	300	3.80	0.03
39	Promote and educate clients on safety and injury prevention (e.g., falls, electrical hazards)	335	3.80	0.03
110	Administer medication by oral route	235	3.80	0.03
8	Practice in a manner consistent with a code of ethics for nurses (e.g., nondiscriminatory, unbiased, do no harm)	369	3.80	0.02
37	Follow policies and procedures for use of restraints	306	3.80	0.03
2	Provide care within the legislated scope of practice	369	3.81	0.02
5	Provide and receive handoff of care (report) on an assigned client	376	3.81	0.02
30	Ensure proper identification of a client when providing care	316	3.81	0.03

Activities Rank Ordered by Average Setting-Specific Clinical Judgment				
Activity #	Activity	Setting-Specific Clinical Judgment		
		N	Avg.	Std. Err.
92	Assess a client for pain and intervene	251	3.82	0.03
115	Calculate and monitor intravenous flow rate	181	3.82	0.03
143	Manage the care of a client with impaired ventilation/oxygenation	200	3.83	0.03
121	Perform focused assessments	226	3.83	0.03
107	Titrate dosage of medication based on assessment and ordered parameters	204	3.83	0.03
105	Monitor intravenous infusion and maintain site	196	3.84	0.03
102	Monitor a client receiving blood products	154	3.84	0.03
41	Apply principles of infection prevention and control (e.g., hand hygiene, aseptic technique, universal precautions/routine practices)	307	3.84	0.03
118	Recognize trends and changes in a client's condition and intervene	237	3.84	0.03
100	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	252	3.85	0.02
51	Perform comprehensive health assessments	298	3.85	0.03
33	Identify practice errors/near misses and intervene	318	3.86	0.02
31	Assess a client for allergies and sensitivities and intervene as needed	316	3.86	0.02
32	Verify appropriateness and accuracy of health care provider orders	313	3.87	0.02
120	Assess and respond to changes and/or trends in a client's vital signs	237	3.87	0.02
99	Perform calculations needed for medication administration	242	3.88	0.03
103	Evaluate a client's response to medication	238	3.88	0.02
97	Handle and maintain medication in a safe and controlled environment	253	3.89	0.02
9	Prioritize the delivery of client care	377	3.89	0.02
109	Handle and/or administer high-alert medications	234	3.91	0.02
101	Prepare and administer medications using rights of medication administration	236	3.92	0.02

APPENDIX H: ACTIVITIES RANK ORDERED BY AVERAGE TOTAL GROUP CLINICAL JUDGMENT

Activities Rank Ordered by Average Total Group Clinical Judgment				
Activity #	Activity	Total Group Clinical Judgment		
		N	Avg.	Std. Err.
47	Provide care and education for newborn, infant and toddler clients from birth through 2 years	307	3.23	0.06
48	Provide care and education for preschool, school-age and adolescent clients ages 3 through 17 years	290	3.24	0.06
46	Provide postpartum care and education	290	3.24	0.06
45	Provide care and education for a client in labour	307	3.24	0.06
44	Provide care and education for an antepartum client	290	3.25	0.06
43	Provide prenatal care and education	307	3.26	0.06
56	Plan and/or participate in health care activities for a client in a community setting	290	3.27	0.06
61	Assess a client's growth and development throughout the lifespan	277	3.29	0.06
22	Participate in performance improvement projects and quality improvement processes	317	3.31	0.05
90	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	253	3.33	0.06
154	Remove wound sutures or staples	222	3.35	0.06
88	Perform postmortem care	253	3.36	0.06
93	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces)	253	3.40	0.06
136	Monitor continuous or intermittent suction of a nasogastric (NG) tube	232	3.40	0.06
128	Maintain or remove a nasal/oral gastrointestinal tube	232	3.41	0.06
134	Provide care for a client following a procedure with conscious sedation	232	3.41	0.06
149	Assist with invasive procedures (e.g., central line, thoracentesis)	226	3.42	0.06
132	Insert a peripheral intravenous line	232	3.43	0.06
150	Provide postoperative care	222	3.43	0.06
148	Manage the care of a client with a permanent pacing device	222	3.43	0.06
129	Insert a nasal/oral gastrointestinal tube	231	3.44	0.06
153	Perform wound drainage device removal	226	3.45	0.06
11	Assign and supervise care of a client provided by others (e.g., unregulated care providers)	380	3.45	0.04
58	Assess a client about determinants of health and implement interventions	290	3.45	0.05
72	Assess family dynamics to determine care plans	274	3.45	0.05
125	Provide preoperative care	231	3.46	0.06
135	Maintain a percutaneous feeding tube	231	3.46	0.06
84	Assess client sleep/rest patterns and intervene	253	3.47	0.05
59	Identify and facilitate access to community resources for a client	307	3.47	0.05
74	Provide care for a client experiencing grief or loss	274	3.47	0.05
133	Provide preoperative or postoperative education	231	3.48	0.06
28	Incorporate the use of Indigenous health knowledge and practices when planning and providing care to an Indigenous client	317	3.49	0.04

Activities Rank Ordered by Average Total Group Clinical Judgment				
Activity #	Activity	Total Group Clinical Judgment		
		N	Avg.	Std. Err.
54	Educate a client about prevention and treatment of high-risk health behaviours (e.g., smoking cessation, safe sexual practice, needle exchange)	290	3.49	0.05
155	Identify basic cardiac rhythm strip abnormalities (e.g., sinus bradycardia, ventricular tachycardia, ventricular fibrillation)	226	3.50	0.06
116	Maintain pain control devices (e.g., patient-controlled analgesia, peripheral nerve catheter)	240	3.50	0.06
108	Monitor a client receiving parenteral nutrition and evaluate the client's response	240	3.50	0.06
151	Manage the care of a client with alteration in hemodynamics, tissue perfusion and/or hemostasis	226	3.50	0.06
114	Administer intravenous medication via secondary line	240	3.52	0.06
52	Assess a client's readiness to learn, learning preferences and barriers to learning	290	3.53	0.04
146	Provide ostomy care and/or education (e.g., tracheal, enteral)	222	3.53	0.05
6	Initiate, evaluate and update a client care plan	369	3.54	0.04
106	Access peripheral venous access devices	240	3.54	0.05
38	Adhere to security procedures (e.g., newborn nursery security, controlled access)	317	3.54	0.05
66	Assess a client for substance misuse, dependency, withdrawal or toxicities, and intervene	274	3.54	0.05
131	Maintain or remove a peripheral intravenous line	231	3.54	0.05
23	Use approved abbreviations and standard terminology when documenting care	339	3.54	0.04
55	Educate a client about health promotion and maintenance recommendations (e.g., health care provider visits, immunizations)	307	3.55	0.04
68	Incorporate a client's cultural practices and beliefs when planning and providing care	274	3.55	0.04
130	Perform diagnostic testing (e.g., bladder scanning, point-of-care testing) and intervene	232	3.56	0.05
147	Perform suctioning (oral, tracheal, nasopharyngeal)	226	3.56	0.06
17	Participate in conflict resolution	380	3.56	0.04
95	Assess and maintain site care for a client with enteral tubes	253	3.56	0.05
141	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	226	3.56	0.06
57	Assess a client's ability to manage care in a home environment and plan care accordingly	307	3.56	0.04
122	Insert, maintain or remove a urinary catheter	232	3.56	0.05
86	Educate and assist a client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	253	3.57	0.04
63	Assess a client's ability to cope with life changes and provide support	277	3.57	0.04
102	Monitor a client receiving blood products	240	3.58	0.06
53	Perform preventive screening assessments (e.g., vision, hearing, cognitive, nutrition)	307	3.58	0.04
78	Explore reasons for client nonadherence with a treatment plan	274	3.58	0.04
115	Calculate and monitor intravenous flow rate	238	3.58	0.06
124	Monitor the results of diagnostic testing and intervene	232	3.60	0.04
123	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	231	3.60	0.04
81	Provide enteral nutrition	253	3.61	0.04
82	Assess client elimination and intervene	253	3.61	0.04

Activities Rank Ordered by Average Total Group Clinical Judgment				
Activity #	Activity	Total Group Clinical Judgment		
		N	Avg.	Std. Err.
80	Monitor a client's nutritional status	274	3.61	0.04
27	Provide support and facilitate learning for new staff and health care students	339	3.61	0.04
152	Evaluate the effectiveness of the treatment plan for a client with an acute or chronic diagnosis	222	3.61	0.04
76	Recognize client stressors that affect care	274	3.61	0.04
144	Manage the care of a client with a fluid and electrolyte imbalance	222	3.62	0.05
40	Participate in internal/external emergency response plans	317	3.62	0.04
111	Administer medication by enteral/gastrointestinal tube	238	3.62	0.05
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	317	3.62	0.04
12	Assess the need for referrals/consults and obtain necessary orders	369	3.63	0.03
117	Initiate, maintain and remove a continuous subcutaneous infusion	238	3.63	0.05
91	Provide nonpharmacological comfort measures	253	3.63	0.04
60	Identify barriers to communication	290	3.63	0.04
87	Perform irrigations (e.g., bladder, wound, eye)	253	3.63	0.04
96	Participate in the medication reconciliation process	253	3.63	0.04
77	Recognize health care provider stressors that affect client care	277	3.64	0.04
50	Provide care and education for adult clients ages 65 years and over	290	3.64	0.04
21	Provide education to clients and staff about client rights and responsibilities	339	3.64	0.03
26	Assess and develop professional competence (e.g., self-reflection, professional activities)	317	3.65	0.03
15	Integrate advance directives into a client's care plan	380	3.65	0.03
142	Perform emergency care procedures (e.g., cardiopulmonary resuscitation, respiratory support, automated external defibrillator)	222	3.65	0.05
83	Assess client intake and output and intervene	253	3.66	0.04
85	Assess client ability to perform activities of daily living and intervene	253	3.66	0.04
70	Assess a client for abuse or neglect and intervene	274	3.66	0.04
137	Identify pathophysiology related to an acute or chronic condition	231	3.66	0.05
139	Educate a client regarding an acute or chronic condition	226	3.66	0.04
75	Assist a client to cope/adapt to stressful events and changes in health status	277	3.66	0.03
20	Perform procedures necessary to safely admit, transfer and/or discharge a client	369	3.67	0.04
71	Provide care and support to clients with acute and chronic mental health disorders	277	3.67	0.04
29	Provide care for a client to support unbiased treatment and equal access to care, regardless of sexual orientation, gender identity and/or gender expression	339	3.68	0.04
42	Follow procedures for handling biohazardous and hazardous materials	290	3.68	0.03
126	Evaluate responses to procedures and treatments and intervene	232	3.68	0.04
94	Implement measures to promote circulation and venous return (e.g., active or passive range of motion, antiembolic stockings, sequential compression devices, positioning and mobilization)	253	3.68	0.04
127	Educate a client about treatments and procedures	231	3.68	0.04
34	Educate clients and staff regarding infection prevention and control measures	317	3.68	0.03

Activities Rank Ordered by Average Total Group Clinical Judgment				
Activity #	Activity	Total Group Clinical Judgment		
		N	Avg.	Std. Err.
105	Monitor intravenous infusion and maintain site	238	3.68	0.05
145	Maintain optimal temperature of a client	226	3.69	0.04
69	Provide end-of-life care for a client	277	3.69	0.04
36	Safely and appropriately use equipment and associated technology	317	3.69	0.03
64	Manage and support a client with emotional/behavioural challenges	274	3.69	0.03
49	Provide care and education for adult clients ages 18 through 64 years	307	3.70	0.03
13	Receive and transcribe health care provider orders	380	3.71	0.03
16	Collaborate with interprofessional team members when providing client care	369	3.71	0.03
98	Educate a client about medications	253	3.71	0.03
62	Use therapeutic communication techniques	274	3.71	0.04
113	Administer medication by ear, eye, nose, inhalation, rectum, vagina or skin route	238	3.71	0.04
35	Use ergonomic principles when providing care (e.g., safe client handling, proper body mechanics)	339	3.71	0.03
67	Provide care for a client experiencing sensory and/or cognitive disturbances	277	3.71	0.03
112	Administer a subcutaneous, intradermal or intramuscular medication	240	3.71	0.04
107	Titrate dosage of medication based on assessment and ordered parameters	238	3.71	0.05
10	Organize workload to manage time effectively	369	3.72	0.03
140	Perform wound care and/or dressing changes	222	3.73	0.04
4	Advocate for client rights and needs	369	3.73	0.03
104	Handle and/or administer controlled substances within legislated guidelines	240	3.73	0.04
79	Provide care of a cognitively impaired client	277	3.73	0.03
3	Utilize resources to enhance client care (e.g., evidenced-based research, information technology, policies and procedures)	380	3.74	0.03
14	Obtain consent for nursing care and procedures and provide appropriate client education	369	3.74	0.03
143	Manage the care of a client with impaired ventilation/oxygenation	226	3.75	0.04
19	Report client information as required by law (e.g., abuse/neglect, communicable disease)	380	3.75	0.03
65	Assess the potential for violence/aggression and use safety precautions	277	3.75	0.03
73	Recognize nonverbal cues to physical and/or psychological stressors	277	3.75	0.03
89	Perform skin assessment and/or implement measures to maintain skin integrity	253	3.76	0.03
37	Follow policies and procedures for use of restraints	339	3.76	0.03
110	Administer medication by oral route	240	3.77	0.03
138	Recognize signs and symptoms of a client's complications and intervene	232	3.78	0.03
119	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	238	3.78	0.03
39	Promote and educate clients on safety and injury prevention (e.g., falls, electrical hazards)	339	3.78	0.03
7	Recognize ethical dilemmas and take appropriate action	380	3.78	0.02
18	Recognize limitations of one's competence and seek assistance when needed	369	3.78	0.03
25	Involve a client in care decision-making	339	3.78	0.03

Activities Rank Ordered by Average Total Group Clinical Judgment				
Activity #	Activity	Total Group Clinical Judgment		
		N	Avg.	Std. Err.
1	Maintain client confidentiality and privacy	380	3.79	0.03
5	Provide and receive handoff of care (report) on an assigned client	380	3.79	0.03
8	Practice in a manner consistent with a code of ethics for nurses (e.g., nondiscriminatory, unbiased, do no harm)	369	3.80	0.02
30	Ensure proper identification of a client when providing care	317	3.80	0.03
2	Provide care within the legislated scope of practice	369	3.81	0.02
51	Perform comprehensive health assessments	307	3.81	0.03
121	Perform focused assessments	231	3.81	0.03
92	Assess a client for pain and intervene	253	3.81	0.03
31	Assess a client for allergies and sensitivities and intervene as needed	339	3.82	0.03
100	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	253	3.83	0.03
99	Perform calculations needed for medication administration	253	3.84	0.03
41	Apply principles of infection prevention and control (e.g., hand hygiene, aseptic technique, universal precautions/routine practices)	307	3.84	0.03
118	Recognize trends and changes in a client's condition and intervene	240	3.84	0.03
33	Identify practice errors/near misses and intervene	339	3.85	0.02
120	Assess and respond to changes and/or trends in a client's vital signs	240	3.86	0.03
32	Verify appropriateness and accuracy of health care provider orders	317	3.87	0.02
109	Handle and/or administer high-alert medications	238	3.88	0.03
103	Evaluate a client's response to medication	238	3.88	0.02
9	Prioritize the delivery of client care	380	3.88	0.02
97	Handle and maintain medication in a safe and controlled environment	253	3.89	0.02
101	Prepare and administer medications using rights of medication administration	238	3.92	0.02

APPENDIX I: 2025 LPN/RPN PRACTICE ANALYSIS SURVEY NONRESPONDENT STUDY

Introduction

The British Columbia College of Nurses and Midwives (BCCNM) and the College of Nurses of Ontario (CNO) conduct a practice analysis study every five years to assess the practice environment and emerging practice changes. Although the adjusted response rate for the 2025 LPN/RPN Practice Analysis survey had an adequate return rate of approximately 28.5% for the survey, many individuals did not respond to the survey. Out of the 5,033 newly licensed LPN/RPNs who were invited to take the survey, 1,419 returned the survey. BCCNM and CNO wanted to contact a sample of the invitees who chose not to participate in the survey and compare a sample of activity statements as well as demographic information against the 2025 LPN/RPN Practice Analysis survey respondents.

Background of Study

BCCNM and CNO are responsible for the preparation of psychometrically sound and legally defensible licensure examinations. The periodic performance of practice analysis (i.e., job analysis) studies assists BCCNM and CNO in evaluating the validity of the test plan that guides content distribution of the licensure examination.

The findings from the 2025 LPN/RPN Practice Analysis Nonrespondent Study will provide possible reasons why individuals do not participate in surveys and differences between survey respondents and nonrespondents to determine if the nonrespondents were systematically different in terms of demographics and ratings of the activity statements. This study was conducted to determine any potential bias of the results for the practice analysis.

Methodology

Sample Selection

A random sample of newly licensed LPN/RPNs who were invited but did not respond to the 2025 LPN/RPN Practice Analysis survey were contacted via email. The sample was derived from the invitees who received an email invitation for the survey but did not submit their responses. A total of 75 LPN/RPNs from this sample completed the email survey.

Survey Instrument and Process

Nonrespondents were contacted via email. First, nonrespondents were asked about their reasons for not completing the survey. In order to facilitate the gathering of data from nonrespondents, a list of possible reasons was developed as to why invitees may not have responded to the survey based on prior research. Possible reasons included “too busy,” “did not care,” “do not like/trust surveys,” “did not receive” or “other.” Second, individuals were asked demographic information in order to provide background on nonrespondents, including employment setting/specialty and length of time employed as an LPN/RPN. In addition, nonrespondents were asked to rate the frequency of performance, importance and clinical judgment relevancy of 10 activities that were listed in the 2025 LPN/RPN Practice Analysis survey. Nonrespondents were thanked for their time, and the data was recorded.

Nonrespondent Results

Reasons for Not Responding

Reasons provided by the nonrespondent LPN/RPNs included “too busy” (48 responses or 64.0%), “do not like/trust surveys” (six responses or 8.0%) and “did not care” (three responses or 4.0%).

Months Employed as an LPN/RPN

Nonrespondents were asked how long they had been employed as an LPN/RPN. Nonrespondents indicated an average of 7.5 months of work experience, while respondents averaged 6.1 months. Overall, nonrespondents averaged a longer time in their position compared to original survey respondents because they were contacted one month or more after the 2025 LPN/RPN Practice Analysis survey was completed.

Employment Setting/Specialty

Nonrespondents were asked to provide their setting/specialty. The different nursing specialties/employment settings were well represented in this sample and are included in Table I.1. The largest percentage (37.3% or 28 nonrespondents) worked in a medical-surgical setting. Geriatrics/long-term care was also frequently cited (25.3% or 19 nonrespondents). See [Table I.1](#).

Frequency Ratings

Frequency ratings provided by the nonrespondents were compared to the average response rating of the 2025 LPN/RPN Practice Analysis survey respondents. Overall, the frequency ratings were similar between nonrespondents and respondents. Three activity statement frequency ratings between nonrespondents and respondents differed by more than one point, possibly indicating that the activity statements carry a different frequency in certain practice settings. See [Table I.2](#).

Importance Ratings

In general, the activity importance ratings between nonrespondents and respondents were similar, with no activity statement importance rating differing by more than one point. See [Table I.3](#).

Clinical Judgment Ratings

Clinical judgment ratings between nonrespondents and respondents were also very similar. No activity statements for clinical judgment had more than a

one-point difference between nonrespondents and respondents. See [Table I.4](#).

Summary

The nonrespondent study suggests that the main reasons individuals did not complete the 2025 LPN/RPN Practice Analysis survey were that they either were too busy or do not like/trust surveys. In summary, most of the activity statement ratings were similar, which indicates that the results of the survey are not systematically biased. The nonrespondent study provides support for the validity of the 2025 LPN/RPN Practice Analysis results.

Employment Settings	Nonrespondents (N = 75)		Respondents (N = 426)	
	Frequency	%	Frequency	%
Ambulatory care	0	0.0	1	0.2
Community health	4	5.3	30	6.9
Critical care	2	2.7	11	2.5
Emergency care	2	2.7	17	3.9
Geriatrics/long-term care	19	25.3	193	44.3
Home care	4	5.3	30	6.9
Maternity/newborn	0	0	5	1.1
Medicine/surgery	28	37.3	142	32.6
Nursing education	0	0	3	0.7
Nursing research only	0	0	9	2.1
Nursing service	2	2.7	56	12.8
Occupational health	0	0	1	0.2
Oncology	1	1	7	1.6
Operating room/recovery room	0	0	3	0.7
Other administration	0	0	7	1.6
Other direct care	6	8.0	24	5.5
Other education	0	0	1	0.2
Other research	0	0	1	0.2
Pediatrics	0	0	3	0.7
Psychiatry/mental health	3	4.0	31	7.1
Public health	0	0.0	3	0.7
Rehabilitation	4	5.3	47	10.8
Several clinical areas	0	0.0	8	1.8
Teaching employees	0	0	20	4.6
Teaching patients/clients	0	0	8	1.8
Teaching students	0	0	13	3.0
Telehealth	0	0	1	0.2

Note: Nonrespondents were able to select one response. Respondents were able to select two responses.

Table I.2. Activity Statement Frequency Ratings

Activity #	Activity Statement	Nonrespondent Rating	Respondent Rating
11	Assign and supervise care of a client provided by others (e.g., unregulated care providers)	2.97 (N = 75)	3.64 (N = 380)
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	0.68 (N = 75)	2.03 (N = 317)
38	Adhere to security procedures (e.g., newborn nursery security, controlled access)	2.69 (N = 75)	3.25 (N = 317)
57	Assess a client's ability to manage care in a home environment and plan care accordingly	2.67 (N = 75)	2.98 (N = 307)
77	Recognize health care provider stressors that affect client care	2.47 (N = 75)	3.56 (N = 277)
90	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	1.63 (N = 75)	2.13 (N = 253)
96	Participate in the medication reconciliation process	2.31 (N = 75)	3.32 (N = 253)
117	Initiate, maintain and remove a continuous subcutaneous infusion	2.15 (N = 75)	2.79 (N = 238)
134	Provide care for a client following a procedure with conscious sedation	1.19 (N = 75)	1.43 (N = 232)
155	Identify basic cardiac rhythm strip abnormalities (e.g., sinus bradycardia, ventricular tachycardia, ventricular fibrillation)	1.43 (N = 75)	1.85 (N = 226)

Table I.3. Activity Statement Importance Ratings

Activity #	Activity Statement	Nonrespondent Rating	Respondent Rating
11	Assign and supervise care of a client provided by others (e.g., unregulated care providers)	3.88 (N = 75)	4.28 (N = 380)
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	4.45 (N = 75)	4.60 (N = 317)
38	Adhere to security procedures (e.g., newborn nursery security, controlled access)	4.21 (N = 75)	4.57 (N = 317)
57	Assess a client's ability to manage care in a home environment and plan care accordingly	4.01 (N = 75)	4.44 (N = 307)
77	Recognize health care provider stressors that affect client care	4.01 (N = 75)	4.57 (N = 277)
90	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	3.65 (N = 75)	4.17 (N = 253)
96	Participate in the medication reconciliation process	4.21 (N = 75)	4.53 (N = 253)
117	Initiate, maintain and remove a continuous subcutaneous infusion	4.11 (N = 75)	4.58 (N = 238)
134	Provide care for a client following a procedure with conscious sedation	4.11 (N = 75)	4.27 (N = 232)
155	Identify basic cardiac rhythm strip abnormalities (e.g., sinus bradycardia, ventricular tachycardia, ventricular fibrillation)	4.28 (N = 75)	4.41 (N = 226)

Activity #	Activity Statement	Nonrespondent Rating	Respondent Rating
11	Assign and supervise care of a client provided by others (e.g., unregulated care providers)	3.16 (N = 75)	3.45 (N = 380)
24	Respond to the unsafe practice of a health care provider (e.g., intervene, report)	3.59 (N = 75)	3.62 (N = 317)
38	Adhere to security procedures (e.g., newborn nursery security, controlled access)	3.31 (N = 75)	3.54 (N = 317)
57	Assess a client's ability to manage care in a home environment and plan care accordingly	3.32 (N = 75)	3.56 (N = 307)
77	Recognize health care provider stressors that affect client care	3.19 (N = 75)	3.64 (N = 277)
90	Identify use of client alternative therapies and potential contraindications (e.g., aromatherapy, acupressure, supplements)	2.89 (N = 75)	3.33 (N = 253)
96	Participate in the medication reconciliation process	3.33 (N = 75)	3.63 (N = 253)
117	Initiate, maintain and remove a continuous subcutaneous infusion	3.21 (N = 75)	3.63 (N = 238)
134	Provide care for a client following a procedure with conscious sedation	3.31 (N = 75)	3.41 (N = 232)
155	Identify basic cardiac rhythm strip abnormalities (e.g., sinus bradycardia, ventricular tachycardia, ventricular fibrillation)	3.49 (N = 75)	3.50 (N = 226)



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