



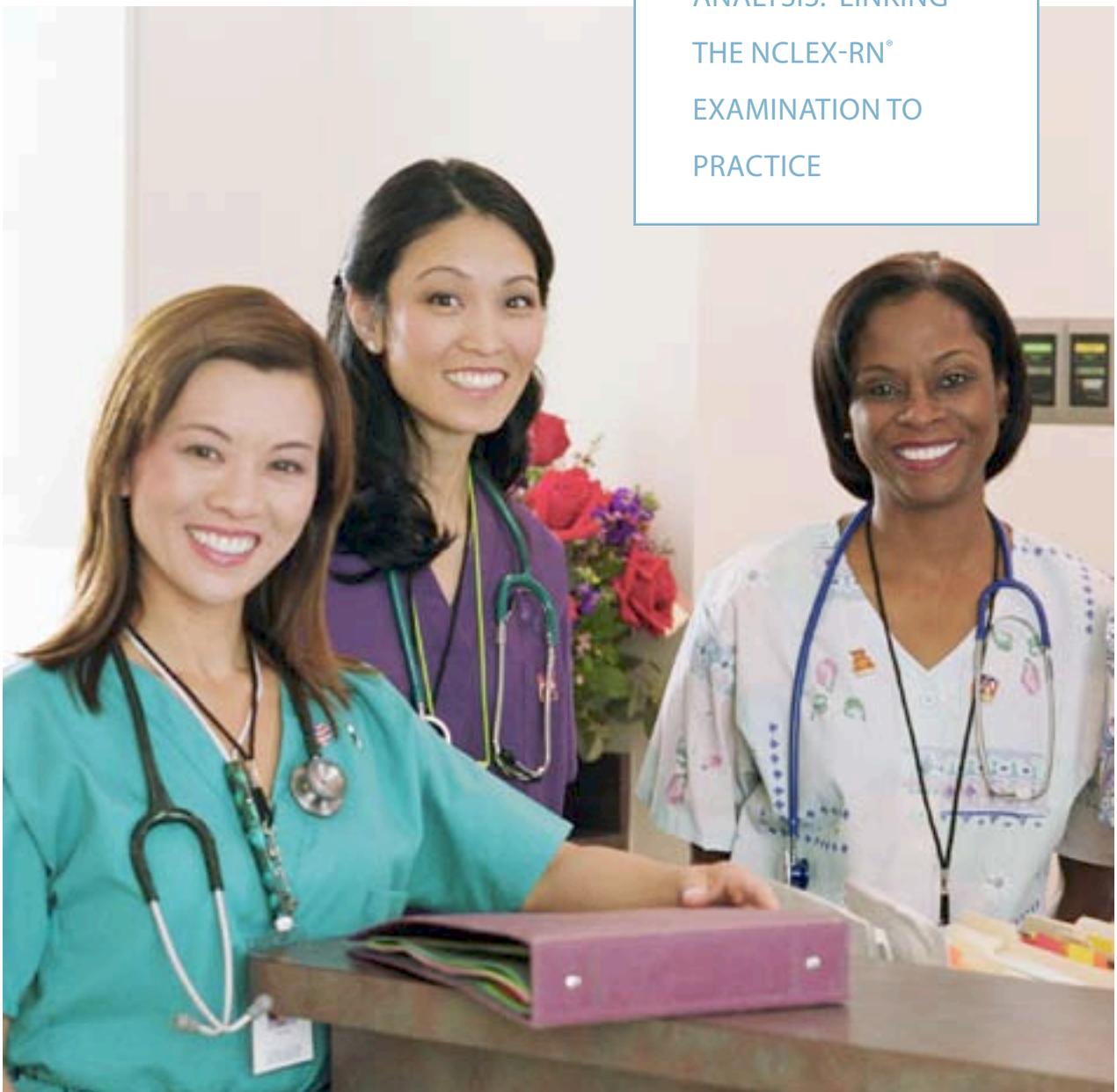
NCSBN

National Council of State Boards of Nursing

NCSBN RESEARCH BRIEF

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REPORT OF FINDINGS FROM  
THE 2005 RN PRACTICE  
ANALYSIS: LINKING  
THE NCLEX-RN®  
EXAMINATION TO  
PRACTICE



Report of Findings from the  
2005 RN Practice  
Analysis: Linking  
the NCLEX-RN<sup>®</sup>  
Examination to  
Practice

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National Council of State Boards of Nursing (NCSBN)

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## Background of Study

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

## Methodology

A number of steps are necessary to perform an analysis of entry-level registered nurse (RN) practice. This section provides a description of the methodology used to conduct the 2005 RN Practice Analysis study. Descriptions of Subject Matter Expert (SME) Panel processes, questionnaire development, sample selection and data collection procedures are provided as well as information about assurance of confidentiality, response rates and the degree to which participants were representative of the population of newly licensed RNs.

### Panel of Subject Matter Experts

A panel of 10 RNs was assembled to assist with the practice analysis. Panel members all worked with and/or supervised the practice of newly licensed RNs within their first six months of practice and represented all geographic areas of the country and all major nursing specialties. See Appendix A for a listing of Panel members.

The Panel of experts performed several tasks crucial to the success of the practice analysis study. First, they reviewed summaries of activities from activity logs completed by 31 newly licensed RNs working in various practice settings across the United States. Using the findings from the activity logs, past practice analysis task statements, job descriptions, job orientations and performance evaluation documents, as well as their own intimate knowledge of new nurse practice, the Panel approved a category structure that could be used to outline the types of activities performed by new nurses. The panelists were careful to approve a category structure that was clear, understandable and logical.

Once the list of categories of new nurse activities was created, the Panel members worked to create a list of nursing activities performed within each category. Each nursing activity was

reviewed for applicability to entry-level practice and for its relationship to the delivery of safe care to members of the public. Care was taken to create the list of nursing activities at approximately the same level of specificity, and to avoid redundancy within and between categories.

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

### Questionnaire Development

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

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

1 and 86 activity statements on Form 2. Except for the 64 activity statements unique to Form 1 and the 63 activity statements unique Form 2, the two survey questionnaires were identical.

The survey contained six sections. In the first section, questions related to the participant's work experience, including months of work as an RN and type and length of work orientation. The second section contained questions about the respondents' work environments including questions about work settings, client characteristics and work schedules. The third section focused upon nursing activity performance needed to practice entry-level nursing. The fourth section requested information on the respondents' last day of work including numbers of hours worked, number of clients for whom care was provided and the amount of time spent in various types of nursing activities. The fifth section asked for basic demographic information. The sixth and final section provided space for respondents to

write comments or suggestions about the study. Form 1 and Form 2 of the survey questionnaire used in the 2005 RN Practice Analysis can be found in Appendix B.

## Survey Process

### Sample Selection

A stratified random sample of 6,000 RNs was selected from lists of candidates who were successful on the NCLEX-RN® examinations from January 1, 2005 through May 31, 2005. The sample was stratified by area of the country, with processes being used to include representative numbers of subjects from each NCSBN jurisdiction.

### Representativeness

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

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

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

There were 25,310 passing candidates in the sampling frame for this period of time, of which 6,000 were included in the actual sample. Of the 6,000 people surveyed, 1,666 responded. The percentage of respondents from each geographic area roughly corresponds to the percentage of people in the sampling frame for those geographic areas.

### Mailing Procedure

The sample of 6,000 RNs was split into two cohorts while maintaining the stratification within each cohort. One cohort received Form 1 (Appendix B.1) and the other received Form 2 (Appendix B.2). A five-stage mailing process was used to engage the participants in the study. A presurvey letter was sent to each person selected for the sample. One week later, the survey was mailed with a cover letter and postage-paid return envelope. The following week, a postcard was sent to all participants reiterating the importance of the study and urging participation. Approximately one week after the first postcard, a second reminder postcard was sent and two weeks later, the third and final reminder postcard was mailed. The survey was conducted from June through July 2005.

### Confidentiality

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

### Return Rates

Fifty-three surveys were returned due to incorrect addresses and 253 respondents did not qualify for survey ratings. The 253 who did not qualify either: (a) were not currently working in the United States; (b) were working less than 20 hours per week as an RN or (c) failed to answer the previous two demographic questions. This reduced the sample size from 6,000 to 5,694. For the 1,666 people who did qualify, this yielded an adjusted response rate of more than 29% for the mail-based surveys. This was an increase of more than 300 respondents when compared to the 2002 Practice Analysis study. The resulting statistics should be more stable (i.e., contain less measurement error) due to the larger number of responses.

### Summary

A Panel of RNs with expertise in the practice of newly licensed nurses met and created a list of nurse activities that might be performed by the newly licensed nurses. A data collection instrument was sent to 6,000 individuals selected at random from among all individuals who passed the NCLEX-RN® examination between January 1, 2005 and May 31, 2005. A response rate of more than 29% of analyzable surveys was obtained. This practice analysis contains the responses of 1,666 newly licensed RNs.

## Study Participants: Demographics, Experiences and Practice Environments of Participants

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

### Demographics/Past Experiences

The majority of survey respondents reported that they were female (91.9%). See Figure 1 for respondent gender. This represented a slight increase from the percentage found in the 2002 RN Practice Analysis (Smith & Crawford, 2003). The age of respondent nurses averaged 32.34 years (standard deviation (SD) 9.08 years) as compared to 31.96 years (SD 8.4 years) in the 2002 RN Practice Analysis.

Participants in this study were ethnically and racially diverse, with a majority (70.5%) of respondents reporting they were white. The categories used to record the ethnic/racial backgrounds of individuals in the population differed from the categories used in this study, making further comparisons difficult. In the current study, 10.8% of individuals responding reported being of Asian descent, 8.1% were African American and 7.7% were of Latino or Hispanic descent. See Figure 2 for a complete list of the racial/ethnic backgrounds of survey respondents.

Educational preparation varied among respondents. Associate degree-level education was reported by 58.4% of respondents; 30.0% reported having baccalaureate degrees; 5.1% reported education outside the United States and 4.1% were diploma graduates (see Figure 3). These numbers mirrored the proportions in the population from which the study sample was derived.

Respondents reported working an average of 3.64 months as RNs in the United States and worked an average of 7.16 months post graduation. See Figure 4.

About 7.3% of the survey respondents reported having worked outside the United States as an RN. An average of 3.42 years of work as a nurse aide was reported by 56.8% of survey respondents, and 19.4% of respondents reported working an average of 7.03 years as an LPN/VN (See Figures 5a and 5b).

The percentage of respondents from each NCSBN area was roughly proportional to the percentage of candidates in the sampling frame from which the sample was drawn.

### Orientation

Most of the respondents to the current study reported receiving some type of orientation. The percentage of respondents who reported receiving no formal orientation was 4.7%, while 0.4% reported having only classroom instruction or skills lab work for their orientation. The majority of respondents (72.7%) reported working with an assigned mentor or preceptor for an average of 9 weeks and 11.9% reported performing supervised work with clients for an average of approximately 8 weeks. Only 8.3% reported having a formal internship. Those respondents who reported a formal internship program spent an average of 15 weeks in orientation. See Table 2 for more information on the type and length of respondent orientation, including the average number of weeks respondents spent in each type of orientation.

### Certifications Earned

Overall, fewer respondents to the current study reported earning additional certification or completing coursework since graduation than did those responding to the 2002 study (Smith &

Crawford, 2003). In the current study 25.0% of respondents reported that they had not earned an additional certification or completed coursework compared to 16.7% of 2002 respondents (Smith & Crawford, 2003). Basic Life Support (52.0%), Intravenous Therapy (23.5%) and Advanced Cardiac Life Support (20.9%) were the most frequently reported certifications. See Table 3 for a complete listing of additional coursework and/or certifications completed by survey respondents.

## Work Settings

### Facilities

The majority (85.6%) of newly licensed nurses in this study reported working in hospitals (see Table 4). Only 5.5% reported working in community-based facilities and 7.6% reported working in long-term care facilities. The number of respondents who reported working in long-term care was 2.2% lower than the 2002 study (Smith & Crawford, 2003). The numbers of beds reported by the respondents employed in hospitals or nursing homes were mostly distributed among 100–299 beds (32.4%), 300–499 beds (21.4%) and 500 or more beds (19.4%), with only 11.0% reporting work in facilities with less than 100 beds (see Table 5). Most of the respondents (62.3%) reported working in urban or metropolitan areas, 25.6% worked in suburban areas and 12.2% work in rural areas. These numbers were comparable to those found in the 2002 study (Smith & Crawford, 2003).

### Practice Settings

Overall, most respondents reported working in the medical/surgical (40.4%) and critical care (31.3%) settings. Nursing homes were reported as the employment setting of 6.2% of respondents and 7.4% of respondents reported working in pediatrics or nursery. This reflects an increase

in employment in obstetrical, pediatric and newborn nursing specialty practice. A slight decrease in the number of nurses working in nursing homes was found in 2005 compared to the 2002 Practice Analysis (Smith & Crawford, 2003). See Table 6 for more information on respondent practice settings.

## Types and Ages of Clients

The newly licensed nurses reported caring most frequently for acutely ill clients (66.9%), clients with stable chronic conditions (33.6%), clients with unstable chronic conditions (28.5%) and clients at end of life (20.4%). As noted in Figure 6, these numbers reflect a 1.8% increase in care for those with acute conditions and a 3.7% increase in the percentages caring for those with unstable chronic conditions. It is noteworthy that the number of respondents who reported caring for clients with behavioral/emotional conditions decreased 2.6% from 2002 (Smith & Crawford, 2003) to the present study.

The majority of respondents reported caring for adult clients aged 31 to 64 (58.0%), elderly clients aged 65 to 85 (61.3%), young adult clients aged 19 to 30 (23.5%) and elderly clients over the age of 85 (24.8%). These numbers were comparable to those reported in 2002 (Figure 7; Smith & Crawford, 2003).

## Shifts Worked

As can be seen in Figure 8, the shifts most commonly worked continued to be days (41.3%) and nights (34.2%). Only 12.8% of respondents reported working rotating shifts compared to the 2002 findings (Smith & Crawford, 2003). In 2005 fewer respondents reported working evenings (10.2% compared to 12.8% in 2002) and night shifts (34.2% compared to 38.0% in 2002).

## Time Spent in Different Categories of Nursing Activities

The respondents in the current study were asked to record the number of hours they spent performing activities in specific categories. See Table 7. The hours spent were then converted to proportions of time spent by dividing the number of hours spent working by the hours spent on each activity. Because nurses often perform more than one type of activity at a time (e.g., teaching while giving medications or providing emotional support while giving routine care), these proportions totaled more than 100%. In order to make the proportions of time spent in activities useful to the task of validating the NCLEX-RN® Test Plan, the proportions were standardized by dividing the time spent in each category of activity by the sum of hours reportedly spent in all of the activities. These standardized proportions total 100% and have the advantage of being easier to interpret. RNs reported spending the greatest amount of time performing activities related to pharmacological and parenteral therapies (16%), basic care and comfort (14%), performing safety and infection control activities (14%), management of care (13%) and physiological adaptation (13%). The respondents reported spending the least amount of time on psychosocial integrity activities (8%).

## Administrative Responsibilities/Primary Administrative Position

The newly licensed nurses responding to the practice analysis survey were asked if they had administrative responsibilities within their nursing position (e.g., being a unit manager, a team leader, charge nurse, coordinator, etc). If they reported such responsibilities, they were asked if they had a primary administrative position. Of all respondents, 18.3% reported having such responsibilities and of these, 36.6% reported having a primary administrative posi-

tion. As found in a past study (Smith & Crawford, 2003), the percentages of nurses reporting such responsibilities and positions varied by type of employing facility. Those newly licensed RNs working in long-term care facilities were four times as likely as those working in hospitals to report having administrative responsibilities (54.0% in long-term care compared to 13.1% in hospitals). Newly licensed RNs working in long-term care with administrative responsibilities were three times more likely to report having an administrative position (67.2% in long-term care compared to 21.7% in hospitals). Of those newly licensed RNs working in community-based settings, 42.2% reported having administrative responsibilities. Of those respondents, 50.0% reported holding an administrative position (see Table 8).

## Summary

The nurses responding to the 2005 RN Practice Analysis Survey were primarily female with an average age of 32 years. Most worked straight day or night shifts in medical/surgical units and critical care units of hospitals. The majority was provided an orientation with an assigned preceptor or mentor for an average of about 9 weeks. They spent the majority of their time providing or managing client care, giving medications and performing safety and infection control activities. The results are compared to NCSBN's previous two practice analyses (Smith & Crawford, 2003; Hertz, Yocom & Gawel, 2000).

Figure 1. Gender of Newly Licensed Nurses in 1999, 2002 and 2005

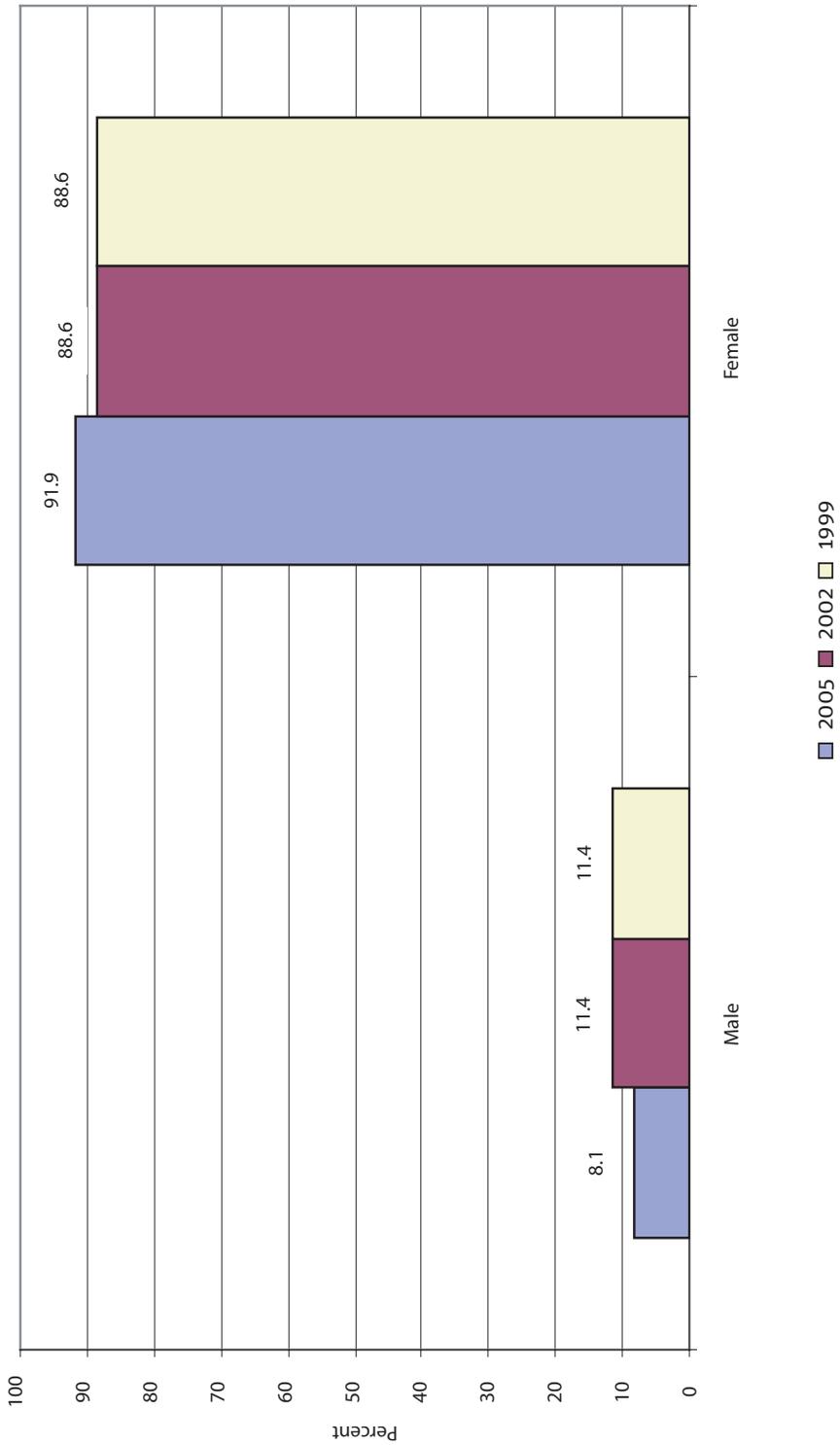
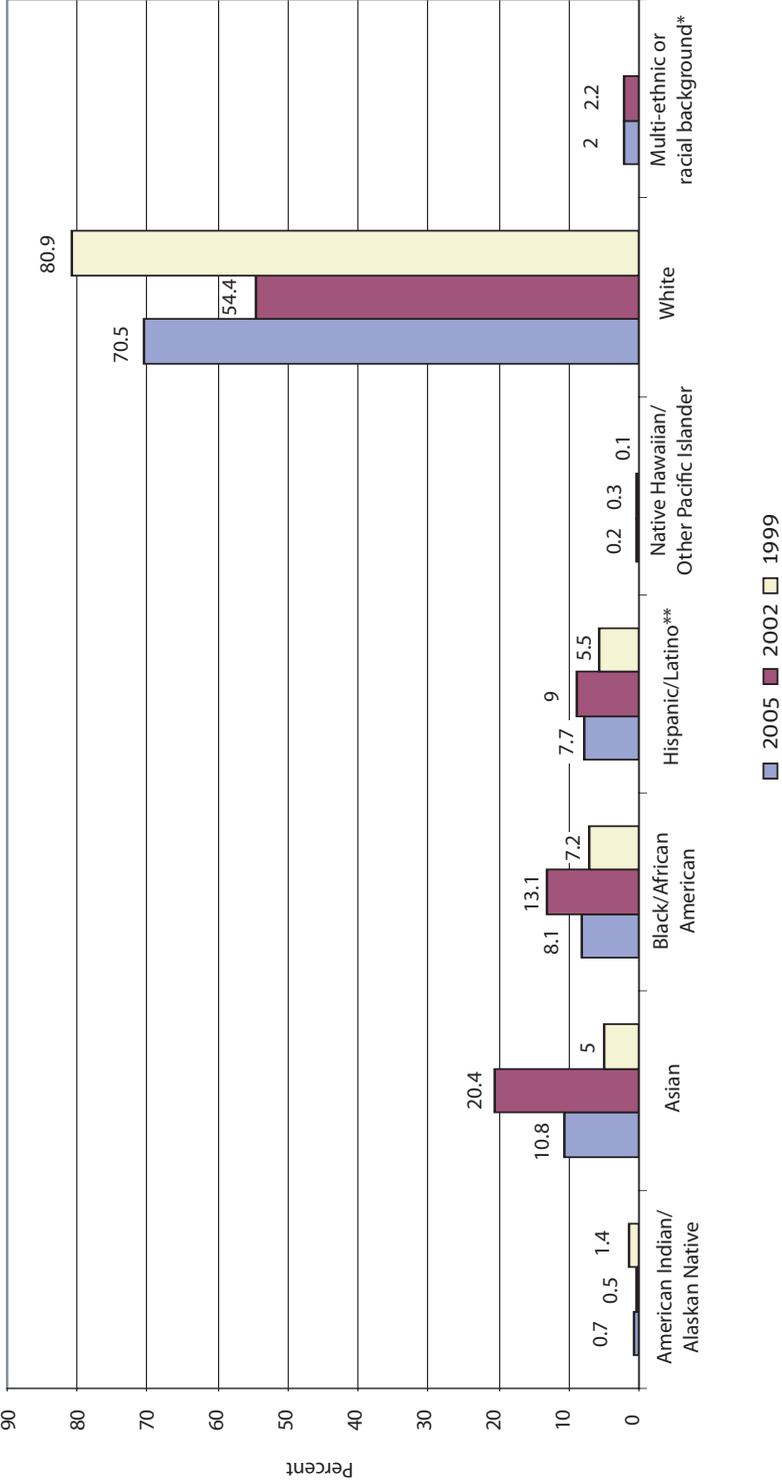


Figure 2. Race/Ethnicity of Newly Licensed Nurses in 1999, 2002 and 2005



\* The 1999 survey did not list multi-ethnic or racial background as an ethnic category.

\*\* The 2005 survey listed two categories; white and non-white for Hispanic/Latino. These groups were combined in Figure 2.

Figure 3. Educational Programs of Newly Licensed Nurses in 1999, 2002 and 2005

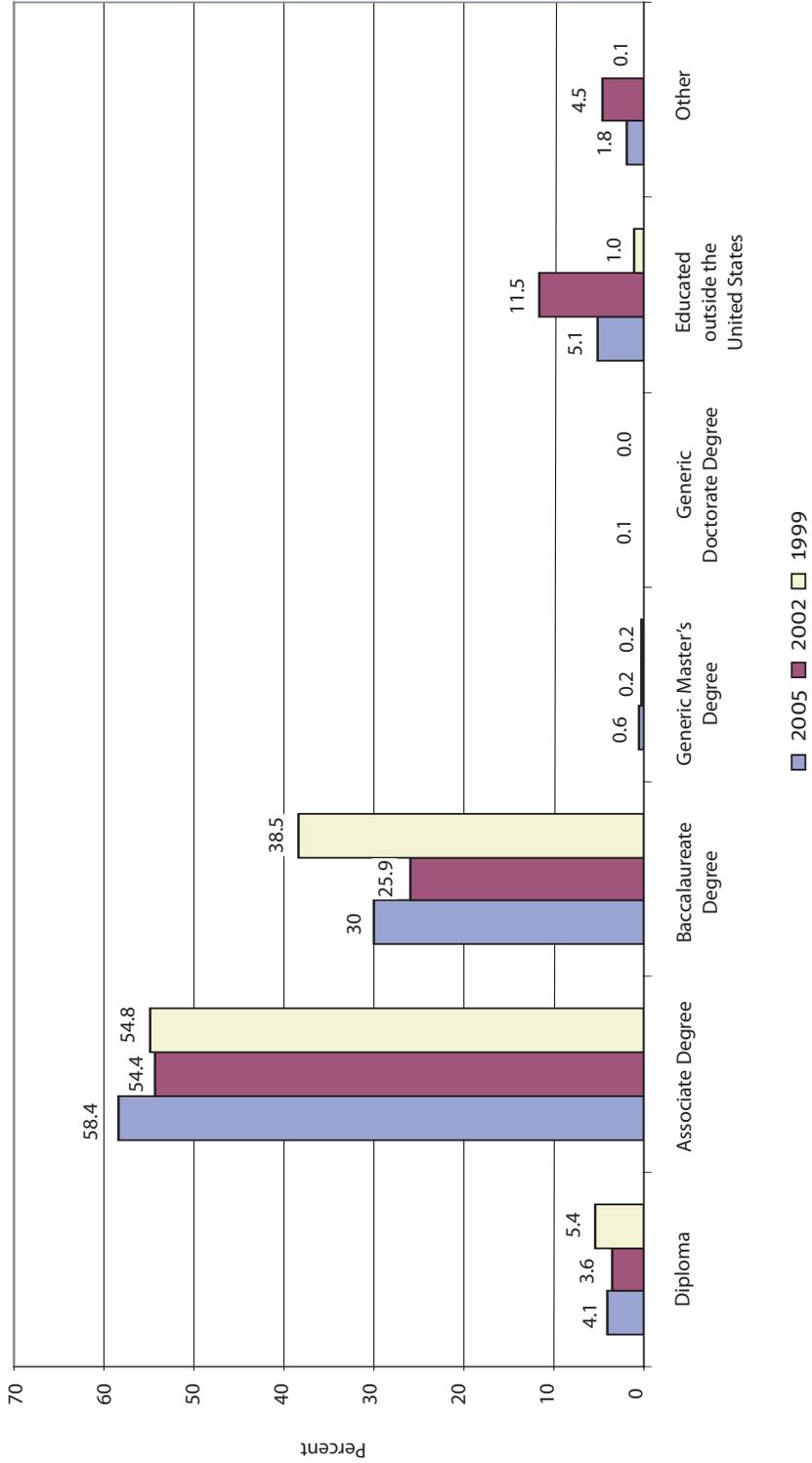
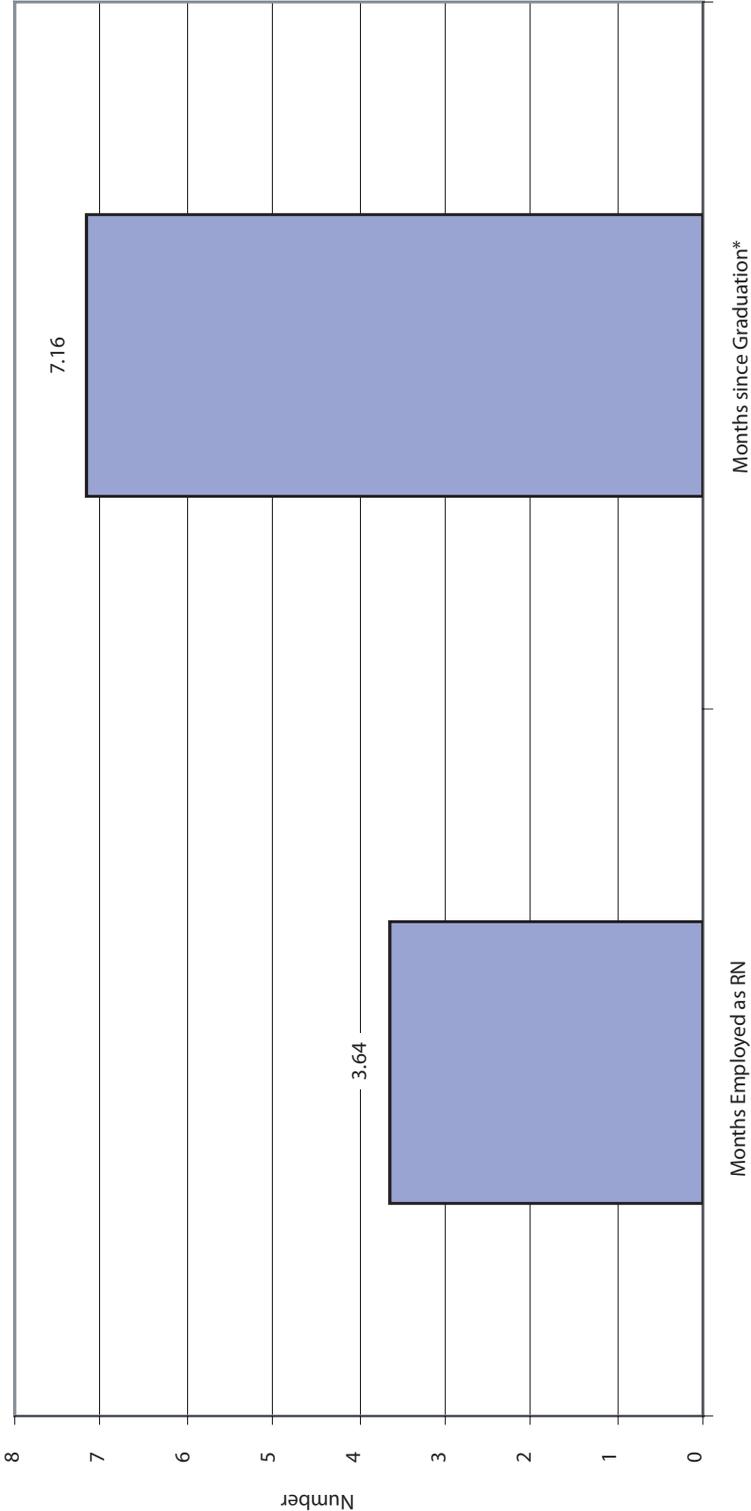


Figure 4. Average Months Since Graduation and Months Employed



\* Includes only RNs educated in the United States

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

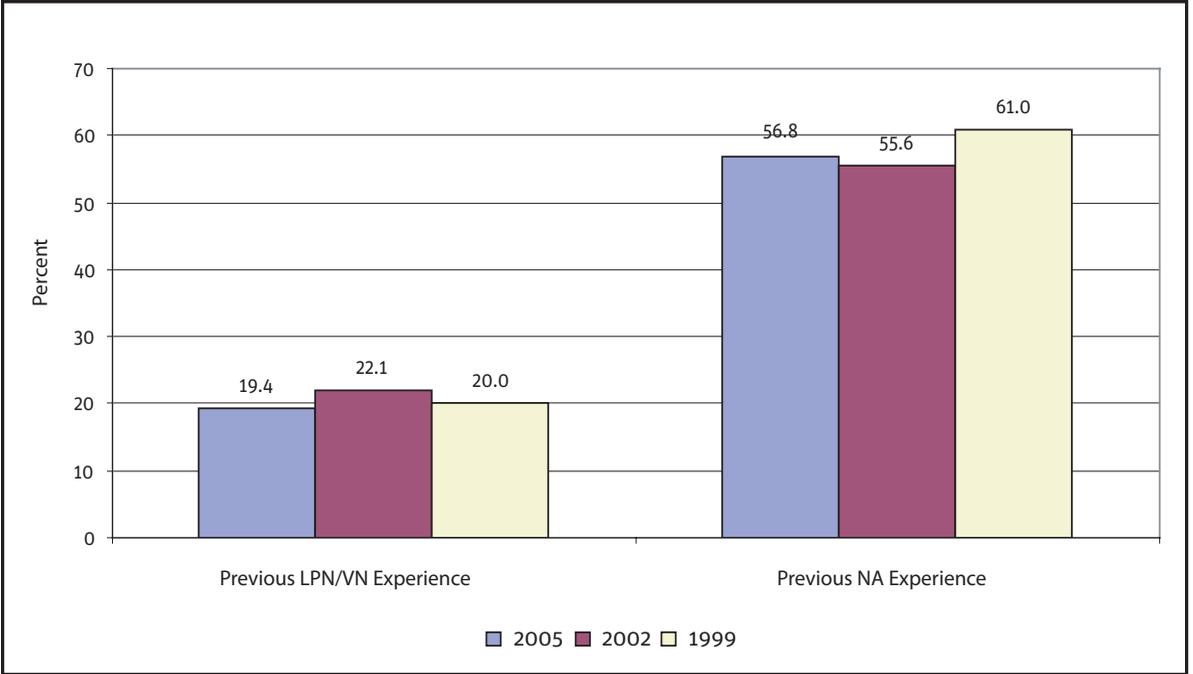


Figure 5b. Average Years LPN/VN or Nurse Aide (NA) Experience

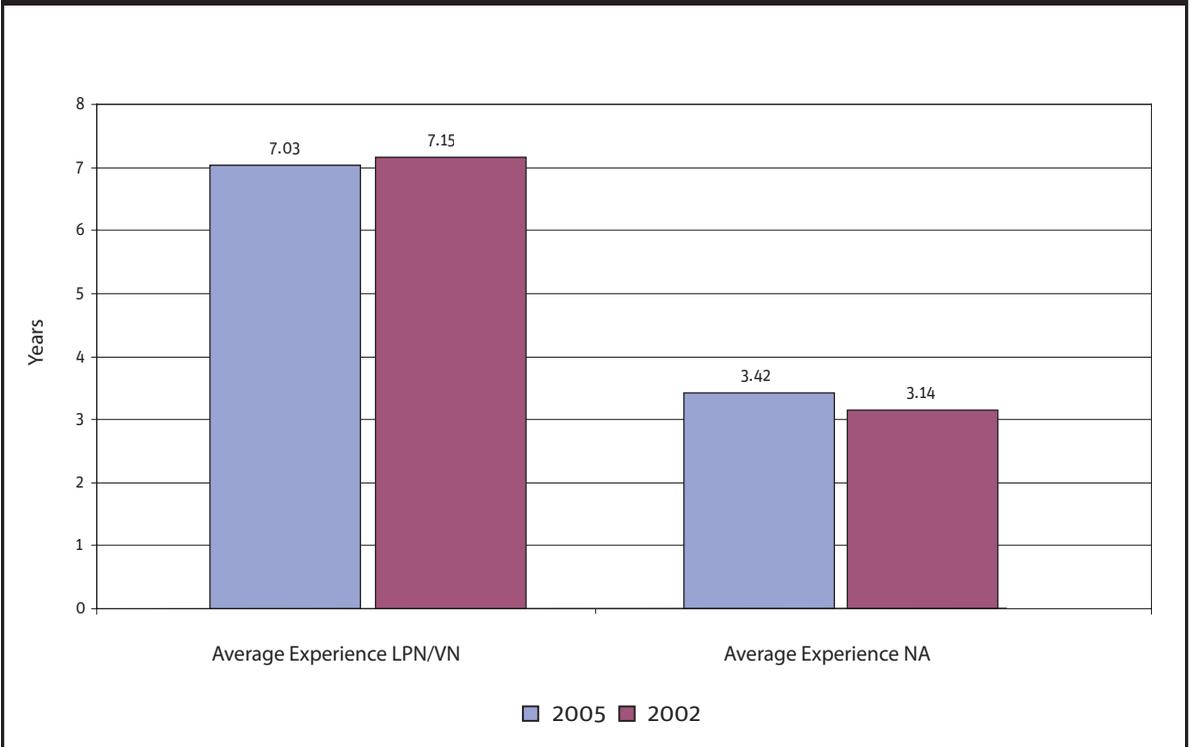


Table 2. Type and Length of Orientation

Type of Orientation	%	AVG Weeks
No Formal Orientation	4.7	2
Classroom instruction/skills lab only	0.4	5
Classroom and/or skills lab plus supervised work with patients	11.9	8
Work with an assigned preceptor with or without additional classroom or skills lab work	72.7	9
Formal internship with or without additional classroom or skills lab work	8.3	15
Other	1.9	8

Table 3. Additional Coursework/Certifications

Type of Additional Coursework/Certification	2005 (n = 1,666) %	2002 (n=1,317) %	1999 (n=1,385) %
Advanced Cardiac Life Support	20.9	26.6	16.8
Basic Life Support	52.0	65.1	45.3
Chemotherapy	1.6	4.8	3.1
Conscious Sedation*	10.5	13.3	
Coronary Care	5.2	6.8	4.2
Critical Care	12.2	15.0	8.1
Intravenous Therapy	23.5	33.2	22.3
Neonatal Resuscitation Program**	9.3		
Pediatric Advanced Life Support**	6.5		
Peritoneal Dialysis*	3.1	5.0	
Rehabilitation	0.7	2.5	0.5
None	25.0	16.7	31.9
Other	13.0	22.2	18.7

\* Category not included on 1999 Survey

\*\* Category not included on 1999 or 2002 Survey

Table 4. Employment Facilities

Type of Facility/Organization	2005 (n=1,666) %	2002 (n=1,317) %	1999 (n=1,385) %
Hospital	85.6	84.1	86.8
Long term care	7.6	9.8	7.1
Community-based care	5.5	5.2	4.4
Other	1.3	1	1.1

Table 5. Employment Setting Characteristics

Setting Characteristic	2005 (n=1,666) %	2002 (n=1,317) %	1999 (n=1,385) %
Number of Hospital or Nursing Home Beds			
Under 50 Beds*	5.5		
50 to 99 Beds*	5.5		
Under 100 beds		11.6	11.6
100 to 199 Beds*	13.9		
200 to 299 Beds*	18.5		
100 - 299 beds		31.1	28.7
300 - 499 beds	21.4	25.5	25.7
500 or More Beds	19.4	24.2	25.3
Don't Know	11.3	7.7	8.7
Other Work Setting*	4.6		
Location of Employment Setting			
Urban/Metropolitan area	62.3	60.8	63.4
Suburban	25.6	27.3	23.5
Rural	12.2	11.9	13.1
Population of Employment Setting			
Less than 20,000	7.9	7.8	8.3
20,000 to 49,999	9.8	10.4	12.2
50,000 to 99,999	13.4	14.1	13.0
100,000 to 500,000	20.2	16.0	22.7
Greater than 500,000	23.9	19.7	21.8
Don't know	24.7	32.1	22.1

\* Categories on 2005 survey only.

Table 6. Practice Settings

Employment Setting*	2005 (n=1,666) %	2002 (n=1,317) %	1999 (n=1,385) %
Critical Care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, post-anesthesia recovery, etc.)	31.3	30.9	28.3
Medical-surgical unit or any of its sub-specialties	40.4	39.8	42.9
Pediatrics or nursery	7.4	6.2	9.0
Labor and delivery	4.0	4.3	4.8
Postpartum unit	3.4	4.3	4.7
Psychiatry or any of its sub-specialties	2.3	2.5	2.7
Operating room, including outpatient surgery and surgicenters	4.4	3.0	2.7
Nursing home, skilled or intermediate care	6.2	10.5	8.8
Other long term care (e.g., residential care, developmental disability/mental retardation care, etc.)	1.3	1.1	1.2
Rehabilitation	3.2	2.7	2.6
Subacute unit	2.6	2.6	3.0
Transitional care unit**	0.7	1.1	**
Physician's/dentist's office	0.6	1.2	1.6
Occupational health	0.0	0.1	0.4
Outpatient clinic	1.4	1.2	0.9
Home health, including visiting nurses associations	2.1	1.9	1.7
Public health	0.4	0.2	0.3
Student/school health	0.2	0.4	0.3
Hospice care	1.3	0.8	0.4
Prison	0.3	0.5	0.5
Other	4.2	3.7	5.1

\* Survey participants could select more than one setting to describe their practices.

\*\* Transitional care was combined with subacute care on the 1999 survey.

Figure 6. Percentages of Newly Licensed RNs Caring for Clients with Different Types of Health Conditions in 1999, 2002 and 2005

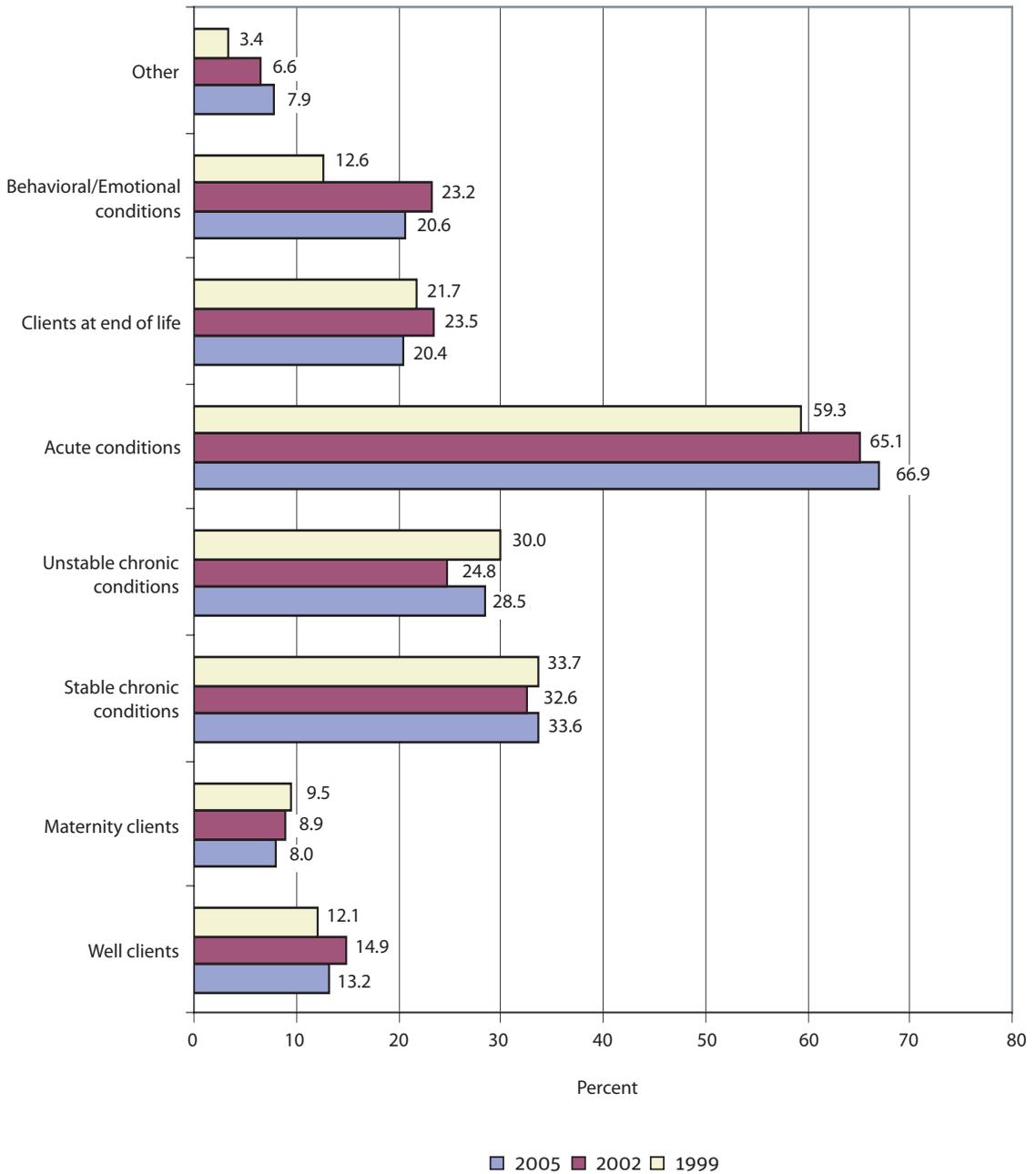
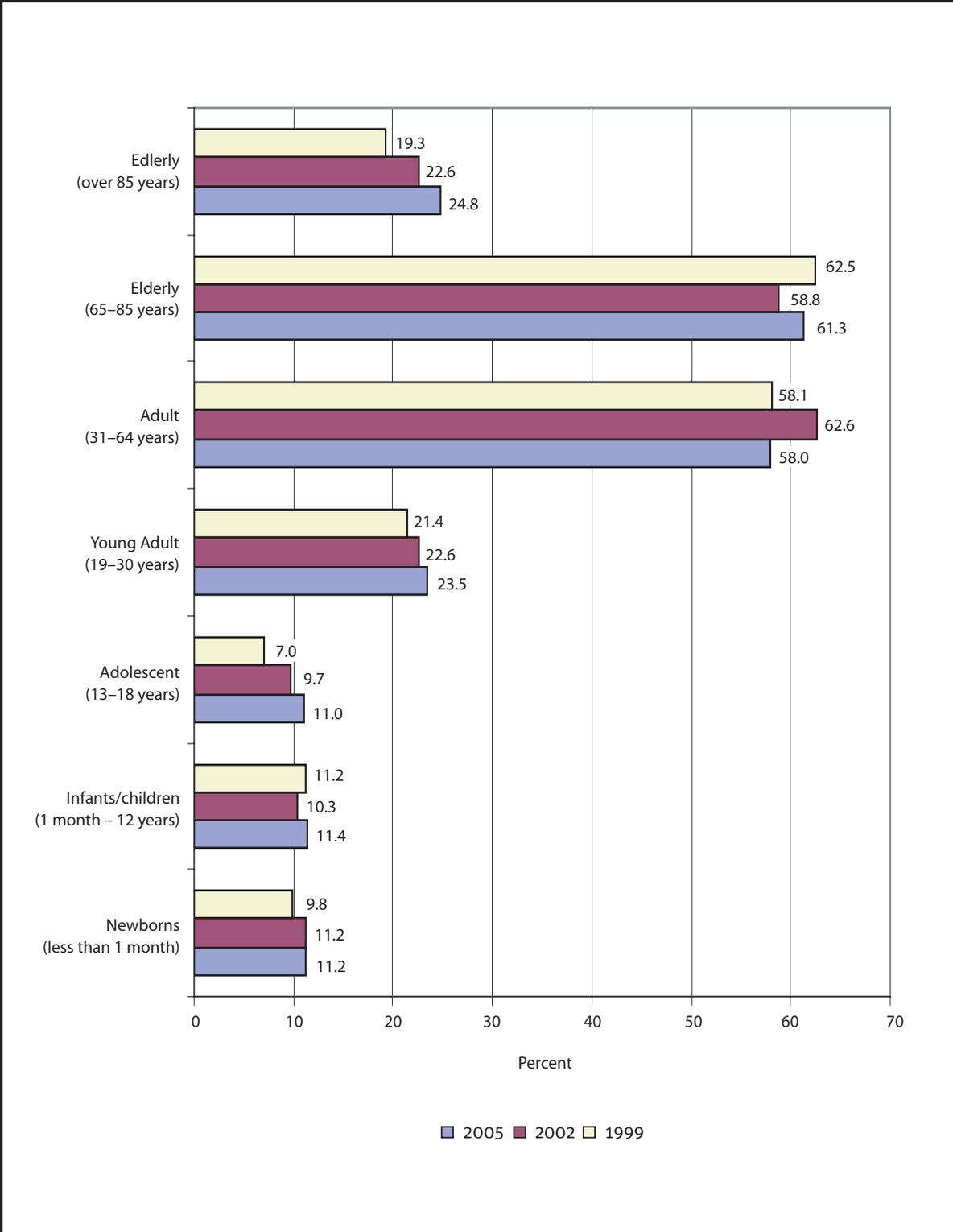


Figure 7. Percentages of Newly Licensed RNs Caring for Clients of Different Ages in 1999, 2002 and 2005



■ 2005 ■ 2002 □ 1999

Figure 8. Newly Licensed RN Shifts Worked in 1999, 2002 and 2005

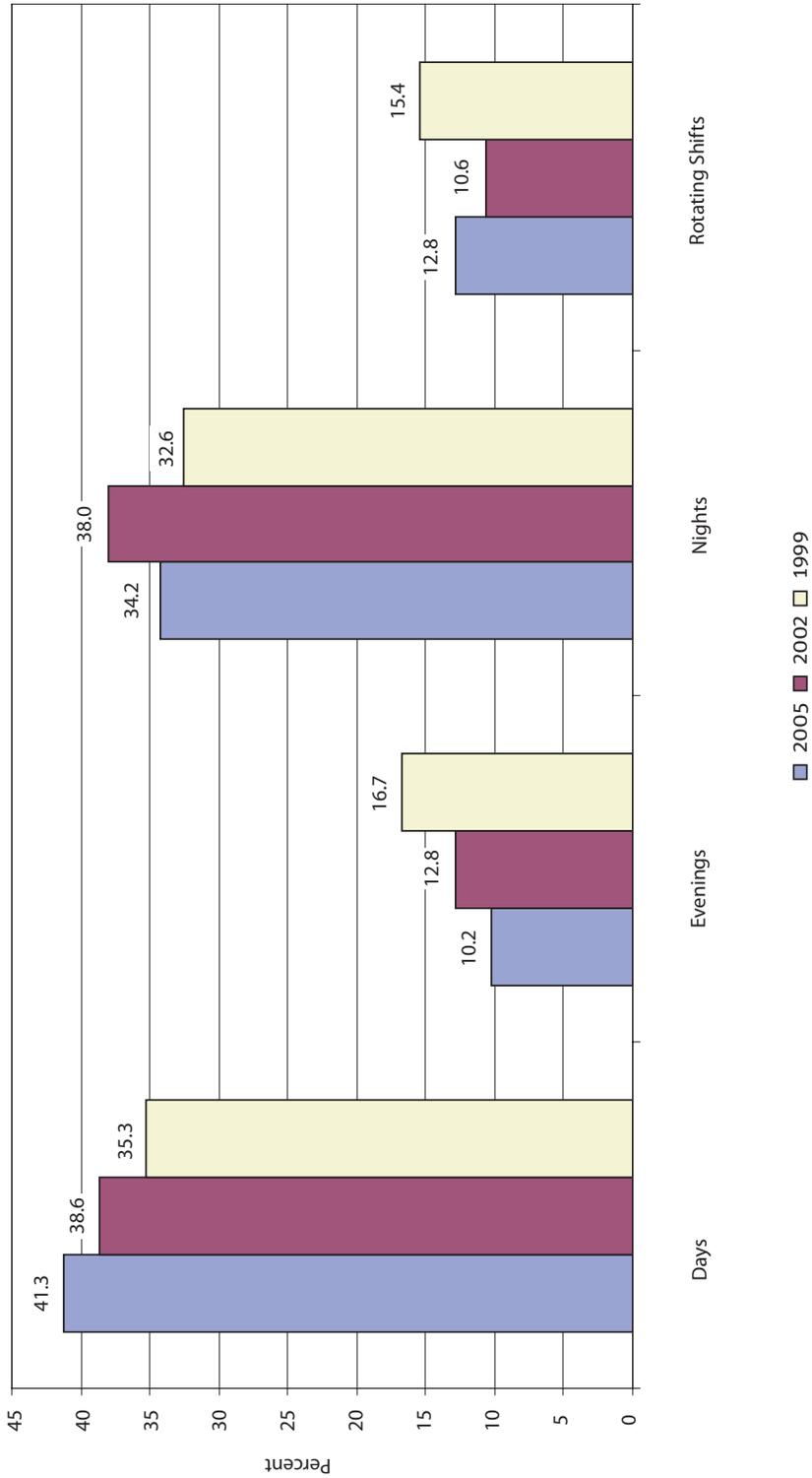


Table 7. Average Time Spent in Different Categories of Nursing Activities

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

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

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

Table 7, continued

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

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

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

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

Type of Facility	% with Administrative Responsibility	% with Primary Administrative Position*
All Facilities	18.3	36.6
Hospital	13.1	21.7
Long term care	54.0	67.2
Community-based care	42.2	50.0
Other	50.0	63.7

\* Percent of all relevant respondents

## Activity Performance Findings

Findings relative to the activities performed by newly licensed nurses are presented in this section of the report. The methods used to collect and analyze activity findings, the representativeness of activity statements and applicability to practice settings will be discussed, in addition to the frequency of performance and priority of the activities. A validation of survey findings with estimates provided by the Subject Matter Expert Panel will also be provided.

### Overview of Methods

The 2005 RN Practice Analysis Survey (Appendix B) asked respondents to respond to a two-part question about each activity. The first part addressed the frequency of activity performance. The scale of frequency ranged from “Never performed in work setting” to “5 or more times.” Respondents were instructed to mark “Never performed in work setting” and then move to the next activity if an activity did not apply to their work setting. If the activity did apply to their work setting they were asked to mark a six-point scale, reflecting the frequency with which they had performed the activity on their last day of work. In the second part of the question, the respondent was asked to rate the overall priority of the activity considering client safety and/or threat of complications or distress on a scale of one to four, with one representing the lowest priority and four representing the highest priority. The respondent ratings were analyzed in three parts. Applicability to practice setting was assessed by analyzing the numbers of respondents who did not choose the “Never performed in work setting” response. Frequency of activity performance was analyzed using the six-point scale, on which respondents recorded their last day’s frequency of activity performance. Priority was evaluated by analyzing the four-point priority scale.

## Activity Performance Characteristics

### Representativeness of Activity Statements

The participants were asked whether the activities on their questionnaire form represented the activities they actually performed in their positions. A large majority (95.8%) indicated that the activities were representative of their current practice. This indicates that the survey was perceived by respondents as being a sufficient or reasonable representation of their work. This is important for establishing the content validity of the survey.

### Applicability of Activities to Practice Setting

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

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

### Frequency of Activity Performance

Respondents were asked to rate the frequency of performance of all activities that were applicable to their work settings. They reported how frequently they performed the activity on the last day they worked on a six point scale: “0 times” to “5 times or more.” Average frequency statistics were calculated in two ways. The setting-specific frequency was calculated by averaging the frequency ratings of those respondents providing ratings (e.g., respondents indicating that the activity applied to their work setting). The total group frequency was calculated by including the missing frequency ratings (e.g., respondents indicating that the activity did not apply to their work setting) before averaging the rating. To do this, the missing frequency ratings were converted to zero (“0 times” on the rating scale) for inclusion in the total group frequency calculation. See Table 9a for setting-specific and total group frequency statistics.

### Setting Specific

Average setting-specific frequencies (Appendix C) ranged from 0.31 to 4.77. The activities performed with the lowest frequencies were “Perform microdermabrasion, botox and laser treatments” (0.31), “Provide care and/or support for a client with nonsubstance related dependencies (e.g., gambling, sexual addiction, pornography)” (0.47) and “Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)” (0.48). The activities with the highest setting-specific average frequencies of performance were “Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)” (4.77), “Ensure proper identification of client when providing care” (4.69) and “Assess client’s vital signs” (4.64).

### Total Group

Average total group frequencies (Appendix D) ranged from 0.03 to 4.76. The activities performed with the lowest total group frequency were “Perform microdermabrasion, botox and laser treatments” (0.03), “Implement and monitor phototherapy” (0.16) and “Perform peritoneal dialysis” (0.17). Those activities performed with the overall highest frequencies were “Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)” (4.76), “Ensure proper identification of client when providing care” (4.64) and “Assess client’s vital signs” (4.61).

### Priority of Activity Performance

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

## Setting Specific

Average setting-specific priority ratings (Appendix E) ranged from 2.14 to 3.80 on the four-point scale. The activities with the lowest priority ratings were “Perform microdermabrasion, botox and laser treatments” (2.14), “Participate in group sessions” (2.21) and “Remove sutures or staples” (2.24). The activities with the highest priority ratings were “Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)” (3.80), “Ensure proper identification of client when providing care” (3.79) and “Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)” (3.72).

## Total Group

Average total group priority ratings (Appendix F) ranged from 1.73 to 3.80. The activities with the lowest priority ratings were “Perform microdermabrasion, botox and laser treatments” (1.73), “Lead group therapy sessions” (1.81) and “Participate in group sessions (e.g. support groups)” (1.81). The activities with the highest priority ratings were “Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)” (3.80), “Ensure proper identification of client when providing care” (3.79) and “Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)” (3.71).

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

The Subject Matter Expert (SME) Panel for the 2005 RN Practice Analysis was asked to provide independent ratings of the 150 activity statements. They estimated the percentage of newly licensed RNs performing the activities within their practice settings, the average setting-specific fre-

quency with which the activities were performed during one day and the average priority of the activities. After the ratings were obtained, average total group frequency estimates were calculated by prorating the setting-specific frequencies with the estimates of setting applicability. All Panel ratings were averaged across Panel members and compared to the ratings obtained from the practice analysis survey.

The priority ratings estimated by Panel members were compared to the average priority ratings from the practice analysis survey. The estimates of Panel members compared to survey findings and ratings can be found in Table 10. There was one activity for which the SMEs estimated lower than one point (less of a priority) below the respondents: “Participate in educating staff (e.g., in-service, orientation)” (1.20 priority difference). There were three activities that the SMEs rated higher than one point (more of a priority) above the survey respondents: “Provide prenatal care” (1.02 rating scale points higher); “Provide intrapartum care (e.g., care provided during labor and birth)” (1.07 rating scale points higher) and “Provide postpartum care” (1.27 rating scale points higher).

## Summary

Respondents to the 2005 RN Practice Analysis found the activities listed in the survey to be representative of the work they performed in their practice settings. Some of the activities with the lowest average total group frequency ratings corresponded to those activities performed in specialized areas of nursing practice. When estimates of the average priority ratings from the SME Panel were compared to those estimates obtained from the survey, only four ratings out of 150 activity statements differed by more than one point.

## References

Hertz, J. E., Yocom, C. J., & Gawel, S. H. (2000). 1999 Practice analysis of newly licensed registered nurses in the U.S. Chicago: National Council of State Boards of Nursing.

Smith, J. E. & Crawford, L. H. (2003). Report of Findings from the 2002 RN Practice Analysis. Chicago: National Council of State Boards of Nursing.

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

Activity #	Practice Analysis Survey Form	Activity	Apply to Setting %	Average Frequency (Setting-Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority 1-4
1	Both	Perform procedures necessary for admitting, transferring or discharging a client	97.08	2.46	2.38	2.84
2	Both	Provide and receive report on assigned clients	98.83	3.33	3.29	3.15
3	Both	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	88.51	2.88	2.55	2.75
4	Both	Act as a client advocate	98.74	3.35	3.30	3.39
5	Both	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	99.88	4.77	4.76	3.80
6	Both	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	96.81	3.73	3.61	3.64
7	Both	Provide prenatal care	17.68	1.32	0.23	2.10
8	Both	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education, drug education, sexually transmitted diseases)	29.16	1.26	0.37	2.07
9	Both	Provide intrapartum care (e.g., care provided during labor and birth)	13.64	1.54	0.21	2.15
10	Both	Provide care that meets the special needs of the school age client ages 5 to 12 years	23.26	1.84	0.43	2.20
11	Both	Participate in group sessions (e.g., support groups)	19.56	1.00	0.20	1.81
12	Both	Assess psychosocial, spiritual, cultural and occupational factors affecting care	94.46	2.97	2.81	2.76
13	Both	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	99.21	4.31	4.28	3.34
14	Both	Assist client in the performance of activities of daily living	92.12	3.28	3.02	2.65
15	Both	Evaluate and document client's response to medication	98.34	4.28	4.21	3.47
16	Both	Evaluate appropriateness/accuracy of medication order for client	99.07	4.31	4.27	3.64
17	Both	Administer and document medications given by common routes (e.g., oral, topical)	97.71	4.47	4.37	3.52
18	Both	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	97.56	4.14	4.04	3.55
19	Both	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	85.09	1.83	1.56	3.09

Table 9a, continued

Activity #	Practice Analysis Survey Form	Activity	Apply to Setting %	Average Frequency (Setting-Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority 1-4
20	Both	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated electronic defibrillator)	77.08	0.82	0.63	3.64
21	Both	Assess client's vital signs	99.51	4.64	4.61	3.53
22	Both	Perform focused assessment or reassessment (e.g., gastrointestinal, respiratory, cardiac)	96.39	4.22	4.07	3.52
23	Both	Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	53.68	1.95	1.05	3.04
24	1	Assess/triage client(s) to prioritize the order of care delivery	67.06	2.96	1.99	3.10
25	1	Participate in performance improvement/quality assurance process (formally collect data or participate on a team)	67.25	1.76	1.19	2.45
26	1	Collaborate with health care members in other disciplines when providing client care	96.17	3.58	3.44	3.09
27	1	Receive and/or transcribe primary health care provider orders	96.50	3.64	3.51	3.34
28	1	Provide client or family with information about advance directives	82.40	1.53	1.26	2.62
29	1	Report unsafe practice of health care personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	70.67	0.70	0.50	3.08
30	1	Ensure that client has given informed consent for treatment	92.84	2.21	2.05	3.40
31	1	Serve as a resource person to other staff	89.49	2.26	2.02	2.61
32	1	Integrate advance directives into client's plan of care	80.16	1.42	1.14	2.86
33	1	Plan safe, cost-effective care for the client	91.30	3.21	2.93	3.04
34	1	Verify appropriateness and/or accuracy of a treatment order	97.92	3.57	3.49	3.50
35	1	Teach clients and families about the safe use of equipment needed for health care	91.78	2.19	2.01	2.98
36	1	Follow procedures for handling biohazardous materials	93.95	2.98	2.80	3.33
37	1	Participate in maintaining institution's security plan (e.g., newborn nursery security, bomb threats)	75.12	1.42	1.06	3.07
38	1	Report error/event/occurrence per protocol (e.g., medication error, client fall)	87.59	0.86	0.75	3.19
39	1	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	96.40	3.42	3.30	3.17

Table 9a, continued

Activity #	Practice Analysis Survey Form	Activity	Apply to Setting %	Average Frequency (Setting-Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority 1-4
40	1	Ensure proper identification of client when providing care	99.07	4.69	4.64	3.79
41	1	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	47.78	1.22	0.58	2.29
42	1	Provide newborn care	28.22	2.29	0.65	2.54
43	1	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice)	76.74	1.71	1.32	2.64
44	1	Provide information about health maintenance recommendations (e.g., physician visits, immunizations, screening exams)	79.46	1.95	1.55	2.62
45	1	Provide post-partum care	20.73	1.77	0.37	2.28
46	1	Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavioral/physical development	73.72	1.98	1.46	2.46
47	1	Provide care that meets the special needs of the preschool client ages 1 month to 4 years	29.50	2.06	0.61	2.46
48	1	Provide care that meets the special needs of the adult client ages 19 to 64 years	85.48	3.54	3.03	3.01
49	1	Assess client's risk for abuse/neglect	89.83	2.11	1.89	3.09
50	1	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	84.34	1.65	1.39	2.92
51	1	Provide client and family with information about acute and chronic mental illness	65.39	1.22	0.80	2.53
52	1	Provide a therapeutic environment for clients with emotional/behavioral issues	76.42	1.77	1.36	2.81
53	1	Incorporate client's cultural practice and beliefs when planning and providing care	93.73	2.14	2.00	2.89
54	1	Provide end of life care to clients and families	73.81	1.25	0.92	3.03
55	1	Lead group therapy sessions	15.77	1.16	0.18	1.81
56	1	Evaluate and monitor client's height and weight	88.94	2.69	2.39	2.73
57	1	Provide client nutrition through continuous or intermittent tube feedings	81.23	1.94	1.58	3.07
58	1	Perform post-mortem care	65.06	0.69	0.45	2.37
59	1	Perform irrigations (e.g., of bladder, ear, eye)	75.88	1.03	0.78	2.56
60	1	Incorporate alternative/complementary therapies into client's plan of care (e.g., music therapy, relaxation therapy)	68.24	1.45	0.99	2.30
61	1	Assist client to compensate for a sensory impairment (e.g., assistive devices, compensatory techniques)	77.48	1.62	1.26	2.70

Table 9a, continued

Activity #	Practice Analysis Survey Form	Activity	Apply to Setting %	Average Frequency (Setting-Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority 1-4
62	1	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	93.78	3.84	3.60	3.45
63	1	Prepare medication for administration	99.31	4.55	4.52	3.65
64	1	Perform calculations needed for medication administration	96.54	3.00	2.89	3.60
65	1	Monitor and maintain infusion site(s) and rate(s)	94.08	4.08	3.83	3.57
66	1	Insert/remove a peripheral intravenous line	90.39	2.49	2.25	3.12
67	1	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	95.01	3.41	3.24	3.40
68	1	Maintain epidural infusion	49.07	0.97	0.48	2.83
69	1	Monitor and maintain clients on a ventilator	45.96	1.90	0.87	3.23
70	1	Perform or assist with dressing change (e.g., central line dressing)	85.45	1.94	1.66	3.01
71	1	Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	66.01	1.09	0.72	2.90
72	1	Perform oral or nasopharyngeal suctioning	84.28	1.93	1.62	3.19
73	1	Provide ostomy care	75.12	1.08	0.81	2.64
74	1	Perform gastric lavage	56.08	0.74	0.41	2.64
75	1	Provide postoperative care	73.40	1.96	1.44	3.20
76	1	Perform peritoneal dialysis	33.84	0.51	0.17	2.51
77	1	Perform suctioning via endotracheal or tracheostomy tube	71.21	1.69	1.21	3.22
78	1	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	71.35	1.93	1.37	2.96
79	1	Provide wound care	92.45	2.33	2.16	3.12
80	1	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	94.61	3.35	3.17	3.38
81	1	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	95.42	3.84	3.67	3.31
82	1	Perform an electrocardiogram test	55.36	1.38	0.76	2.88
83	1	Evaluate and document responses to procedures and treatments	95.48	3.72	3.56	3.31
84	1	Provide preoperative care	75.41	1.49	1.12	2.98
85	1	Provide pre and/or postoperative education	81.04	1.95	1.58	3.03
86	1	Perform fetal heart monitoring	20.35	1.77	0.36	2.59
87	1	Educate client and family about home management of care (e.g., tracheostomy and ostomy)	70.13	1.29	0.91	2.89

Table 9a, continued

Activity #	Practice Analysis Survey Form	Activity	Apply to Setting %	Average Frequency (Setting-Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority 1-4
88	2	Educate client and family about client's rights and responsibilities	94.79	2.05	1.94	2.74
89	2	Make appropriate referrals to community resources	79.82	1.02	0.82	2.37
90	2	Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	93.65	3.09	2.90	2.74
91	2	Maintain continuity of care between/among health care agencies	83.97	1.87	1.57	2.61
92	2	Maintain client confidentiality/privacy	100.00	4.48	4.48	3.59
93	2	Recognize tasks/assignments you are not prepared to perform and seek assistance	98.02	2.25	2.21	3.45
94	2	Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	77.41	0.59	0.45	3.11
95	2	Participate in educating staff (e.g., in-service, orientation)	72.26	0.82	0.59	2.54
96	2	Apply principles of conflict resolution as needed when working with health care staff	85.26	0.78	0.67	2.44
97	2	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	95.01	2.70	2.57	2.65
98	2	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	99.21	3.81	3.78	3.41
99	2	Educate client/family on home safety issues	87.76	1.32	1.16	2.78
100	2	Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	77.34	0.48	0.37	3.09
101	2	Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	89.43	1.44	1.28	3.16
102	2	Educate client/family/staff on infection control measures	94.30	1.91	1.81	3.15
103	2	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	97.38	2.83	2.75	3.51
104	2	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	96.03	2.83	2.72	3.25
105	2	Assess and intervene in client's performance of instrumental activities of daily living (e.g., using telephone, shopping, preparing meals)	72.23	1.42	1.03	2.28

Table 9a, continued

Activity #	Practice Analysis Survey Form	Activity	Apply to Setting %	Average Frequency (Setting-Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority 1-4
106	2	Provide education on age specific growth and development to clients and family	66.67	1.24	0.83	2.33
107	2	Provide perinatal education	20.89	1.13	0.24	2.34
108	2	Assess readiness to learn, learning preferences and barriers to learning	92.73	2.48	2.30	2.71
109	2	Provide care that meets the special needs of the older adult, over 85 years	79.44	2.28	1.81	2.87
110	2	Assist client/family to cope with life transitions	88.04	1.56	1.37	2.76
111	2	Provide care that meets the special needs of the adolescent client ages 13 to 18 years	49.21	0.95	0.47	2.56
112	2	Provide care that meets the special needs of the older adult client ages 65 to 85 years	83.03	3.02	2.51	2.92
113	2	Assess the need for, initiate, and maintain suicide precautions	69.84	0.63	0.44	3.26
114	2	Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	87.84	1.82	1.60	2.60
115	2	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	93.70	2.01	1.89	2.93
116	2	Assess and plan interventions that meet the client's emotional and spiritual needs	93.26	2.05	1.92	2.70
117	2	Provide care and/or support for a client with nonsubstance related dependencies (e.g., gambling, sexual addiction, pornography)	44.08	0.47	0.21	2.11
118	2	Use therapeutic communication techniques to provide support to client and/or family	97.76	3.40	3.32	3.08
119	2	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	87.42	2.30	2.01	2.71
120	2	Assess and intervene with the client who has an alteration in elimination	93.26	2.27	2.12	3.02
121	2	Insert/remove nasogastric, urethral catheter or other tubes	92.84	1.46	1.35	2.85
122	2	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces casts)	70.67	0.99	0.70	2.64
123	2	Apply and maintain devices used to promote venous return (e.g., antiembolic stockings, sequential compression devices)	90.43	2.21	2.00	2.94
124	2	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	97.40	3.50	3.41	3.38

Table 9a, continued

Activity #	Practice Analysis Survey Form	Activity	Apply to Setting %	Average Frequency (Setting-Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority 1-4
125	2	Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	91.30	1.84	1.68	2.84
126	2	Assess client's need for sleep/rest and intervene as needed	91.78	2.30	2.11	2.70
127	2	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	99.35	4.29	4.26	3.71
128	2	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	93.77	2.80	2.63	3.60
129	2	Administer blood products and evaluate client's response	87.43	0.95	0.83	3.59
130	2	Access implanted venous access devices	83.00	1.90	1.57	3.16
131	2	Start a peripherally inserted central catheter (PICC)	36.63	0.57	0.21	2.66
132	2	Educate client/family about medications	95.81	2.99	2.87	3.17
133	2	Initiate, maintain and/or evaluate telemetry monitoring	71.69	3.03	2.17	3.26
134	2	Perform tracheostomy care	76.12	0.81	0.62	2.99
135	2	Administer oxygen therapy and evaluate response	95.55	2.90	2.77	3.47
136	2	Maintain desired temperature of client using external devices (e.g., cooling and/or warming blanket)	84.02	1.28	1.08	2.86
137	2	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	91.67	1.77	1.62	2.75
138	2	Implement and monitor phototherapy	29.61	0.52	0.16	2.31
139	2	Remove sutures or staples	67.24	0.54	0.36	2.20
140	2	Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	45.35	0.53	0.24	3.09
141	2	Monitor and maintain arterial lines	51.66	1.47	0.76	3.14
142	2	Perform microdermabrasion/botox/laser treatments	10.85	0.31	0.03	1.73
143	2	Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	37.12	1.08	0.40	3.13
144	2	Monitor client's physiologic response during and after moderate/conscious sedation	61.38	1.18	0.73	3.34

Table 9a, continued

Activity #	Practice Analysis Survey Form	Activity	Apply to Setting %	Average Frequency (Setting-Specific) 0-5	Average Frequency (Total Group) 0-5	Average Priority 1-4
145	2	Obtain blood specimens peripherally or through central line	84.83	1.84	1.56	2.92
146	2	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	86.46	1.84	1.59	3.23
147	2	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	95.84	3.41	3.27	3.42
148	2	Educate client and family about treatments and procedures	97.38	2.98	2.90	3.11
149	2	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	96.46	3.56	3.43	3.29
150	2	Obtain specimens other than blood for diagnostic testing (e.g., wound cultures, stool, urine specimens)	96.36	1.96	1.88	2.81

Table 9b. Activity Applicability to Mean Group Total and Setting-Specific Priority Ratings

Activity #	Practice Analysis Survey Form	Activity	Mean Priority (Total Group) 1-4	Mean Priority (Setting-Specific) 1-4
1	Both	Perform procedures necessary for admitting, transferring or discharging a client	2.84	2.84
2	Both	Provide and receive report on assigned clients	3.15	3.15
3	Both	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	2.75	2.80
4	Both	Act as a client advocate	3.39	3.39
5	Both	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	3.80	3.80
6	Both	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	3.64	3.66
7	Both	Provide prenatal care	2.10	2.64
8	Both	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education, drug education, sexually transmitted diseases)	2.07	2.34
9	Both	Provide intrapartum care (e.g., care provided during labor and birth)	2.15	2.95
10	Both	Provide care that meets the special needs of the school age client ages 5 to 12 years	2.20	2.74
11	Both	Participate in group sessions (e.g., support groups)	1.81	2.21
12	Both	Assess psychosocial, spiritual, cultural and occupational factors affecting care	2.76	2.78
13	Both	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	3.34	3.34
14	Both	Assist client in the performance of activities of daily living	2.65	2.69
15	Both	Evaluate and document client's response to medication	3.47	3.48
16	Both	Evaluate appropriateness/accuracy of medication order for client	3.64	3.64
17	Both	Administer and document medications given by common routes (e.g., oral, topical)	3.52	3.54
18	Both	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	3.55	3.56
19	Both	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	3.09	3.15
20	Both	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated electronic defibrillator)	3.64	3.72
21	Both	Assess client's vital signs	3.53	3.54
22	Both	Perform focused assessment or reassessment (e.g., gastrointestinal, respiratory, cardiac)	3.52	3.54
23	Both	Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	3.04	3.19

Table 9b, continued

Activity #	Practice Analysis Survey Form	Activity	Mean Priority (Total Group) 1-4	Mean Priority (Setting-Specific) 1-4
24	1	Assess/triage client(s) to prioritize the order of care delivery	3.10	3.22
25	1	Participate in performance improvement/quality assurance process (formally collect data or participate on a team)	2.45	2.52
26	1	Collaborate with health care members in other disciplines when providing client care	3.09	3.09
27	1	Receive and/or transcribe primary health care provider orders	3.34	3.34
28	1	Provide client or family with information about advance directives	2.62	2.64
29	1	Report unsafe practice of health care personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	3.08	3.14
30	1	Ensure that client has given informed consent for treatment	3.40	3.41
31	1	Serve as a resource person to other staff	2.61	2.61
32	1	Integrate advance directives into client's plan of care	2.86	2.89
33	1	Plan safe, cost-effective care for the client	3.04	3.06
34	1	Verify appropriateness and/or accuracy of a treatment order	3.50	3.50
35	1	Teach clients and families about the safe use of equipment needed for health care	2.98	3.00
36	1	Follow procedures for handling biohazardous materials	3.33	3.35
37	1	Participate in maintaining institution's security plan (e.g., newborn nursery security, bomb threats)	3.07	3.14
38	1	Report error/event/occurrence per protocol (e.g., medication error, client fall)	3.19	3.21
39	1	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	3.17	3.18
40	1	Ensure proper identification of client when providing care	3.79	3.79
41	1	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	2.29	2.48
42	1	Provide newborn care	2.54	3.13
43	1	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice)	2.64	2.68
44	1	Provide information about health maintenance recommendations (e.g., physician visits, immunizations, screening exams)	2.62	2.67
45	1	Provide post-partum care	2.28	2.88
46	1	Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavioral/physical development	2.46	2.54

Table 9b, continued

Activity #	Practice Analysis Survey Form	Activity	Mean Priority (Total Group) 1-4	Mean Priority (Setting-Specific) 1-4
47	1	Provide care that meets the special needs of the preschool client ages 1 month to 4 years	2.46	2.98
48	1	Provide care that meets the special needs of the adult client ages 19 to 64 years	3.01	3.06
49	1	Assess client's risk for abuse/neglect	3.09	3.11
50	1	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	2.92	2.94
51	1	Provide client and family with information about acute and chronic mental illness	2.53	2.62
52	1	Provide a therapeutic environment for clients with emotional/behavioral issues	2.81	2.88
53	1	Incorporate client's cultural practice and beliefs when planning and providing care	2.89	2.91
54	1	Provide end of life care to clients and families	3.03	3.13
55	1	Lead group therapy sessions	1.81	2.33
56	1	Evaluate and monitor client's height and weight	2.73	2.75
57	1	Provide client nutrition through continuous or intermittent tube feedings	3.07	3.15
58	1	Perform post-mortem care	2.37	2.46
59	1	Perform irrigations (e.g., of bladder, ear, eye)	2.56	2.63
60	1	Incorporate alternative/complementary therapies into client's plan of care (e.g., music therapy, relaxation therapy)	2.30	2.40
61	1	Assist client to compensate for a sensory impairment (e.g., assistive devices, compensatory techniques)	2.70	2.76
62	1	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	3.45	3.47
63	1	Prepare medication for administration	3.65	3.65
64	1	Perform calculations needed for medication administration	3.60	3.60
65	1	Monitor and maintain infusion site(s) and rate(s)	3.57	3.59
66	1	Insert/remove a peripheral intravenous line	3.12	3.14
67	1	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	3.40	3.42
68	1	Maintain epidural infusion	2.83	3.09
69	1	Monitor and maintain clients on a ventilator	3.23	3.53
70	1	Perform or assist with dressing change (e.g., central line dressing)	3.01	3.06
71	1	Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	2.90	3.03
72	1	Perform oral or nasopharyngeal suctioning	3.19	3.25
73	1	Provide ostomy care	2.64	2.71

Table 9b, continued

Activity #	Practice Analysis Survey Form	Activity	Mean Priority (Total Group) 1-4	Mean Priority (Setting-Specific) 1-4
74	1	Perform gastric lavage	2.64	2.75
75	1	Provide postoperative care	3.20	3.28
76	1	Perform peritoneal dialysis	2.51	2.85
77	1	Perform suctioning via endotracheal or tracheostomy tube	3.22	3.33
78	1	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	2.96	3.06
79	1	Provide wound care	3.12	3.14
80	1	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	3.38	3.40
81	1	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	3.31	3.33
82	1	Perform an electrocardiogram test	2.88	3.03
83	1	Evaluate and document responses to procedures and treatments	3.31	3.31
84	1	Provide preoperative care	2.98	3.05
85	1	Provide pre and/or postoperative education	3.03	3.09
86	1	Perform fetal heart monitoring	2.59	3.23
87	1	Educate client and family about home management of care (e.g., tracheostomy and ostomy)	2.89	3.00
88	2	Educate client and family about client's rights and responsibilities	2.74	2.76
89	2	Make appropriate referrals to community resources	2.37	2.42
90	2	Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	2.74	2.76
91	2	Maintain continuity of care between/among health care agencies	2.61	2.66
92	2	Maintain client confidentiality/privacy	3.59	3.59
93	2	Recognize tasks/assignments you are not prepared to perform and seek assistance	3.45	3.45
94	2	Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	3.11	3.15
95	2	Participate in educating staff (e.g., in-service, orientation)	2.54	2.61
96	2	Apply principles of conflict resolution as needed when working with health care staff	2.44	2.48
97	2	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	2.65	2.66
98	2	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	3.41	3.41
99	2	Educate client/family on home safety issues	2.78	2.84

Table 9b, continued

Activity #	Practice Analysis Survey Form	Activity	Mean Priority (Total Group) 1-4	Mean Priority (Setting-Specific) 1-4
100	2	Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	3.09	3.17
101	2	Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	3.16	3.18
102	2	Educate client/family/staff on infection control measures	3.15	3.18
103	2	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	3.51	3.51
104	2	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	3.25	3.27
105	2	Assess and intervene in client's performance of instrumental activities of daily living (e.g., using telephone, shopping, preparing meals)	2.28	2.37
106	2	Provide education on age specific growth and development to clients and family	2.33	2.44
107	2	Provide perinatal education	2.34	2.71
108	2	Assess readiness to learn, learning preferences and barriers to learning	2.71	2.74
109	2	Provide care that meets the special needs of the older adult, over 85 years	2.87	2.95
110	2	Assist client/family to cope with life transitions	2.76	2.80
111	2	Provide care that meets the special needs of the adolescent client ages 13 to 18 years	2.56	2.70
112	2	Provide care that meets the special needs of the older adult client ages 65 to 85 years	2.92	2.99
113	2	Assess the need for, initiate, and maintain suicide precautions	3.26	3.36
114	2	Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	2.60	2.63
115	2	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	2.93	2.96
116	2	Assess and plan interventions that meet the client's emotional and spiritual needs	2.70	2.72
117	2	Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	2.11	2.29
118	2	Use therapeutic communication techniques to provide support to client and/or family	3.08	3.09
119	2	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	2.71	2.77
120	2	Assess and intervene with the client who has an alteration in elimination	3.02	3.04
121	2	Insert/remove nasogastric, urethral catheter or other tubes	2.85	2.87

Table 9b, continued

Activity #	Practice Analysis Survey Form	Activity	Mean Priority (Total Group) 1-4	Mean Priority (Setting-Specific) 1-4
122	2	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces casts)	2.64	2.73
123	2	Apply and maintain devices used to promote venous return (e.g., antiembolic stockings, sequential compression devices)	2.94	2.98
124	2	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	3.38	3.40
125	2	Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	2.84	2.88
126	2	Assess client's need for sleep/rest and intervene as needed	2.70	2.74
127	2	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	3.71	3.72
128	2	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	3.60	3.65
129	2	Administer blood products and evaluate client's response	3.59	3.64
130	2	Access implanted venous access devices	3.16	3.22
131	2	Start a peripherally inserted central catheter (PICC)	2.66	2.98
132	2	Educate client/family about medications	3.17	3.20
133	2	Initiate, maintain and/or evaluate telemetry monitoring	3.26	3.37
134	2	Perform tracheostomy care	2.99	3.10
135	2	Administer oxygen therapy and evaluate response	3.47	3.51
136	2	Maintain desired temperature of client using external devices (e.g., cooling and/or warming blanket)	2.86	2.90
137	2	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	2.75	2.78
138	2	Implement and monitor phototherapy	2.31	2.70
139	2	Remove sutures or staples	2.20	2.24
140	2	Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	3.09	3.31
141	2	Monitor and maintain arterial lines	3.14	3.33
142	2	Perform microdermabrasion/botox/laser treatments	1.73	2.14
143	2	Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	3.13	3.50
144	2	Monitor client's physiologic response during and after moderate/conscious sedation	3.34	3.48
145	2	Obtain blood specimens peripherally or through central line	2.92	2.97

Table 9b, continued

Activity #	Practice Analysis Survey Form	Activity	Mean Priority (Total Group) 1-4	Mean Priority (Setting-Specific) 1-4
146	2	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	3.23	3.29
147	2	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	3.42	3.44
148	2	Educate client and family about treatments and procedures	3.11	3.12
149	2	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	3.29	3.31
150	2	Obtain specimens other than blood for diagnostic testing (e.g., wound cultures, stool, urine specimens)	2.81	2.84

Table 10. Average frequency and priority item ratings from RN Practice Analysis Study (PAS) Survey and RN PAS SME Panel, by priority rating differences.

Activity #	PAS Form	Activity	Survey Results			SME Panel Estimates			Rating Differences				
			Applies to Setting %	AVG Freq (SS1) 0-5	AVG Freq (TG2) 0-5	AVG Priority 1-4	Applies to Setting %	AVG Freq (SS1) 0-5	AVG Freq (TG2)* 0-5	AVG Priority 1-4	Freq Diff (SS)	Freq Diff (TG)	Priority Diff
1	Both	Perform procedures necessary for admitting, transferring or discharging a client	97.08	2.46	2.38	2.84	89.22	2.33	2.08	2.89	0.12	0.30	-0.05
2	Both	Provide and receive report on assigned clients	98.83	3.33	3.29	3.15	97.78	2.78	2.72	3.78	0.55	0.57	-0.63
3	Both	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	88.51	2.88	2.55	2.75	72.00	3.33	2.40	2.89	-0.45	0.15	-0.14
4	Both	Act as a client advocate	98.74	3.35	3.30	3.39	99.44	4.33	4.31	3.44	-0.99	-1.01	-0.06
5	Both	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	99.88	4.77	4.76	3.80	100.00	5.00	5.00	3.78	-0.23	-0.24	0.02
6	Both	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	96.81	3.73	3.61	3.64	99.44	4.00	3.98	3.67	-0.27	-0.37	-0.03
7	Both	Provide prenatal care	17.68	1.32	0.23	2.10	27.22	2.89	0.79	3.11	-1.57	-0.55	-1.02
8	Both	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education, drug education, sexually transmitted diseases)	29.16	1.26	0.37	2.07	20.00	1.11	0.22	1.78	0.15	0.15	0.29
9	Both	Provide intrapartum care (e.g., care provided during labor and birth)	13.64	1.54	0.21	2.15	30.00	2.22	0.67	3.22	-0.68	-0.46	-1.07
10	Both	Provide care that meets the special needs of the school age client ages 5 to 12 years	23.26	1.84	0.43	2.20	33.89	2.89	0.98	3.11	-1.05	-0.55	-0.91

11	Both	Participate in group sessions (e.g., support groups)	19.56	1.00	0.20	1.81	15.56	1.56	0.24	2.22	-0.55	-0.05	-0.41
12	Both	Assess psychosocial, spiritual, cultural and occupational factors affecting care	94.46	2.97	2.81	2.76	83.89	3.22	2.70	2.89	-0.25	0.10	-0.13
13	Both	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	99.21	4.31	4.28	3.34	80.00	4.11	3.29	3.44	0.20	0.99	-0.11
14	Both	Assist client in the performance of activities of daily living	92.12	3.28	3.02	2.65	85.00	3.67	3.12	2.89	-0.39	-0.10	-0.24
15	Both	Evaluate and document client's response to medication	98.34	4.28	4.21	3.47	90.00	4.22	3.80	3.78	0.06	0.41	-0.31
16	Both	Evaluate appropriateness/accuracy of medication order for client	99.07	4.31	4.27	3.64	92.78	4.33	4.02	3.89	-0.02	0.25	-0.25
17	Both	Administer and document medications given by common routes (e.g., oral, topical)	97.71	4.47	4.37	3.52	91.11	4.33	3.95	3.56	0.14	0.42	-0.03
18	Both	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	97.56	4.14	4.04	3.55	88.89	4.00	3.56	3.78	0.14	0.49	-0.23
19	Both	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	85.09	1.83	1.56	3.09	60.00	2.22	1.33	2.56	-0.39	0.22	0.54
20	Both	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated electronic defibrillator)	77.08	0.82	0.63	3.64	57.22	1.33	0.76	3.89	-0.52	-0.13	-0.25
21	Both	Assess client's vital signs	99.51	4.64	4.61	3.53	97.22	4.56	4.43	3.89	0.08	0.18	-0.35

<sup>1</sup> Setting Specific

<sup>2</sup> Total Group

\* The SME Total Group (TG) Average Frequency is computed by multiplying the SME "AVG Freq" figure by the SME "Applies to Setting" figure.

Table 10, continued

Activity #	PAS Form	Activity	Survey Results				SME Panel Estimates				Rating Differences			
			Applies to Setting %	AVG (SS1) 0-5	Freq (TG2) 0-5	AVG Priority 1-4	Applies to Setting %	AVG (SS1) 0-5	Freq (TG2)* 0-5	AVG Priority 1-4	Freq Diff (SS)	Freq Diff (TG)	Priority Diff	
22	Both	Perform focused assessment or reassessment (e.g., gastrointestinal, respiratory, cardiac)	96.39	4.22	4.07	3.52	80.00	3.56	2.84	3.44	0.67	1.23	0.07	
23	Both	Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	53.68	1.95	1.05	3.04	31.11	2.78	0.86	3.11	-0.83	0.18	-0.08	
24	1	Assess/triage client(s) to prioritize the order of care delivery	67.06	2.96	1.99	3.10	99.89	4.11	4.11	3.78	-1.15	-2.12	-0.67	
25	1	Participate in performance improvement/quality assurance process (formally collect data or participate on a team)	67.25	1.76	1.19	2.45	35.00	1.22	0.43	1.44	0.54	0.76	1.00	
26	1	Collaborate with health care members in other disciplines when providing client care	96.17	3.58	3.44	3.09	89.44	3.33	2.98	3.22	0.25	0.46	-0.13	
27	1	Receive and/or transcribe primary health care provider orders	96.50	3.64	3.51	3.34	88.11	4.11	3.62	3.56	-0.47	-0.11	-0.22	
28	1	Provide client or family with information about advance directives	82.40	1.53	1.26	2.62	62.22	1.22	0.76	2.00	0.31	0.50	0.62	
29	1	Report unsafe practice of health care personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	70.67	0.70	0.50	3.08	42.22	1.44	0.61	2.44	-0.74	-0.11	0.64	
30	1	Ensure that client has given informed consent for treatment	92.84	2.21	2.05	3.40	91.44	2.89	2.64	3.33	-0.68	-0.59	0.07	
31	1	Serve as a resource person to other staff	89.49	2.26	2.02	2.61	33.33	1.56	0.52	1.89	0.70	1.50	0.72	

32	1	Integrate advance directives into client's plan of care	80.16	1.42	1.14	2.86	63.89	1.78	1.14	2.56	-0.36	-0.00	0.30
33	1	Plan safe, cost-effective care for the client	91.30	3.21	2.93	3.04	67.78	2.11	1.43	2.33	1.10	1.50	0.71
34	1	Verify appropriateness and/or accuracy of a treatment order	97.92	3.57	3.49	3.50	99.22	4.22	4.19	3.89	-0.65	-0.69	-0.39
35	1	Teach clients and families about the safe use of equipment needed for health care	91.78	2.19	2.01	2.98	70.56	2.78	1.96	2.56	-0.59	0.05	0.42
36	1	Follow procedures for handling biohazardous materials	93.95	2.98	2.80	3.33	85.00	3.89	3.31	3.00	-0.91	-0.50	0.33
37	1	Participate in maintaining institution's security plan (e.g., newborn nursery security, bomb threats)	75.12	1.42	1.06	3.07	63.33	1.89	1.20	2.56	-0.47	-0.13	0.52
38	1	Report error/event/occurrence per protocol (e.g., medication error, client fall)	87.59	0.86	0.75	3.19	84.78	1.33	1.13	2.89	-0.48	-0.38	0.30
39	1	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	96.40	3.42	3.30	3.17	83.33	3.56	2.96	3.33	-0.13	0.34	-0.16
40	1	Ensure proper identification of client when providing care	99.07	4.69	4.64	3.79	100.00	4.89	4.89	3.89	-0.20	-0.24	-0.10
41	1	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	47.78	1.22	0.58	2.29	45.00	2.33	1.05	2.33	-1.12	-0.47	-0.04
42	1	Provide newborn care	28.22	2.29	0.65	2.54	32.78	2.89	0.95	3.11	-0.60	-0.30	-0.57
43	1	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice)	76.74	1.71	1.32	2.64	59.44	2.00	1.19	2.56	-0.29	0.13	0.08

<sup>1</sup> Setting Specific

<sup>2</sup> Total Group

\* The SME Total Group (TG) Average Frequency is computed by multiplying the SME "AVG Freq" figure by the SME "Applies to Setting" figure.

Table 10, continued

Activity #	PAS Form	Activity	Survey Results				SME Panel Estimates				Rating Differences			
			Applies to Setting %	AVG Freq (SS1) 0-5	AVG Freq (TG2) 0-5	AVG Priority 1-4	Applies to Setting %	AVG Freq (SS1) 0-5	AVG Freq (TG2)* 0-5	AVG Priority 1-4	Freq Diff (SS)	Freq Diff (TG)	Priority Diff	Freq Diff
44	1	Provide information about health maintenance recommendations (e.g., physician visits, immunizations, screening exams)	79.46	1.95	1.55	2.62	51.11	2.11	1.08	3.00	-0.16	0.47	-0.38	
45	1	Provide post-partum care	20.73	1.77	0.37	2.28	31.11	3.00	0.93	3.56	-1.23	-0.57	-1.27	
46	1	Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavioral/physical development	73.72	1.98	1.46	2.46	76.67	3.22	2.47	2.78	-1.24	-1.01	-0.32	
47	1	Provide care that meets the special needs of the preschool client ages 1 month to 4 years	29.50	2.06	0.61	2.46	31.67	2.78	0.88	3.33	-0.72	-0.27	-0.87	
48	1	Provide care that meets the special needs of the adult client ages 19 to 64 years	85.48	3.54	3.03	3.01	73.89	4.11	3.04	3.56	-0.57	-0.01	-0.55	
49	1	Assess client's risk for abuse/neglect	89.83	2.11	1.89	3.09	63.33	2.44	1.55	3.00	-0.34	0.34	0.09	
50	1	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	84.34	1.65	1.39	2.92	56.67	2.33	1.32	3.11	-0.68	0.07	-0.19	
51	1	Provide client and family with information about acute and chronic mental illness	65.39	1.22	0.80	2.53	36.67	2.33	0.86	2.78	-1.11	-0.06	-0.25	
52	1	Provide a therapeutic environment for clients with emotional/behavioral issues	76.42	1.77	1.36	2.81	50.56	2.78	1.40	3.11	-1.00	-0.05	-0.30	
53	1	Incorporate client's cultural practice and beliefs when planning and providing care	93.73	2.14	2.00	2.89	85.56	3.00	2.57	2.78	-0.86	-0.56	0.12	

54	1	Provide end of life care to clients and families	73.81	1.25	0.92	3.03	53.33	1.78	0.95	3.00	-0.53	-0.02	0.03
55	1	Lead group therapy sessions	15.77	1.16	0.18	1.81	12.33	1.22	0.15	1.78	-0.07	0.03	0.03
56	1	Evaluate and monitor client's height and weight	88.94	2.69	2.39	2.73	82.22	2.67	2.19	3.00	0.02	0.20	-0.27
57	1	Provide client nutrition through continuous or intermittent tube feedings	81.23	1.94	1.58	3.07	54.44	3.11	1.69	3.00	-1.17	-0.12	0.07
58	1	Perform post-mortem care	65.06	0.69	0.45	2.37	39.44	0.89	0.35	2.00	-0.20	0.10	0.37
59	1	Perform irrigations (e.g., of bladder, ear, eye)	75.88	1.03	0.78	2.56	40.56	1.22	0.50	2.33	-0.20	0.28	0.23
60	1	Incorporate alternative/complementary therapies into client's plan of care (e.g., music therapy, relaxation therapy)	68.24	1.45	0.99	2.30	33.89	1.33	0.45	2.33	0.12	0.54	-0.03
61	1	Assist client to compensate for a sensory impairment (e.g., assistive devices, compensatory techniques)	77.48	1.62	1.26	2.70	53.89	2.44	1.32	2.44	-0.82	-0.06	0.25
62	1	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	93.78	3.84	3.60	3.45	82.22	3.89	3.20	3.56	-0.05	0.41	-0.11
63	1	Prepare medication for administration	99.31	4.55	4.52	3.65	92.78	4.44	4.12	3.78	0.11	0.40	-0.12
64	1	Perform calculations needed for medication administration	96.54	3.00	2.89	3.60	65.00	3.11	2.02	3.89	-0.11	0.87	-0.29
65	1	Monitor and maintain infusion site(s) and rate(s)	94.08	4.08	3.83	3.57	86.11	4.22	3.64	4.00	-0.15	0.20	-0.43
66	1	Insert/remove a peripheral intravenous line	90.39	2.49	2.25	3.12	72.22	2.22	1.61	2.89	0.26	0.64	0.24
67	1	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	95.01	3.41	3.24	3.40	87.22	3.11	2.71	2.89	0.30	0.53	0.51

<sup>1</sup> Setting Specific

<sup>2</sup> Total Group

\* The SME Total Group (TG) Average Frequency is computed by multiplying the SME "AVG Freq" figure by the SME "Applies to Setting" figure.

Table 10, continued

Activity #	PAS Form	Activity	Survey Results				SME Panel Estimates				Rating Differences			
			Applies to Setting %	AVG Freq (SS1) 0-5	AVG Freq (TG2) 0-5	AVG Priority 1-4	Applies to Setting %	AVG Freq (SS1) 0-5	AVG Freq (TG2)* 0-5	AVG Priority 1-4	Freq Diff (SS)	Freq Diff (TG)	Priority Diff	Priority Diff
68	1	Maintain epidural infusion	49.07	0.97	0.48	2.83	31.67	1.78	0.56	3.00	-0.81	-0.09	-0.17	
69	1	Monitor and maintain clients on a ventilator	45.96	1.90	0.87	3.23	35.56	2.22	0.79	3.67	-0.32	0.08	-0.44	
70	1	Perform or assist with dressing change (e.g., central line dressing)	85.45	1.94	1.66	3.01	62.78	2.44	1.53	2.67	-0.51	0.12	0.34	
71	1	Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	66.01	1.09	0.72	2.90	49.44	1.67	0.82	2.22	-0.57	-0.10	0.68	
72	1	Perform oral or nasopharyngeal suctioning	84.28	1.93	1.62	3.19	57.22	2.22	1.27	3.44	-0.30	0.35	-0.25	
73	1	Provide ostomy care	75.12	1.08	0.81	2.64	44.44	1.56	0.69	2.44	-0.47	0.12	0.20	
74	1	Perform gastric lavage	56.08	0.74	0.41	2.64	23.89	1.00	0.24	2.22	-0.26	0.18	0.42	
75	1	Provide postoperative care	73.40	1.96	1.44	3.20	62.22	3.22	2.01	3.22	-1.27	-0.57	-0.03	
76	1	Perform peritoneal dialysis	33.84	0.51	0.17	2.51	23.89	1.11	0.27	2.44	-0.61	-0.09	0.07	
77	1	Perform suctioning via endotracheal or tracheostomy tube	71.21	1.69	1.21	3.22	38.33	2.44	0.94	3.22	-0.75	0.27	-0.01	
78	1	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	71.35	1.93	1.37	2.96	66.11	3.00	1.98	3.22	-1.07	-0.61	-0.26	
79	1	Provide wound care	92.45	2.33	2.16	3.12	69.44	2.78	1.93	3.11	-0.44	0.23	0.00	
80	1	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	94.61	3.35	3.17	3.38	76.67	3.33	2.56	3.00	0.02	0.61	0.38	
81	1	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	95.42	3.84	3.67	3.31	83.89	3.56	2.98	3.00	0.29	0.69	0.31	

82	1	Perform an electrocardiogram test	55.36	1.38	0.76	2.88	24.44	1.44	0.35	2.11	-0.07	0.41	0.77
83	1	Evaluate and document responses to procedures and treatments	95.48	3.72	3.56	3.31	91.67	3.89	3.56	3.33	-0.17	-0.01	-0.03
84	1	Provide preoperative care	75.41	1.49	1.12	2.98	58.33	2.56	1.49	2.89	-1.06	-0.37	0.09
85	1	Provide pre and/or postoperative education	81.04	1.95	1.58	3.03	65.56	2.78	1.82	2.67	-0.83	-0.24	0.36
86	1	Perform fetal heart monitoring	20.35	1.77	0.36	2.59	23.89	2.89	0.69	3.44	-1.12	-0.33	-0.85
87	1	Educate client and family about home management of care (e.g., tracheostomy and ostomy)	70.13	1.29	0.91	2.89	59.44	1.67	0.99	2.78	-0.37	-0.08	0.11
88	2	Educate client and family about client's rights and responsibilities	94.79	2.05	1.94	2.74	92.78	2.22	2.06	2.44	-0.17	-0.12	0.29
89	2	Make appropriate referrals to community resources	79.82	1.02	0.82	2.37	60.56	1.56	0.94	1.78	-0.53	-0.12	0.59
90	2	Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	93.65	3.09	2.90	2.74	79.44	2.67	2.12	2.67	0.43	0.78	0.07
91	2	Maintain continuity of care between/among health care agencies	83.97	1.87	1.57	2.61	57.22	1.67	0.95	2.00	0.20	0.61	0.61
92	2	Maintain client confidentiality/privacy	100.00	4.48	4.48	3.59	100.00	4.67	4.67	3.44	-0.18	-0.18	0.14
93	2	Recognize tasks/assignments you are not prepared to perform and seek assistance	98.02	2.25	2.21	3.45	67.22	1.89	1.27	3.11	0.36	0.94	0.34
94	2	Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	77.41	0.59	0.45	3.11	55.56	1.33	0.74	2.89	-0.75	-0.29	0.22

<sup>1</sup> Setting Specific

<sup>2</sup> Total Group

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Table 10, continued

Activity #	PAS Form	Activity	Survey Results				SME Panel Estimates				Rating Differences			
			Applies to Setting %	AVG (SS1) 0-5	AVG (TG2) 0-5	AVG Priority 1-4	Applies to Setting %	AVG (SS1) 0-5	AVG (TG2)* 0-5	AVG Priority 1-4	Freq Diff (SS)	Freq Diff (TG)	Freq Diff	Priority Diff
95	2	Participate in educating staff (e.g., inservice, orientation)	72.26	0.82	0.59	2.54	25.00	0.78	0.19	1.33	0.04	0.40	1.20	
96	2	Apply principles of conflict resolution as needed when working with health care staff	85.26	0.78	0.67	2.44	44.44	1.33	0.59	2.00	-0.55	0.08	0.44	
97	2	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	95.01	2.70	2.57	2.65	86.67	3.78	3.27	3.11	-1.08	-0.71	-0.46	
98	2	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	99.21	3.81	3.78	3.41	92.78	3.78	3.51	3.33	0.03	0.27	0.08	
99	2	Educate client/family on home safety issues	87.76	1.32	1.16	2.78	58.89	2.22	1.31	2.33	-0.90	-0.15	0.45	
100	2	Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	77.34	0.48	0.37	3.09	34.44	1.22	0.42	2.33	-0.74	-0.05	0.76	
101	2	Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	89.43	1.44	1.28	3.16	62.78	1.78	1.12	2.89	-0.34	0.17	0.27	
102	2	Educate client/family/staff on infection control measures	94.30	1.91	1.81	3.15	68.89	2.44	1.68	2.67	-0.53	0.12	0.49	
103	2	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	97.38	2.83	2.75	3.51	98.33	3.22	3.17	3.89	-0.39	-0.41	-0.38	
104	2	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	96.03	2.83	2.72	3.25	77.78	3.44	2.68	3.56	-0.61	0.04	-0.30	

105	2	Assess and intervene in client's performance of instrumental activities of daily living (e.g., using telephone, shopping, preparing meals)	72.23	1.42	1.03	2.28	38.89	1.89	0.73	2.67	-0.47	0.29	-0.39
106	2	Provide education on age specific growth and development to clients and family	66.67	1.24	0.83	2.33	68.89	3.11	2.14	2.44	-1.87	-1.32	-0.11
107	2	Provide perinatal education	20.89	1.13	0.24	2.34	26.67	2.22	0.59	2.89	-1.09	-0.36	-0.55
108	2	Assess readiness to learn, learning preferences and barriers to learning	92.73	2.48	2.30	2.71	95.56	3.89	3.72	3.44	-1.40	-1.41	-0.73
109	2	Provide care that meets the special needs of the older adult, over 85 years	79.44	2.28	1.81	2.87	57.78	3.44	1.99	3.22	-1.17	-0.18	-0.36
110	2	Assist client/family to cope with life transitions	88.04	1.56	1.37	2.76	78.89	2.67	2.10	2.78	-1.11	-0.73	-0.02
111	2	Provide care that meets the special needs of the adolescent client ages 13 to 18 years	49.21	0.95	0.47	2.56	35.00	3.00	1.05	3.11	-2.05	-0.58	-0.55
112	2	Provide care that meets the special needs of the older adult client ages 65 to 85 years	83.03	3.02	2.51	2.92	67.22	3.89	2.61	3.44	-0.87	-0.11	-0.53
113	2	Assess the need for, initiate, and maintain suicide precautions	69.84	0.63	0.44	3.26	56.11	2.11	1.18	3.56	-1.48	-0.74	-0.30
114	2	Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	87.84	1.82	1.60	2.60	58.33	2.78	1.62	2.78	-0.95	-0.02	-0.18
115	2	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	93.70	2.01	1.89	2.93	68.89	3.00	2.07	3.56	-0.99	-0.18	-0.63

<sup>1</sup> Setting Specific

<sup>2</sup> Total Group

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Table 10, continued

Activity #	PAS Form	Activity	Survey Results				SME Panel Estimates				Rating Differences			
			Applies to Setting %	AVG (SS1) 0-5	AVG (TG2) 0-5	AVG Priority 1-4	Applies to Setting %	AVG (SS1) 0-5	AVG (TG2)* 0-5	AVG Priority 1-4	Freq Diff (SS)	Freq Diff (TG)	Priority Diff	
116	2	Assess and plan interventions that meet the client's emotional and spiritual needs	93.26	2.05	1.92	2.70	83.89	2.89	2.42	2.89	-0.84	-0.51	-0.19	
117	2	Provide care and/or support for a client with nonsubstance related dependencies (e.g., gambling, sexual addiction, pornography)	44.08	0.47	0.21	2.11	13.33	1.67	0.22	2.22	-1.19	-0.01	-0.12	
118	2	Use therapeutic communication techniques to provide support to client and/or family	97.76	3.40	3.32	3.08	88.33	4.11	3.63	3.00	-0.72	-0.31	0.08	
119	2	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	87.42	2.30	2.01	2.71	41.67	1.89	0.79	2.78	0.42	1.23	-0.07	
120	2	Assess and intervene with the client who has an alteration in elimination	93.26	2.27	2.12	3.02	65.56	2.67	1.75	2.89	-0.40	0.37	0.13	
121	2	Insert/remove nasogastric, urethral catheter or other tubes	92.84	1.46	1.35	2.85	59.44	2.22	1.32	2.89	-0.77	0.03	-0.04	
122	2	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces casts)	70.67	0.99	0.70	2.64	30.56	2.11	0.65	2.56	-1.12	0.06	0.08	
123	2	Apply and maintain devices used to promote venous return (e.g., antiembolic stockings, sequential compression devices)	90.43	2.21	2.00	2.94	63.89	2.67	1.70	3.22	-0.46	0.30	-0.29	
124	2	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	97.40	3.50	3.41	3.38	73.33	3.56	2.61	3.56	-0.05	0.80	-0.17	

125	2	Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	91.30	1.84	1.68	2.84	63.89	2.56	1.63	2.67	-0.71	0.05	0.17
126	2	Assess client's need for sleep/rest and intervene as needed	91.78	2.30	2.11	2.70	72.78	3.00	2.18	2.78	-0.70	-0.07	-0.07
127	2	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	99.35	4.29	4.26	3.71	95.00	4.33	4.12	4.11	-0.04	0.15	-0.40
128	2	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	93.77	2.80	2.63	3.60	80.56	3.44	2.77	4.00	-0.64	-0.14	-0.40
129	2	Administer blood products and evaluate client's response	87.43	0.95	0.83	3.59	65.00	1.89	1.23	3.44	-0.94	-0.40	0.15
130	2	Access implanted venous access devices	83.00	1.90	1.57	3.16	43.33	1.56	0.67	3.00	0.34	0.90	0.16
131	2	Start a peripherally inserted central catheter (PICC)	36.63	0.57	0.21	2.66	13.33	1.22	0.16	2.22	-0.65	0.05	0.44
132	2	Educate client/family about medications	95.81	2.99	2.87	3.17	88.33	3.78	3.34	3.67	-0.79	-0.47	-0.50
133	2	Initiate, maintain and/or evaluate telemetry monitoring	71.69	3.03	2.17	3.26	44.44	2.56	1.14	3.11	0.48	1.04	0.15
134	2	Perform tracheostomy care	76.12	0.81	0.62	2.99	37.78	1.89	0.71	3.11	-1.08	-0.10	-0.12
135	2	Administer oxygen therapy and evaluate response	95.55	2.90	2.77	3.47	81.67	3.44	2.81	3.44	-0.54	-0.04	0.03
136	2	Maintain desired temperature of client using external devices (e.g., cooling and/or warming blanket)	84.02	1.28	1.08	2.86	50.00	1.44	0.72	2.67	-0.16	0.35	0.19

<sup>1</sup> Setting Specific

<sup>2</sup> Total Group

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Table 10, continued

Activity #	PAS Form	Activity	Survey Results				SME Panel Estimates				Rating Differences			
			Applies to Setting %	AVG (SS1) 0-5	Freq (TG2) 0-5	AVG Priority 1-4	Applies to Setting %	AVG (SS1) 0-5	Freq (TG2)* 0-5	AVG Priority 1-4	Freq Diff (SS)	Freq Diff (TG)	Priority Diff	Priority Diff
137	2	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	91.67	1.77	1.62	2.75	72.78	2.44	1.78	2.67	-0.67	-0.16	0.09	
138	2	Implement and monitor phototherapy	29.61	0.52	0.16	2.31	18.00	1.22	0.22	2.33	-0.70	-0.06	-0.02	
139	2	Remove sutures or staples	67.24	0.54	0.36	2.20	44.44	1.67	0.74	2.11	-1.13	-0.38	0.09	
140	2	Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	45.35	0.53	0.24	3.09	27.78	1.67	0.46	2.89	-1.13	-0.22	0.20	
141	2	Monitor and maintain arterial lines	51.66	1.47	0.76	3.14	28.89	2.33	0.67	3.56	-0.87	0.08	-0.41	
142	2	Perform microdermabrasion/botox/laser treatments	10.85	0.31	0.03	1.73	5.56	1.00	0.06	1.11	-0.69	-0.02	0.62	
143	2	Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	37.12	1.08	0.40	3.13	28.33	2.56	0.72	3.67	-1.48	-0.32	-0.54	
144	2	Monitor client's physiologic response during and after moderate/conscious sedation	61.38	1.18	0.73	3.34	38.33	2.22	0.85	3.78	-1.04	-0.13	-0.44	
145	2	Obtain blood specimens peripherally or through central line	84.83	1.84	1.56	2.92	53.33	2.44	1.30	2.56	-0.61	0.26	0.36	
146	2	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	86.46	1.84	1.59	3.23	77.22	3.11	2.40	3.33	-1.28	-0.82	-0.11	

147	2	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	95.84	3.41	3.27	3.42	87.78	3.78	3.32	3.22	-0.37	-0.05	0.20
148	2	Educate client and family about treatments and procedures	97.38	2.98	2.90	3.11	91.11	3.44	3.14	3.11	-0.46	-0.24	-0.01
149	2	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	96.46	3.56	3.43	3.29	80.56	3.78	3.04	3.44	-0.22	0.39	-0.16
150	2	Obtain specimens other than blood for diagnostic testing (e.g., wound cultures, stool, urine specimens)	96.36	1.96	1.88	2.81	83.33	3.11	2.59	2.56	-1.16	-0.71	0.26

<sup>1</sup> Setting Specific

<sup>2</sup> Total Group

\* The SME Total Group (TG) Average Frequency is computed by multiplying the SME "AVG Freq" figure by the SME "Applies to Setting" figure.



## Appendix A

Subject Matter Expert Panel for 2005 RN Practice Analysis

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





**SECTION 2: WORK ENVIRONMENT (continued)**

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

6. Which of the following best describes the shift you work? **(Select only one)**

- 1 Days (8, 10, or 12 hour shift)
- 2 Evenings (8, 10, or 12 hour shift)
- 3 Nights (8, 10, or 12 hour shift)
- 4 Rotating shifts
- 5 Other, please specify \_\_\_\_\_

7. Which of the following **best** describes the location and size of your employment setting?

- A. Location**
- 1 Urban/Metropolitan area
  - 2 Suburban
  - 3 Rural
- B. Population**
- 1 Less than 20,000
  - 2 20,000 to 49,999
  - 3 50,000 to 99,999
  - 4 100,000 to 500,000
  - 5 Greater than 500,000
  - 6 Don't know

**SECTION 3 PART A: NURSING ACTIVITIES**

apply to your setting. For each activity, two questions are asked:

**QUESTION A - FREQUENCY:** If the activity is performed in your work setting, how often did you **personally perform the activity on the last day you worked?** If the activity is never performed in your work setting (is not applicable to your type of nursing) then mark the oval in

mark the oval indicating the approximate total number of times you performed the activity on the last day you worked. Mark "0 Times" if not performed on that last day of work, "1 Time" if performed once, "2 Times" if performed twice, "3 Times" if performed three times, "4 Times" if you performed the activity four times, and "5+ Times" if you performed the activity five or more times on the last day you worked.

**QUESTION B - PRIORITY:** What is the priority of performing this nursing activity compared to the performance of other nursing activities?

each activity relative to other nursing activities you perform when considering risk of unnecessary complications, impairment of function, or

perform the activity on your last day of work.

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

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

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

PLEASE DO NOT WRITE IN THIS AREA



SECTION 3 PART A: NURSING ACTIVITIES (continued)

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

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

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

SECTION 3 PART A: NURSING ACTIVITIES (continued)

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

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

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

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

1 Yes

2 No

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

continued →





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

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

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

**SECTION 5: DEMOGRAPHIC INFORMATION**

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

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

- 1 Yes
- 2 No → Skip to Question 2

If "yes", for how many years and months?

years and  months

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

- 1 Yes
- 2 No → Skip to Question 3

If "yes", for how many years and months?

years and  months

3. Gender

- 1 Male
- 2 Female

4. Age in years

Years

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

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

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

- 1 Yes
- 2 No

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

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

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

Months since graduation

continued →

SECTION 8: COMMENTS

Lined area for writing comments.

Thank you for participating in this important work!

CPN-429 (1.P)

PLEASE DO NOT WRITE IN THIS AREA





**SECTION 2: WORK ENVIRONMENT (continued)**

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

6. Which of the following best describes the shift you work? **(Select only one)**

- 1 Days (8, 10, or 12 hour shift)
- 2 Evenings (8, 10, or 12 hour shift)
- 3 Nights (8, 10, or 12 hour shift)
- 4 Rotating shifts
- 5 Other, please specify \_\_\_\_\_

7. Which of the following **best** describes the location and size of your employment setting?

- a. Location
- 1 Urban/Metropolitan area
  - 2 Suburban
  - 3 Rural
- b. Population
- 1 Less than 20,000
  - 2 20,000 to 49,999
  - 3 50,000 to 99,999
  - 4 100,000 to 500,000
  - 5 Greater than 500,000
  - 6 Don't know

**SECTION 3 PART A: NURSING ACTIVITIES**

apply to your setting. For each activity, two questions are asked:

**QUESTION A - FREQUENCY:** If the activity is performed in your work setting, how often did you **personally perform the activity on the last day you worked?** If the activity is never performed in your work setting (is not applicable to your type of nursing) then mark the oval in

mark the oval indicating the approximate total number of times you performed the activity on the last day you worked. Mark "0 Times" if not performed on that last day of work, "1 Time" if performed once, "2 Times" if performed twice, "3 Times" if performed three times, "4 Times" if you performed the activity four times, and "5+ Times" if you performed the activity five or more times on the last day you worked.

**QUESTION B - PRIORITY:** What is the priority of performing this nursing activity compared to the performance of other nursing activities?

each activity relative to other nursing activities you perform when considering risk of unnecessary complications, impairment of function, or

perform the activity on your last day of work.

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

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

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

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

SECTION 3 PART A: NURSING ACTIVITIES (continued)

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

	A - Frequency					B - Priority					
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1 = Lowest	2 = Low	3 = High	4 = Highest
13. Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	0	1	2	3	4	5	6	1	2	3	4
14. Assist client in the performance of activities of daily living	0	1	2	3	4	5	6	1	2	3	4
15. Evaluate and document client's response to medication	0	1	2	3	4	5	6	1	2	3	4
16. Evaluate appropriateness/accuracy of medication order for client	0	1	2	3	4	5	6	1	2	3	4
17. Administer and document medications given by common routes (e.g., oral, topical)	0	1	2	3	4	5	6	1	2	3	4
18. Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	0	1	2	3	4	5	6	1	2	3	4
19. Monitor and maintain devices and equipment used for drainage (e.g., surgical wound dress, chest tube suction)	0	1	2	3	4	5	6	1	2	3	4
20. Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated external defibrillator)	0	1	2	3	4	5	6	1	2	3	4
21. Assess client's vital signs	0	1	2	3	4	5	6	1	2	3	4
22. Perform focused assessment or re-assessment (e.g., gastrointestinal, respiratory, cardiac)	0	1	2	3	4	5	6	1	2	3	4
23. Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	0	1	2	3	4	5	6	1	2	3	4
24. Educate client and family about client's rights and responsibilities	0	1	2	3	4	5	6	1	2	3	4
25. Make appropriate referrals to community resources	0	1	2	3	4	5	6	1	2	3	4
26. Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	0	1	2	3	4	5	6	1	2	3	4
27. Maintain continuity of care between/among healthcare agencies	0	1	2	3	4	5	6	1	2	3	4
28. Maintain client confidentiality/privacy	0	1	2	3	4	5	6	1	2	3	4
29. Recognize tasks/assignments you are not prepared to perform and seek assistance	0	1	2	3	4	5	6	1	2	3	4
30. Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	0	1	2	3	4	5	6	1	2	3	4
31. Participate in educating staff (e.g., inservice, orientation)	0	1	2	3	4	5	6	1	2	3	4
32. Apply principles of conflict resolution as needed when working with healthcare staff	0	1	2	3	4	5	6	1	2	3	4
33. Use information technology (e.g., computer, video, books) to enhance the care provided to a client	0	1	2	3	4	5	6	1	2	3	4
34. Ensure appropriate and safe use of equipment in performing client care procedures and treatments	0	1	2	3	4	5	6	1	2	3	4
35. Educate client/family on home safety issues	0	1	2	3	4	5	6	1	2	3	4
36. Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	0	1	2	3	4	5	6	1	2	3	4
37. Comply with local/state/institutional policy regarding the use of client restraints and/or safety devices	0	1	2	3	4	5	6	1	2	3	4
38. Educate client/family/staff on infection control measures	0	1	2	3	4	5	6	1	2	3	4
39. Identify client's allergies and intervene as needed (e.g., food, latex and other environmental allergies)	0	1	2	3	4	5	6	1	2	3	4
40. Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	0	1	2	3	4	5	6	1	2	3	4
41. Assess and intervene in client's performance of instrumental activities of daily living (e.g., using telephone, shopping, preparing meals)	0	1	2	3	4	5	6	1	2	3	4
42. Provide education on age-specific growth and development to clients and family	0	1	2	3	4	5	6	1	2	3	4
43. Provide perinatal education	0	1	2	3	4	5	6	1	2	3	4
44. Assess readiness to learn, learning preferences and barriers to learning	0	1	2	3	4	5	6	1	2	3	4
45. Provide care that meets the special needs of the older adult, over 65 years	0	1	2	3	4	5	6	1	2	3	4
46. Assist client/family to cope with life transitions	0	1	2	3	4	5	6	1	2	3	4
47. Provide care that meets the special needs of the adolescent client ages 13 to 18 years	0	1	2	3	4	5	6	1	2	3	4
48. Provide care that meets the special needs of the older adult client ages 65 to 85 years	0	1	2	3	4	5	6	1	2	3	4
49. Assess the need for, initiate, and maintain suicide precautions	0	1	2	3	4	5	6	1	2	3	4
50. Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	0	1	2	3	4	5	6	1	2	3	4
51. Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	0	1	2	3	4	5	6	1	2	3	4
52. Assess and plan interventions that meet the client's emotional and spiritual needs	0	1	2	3	4	5	6	1	2	3	4
53. Provide care and/or support for a client with non-substance related dependencies (e.g., gambling, sexual addiction, pornography)	0	1	2	3	4	5	6	1	2	3	4
54. Use therapeutic communication techniques to provide support to client and/or family	0	1	2	3	4	5	6	1	2	3	4
55. Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	0	1	2	3	4	5	6	1	2	3	4
56. Assess and intervene with the client who has an alteration in stimulation	0	1	2	3	4	5	6	1	2	3	4
57. Insert/remove nasogastric, urethral catheter or other tubes	0	1	2	3	4	5	6	1	2	3	4
58. Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	0	1	2	3	4	5	6	1	2	3	4
59. Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	0	1	2	3	4	5	6	1	2	3	4
60. Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	0	1	2	3	4	5	6	1	2	3	4

SECTION 3 PART A: NURSING ACTIVITIES (continued)

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

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

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

- 1 Yes
- 2 No

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

continued -->



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

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

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

**SECTION 5: DEMOGRAPHIC INFORMATION**

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

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

- 1 Yes
- 2 No → Skip to Question 2

If "yes", for how many years and months?

years and  months

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

- 1 Yes
- 2 No → Skip to Question 3

If "yes", for how many years and months?

years and  months

3. Gender

- 1 Male
- 2 Female

4. Age in years

Years

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

(Select ONE answer)

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

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

- 1 Yes
- 2 No

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

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

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

Months since graduation

continued →

SECTION 6: COMMENTS

Lined area for writing comments.

Thank you for participating in this important work!

CPH-408a (2.7.1)

PLEASE DO NOT WRITE IN THIS AREA

## Appendix C

Activities Rank Ordered by Average Setting-Specific Frequencies			
Activity #	Rank	Activity	Average Frequency Setting-Specific (0-5)
142	1	Perform microdermabrasion/botox/laser treatments	0.31
117	2	Provide care and/or support for a client with nonsubstance related dependencies (e.g., gambling, sexual addiction, pornography)	0.47
100	3	Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	0.48
76	4	Perform peritoneal dialysis	0.51
138	5	Implement and monitor phototherapy	0.52
140	6	Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	0.53
139	7	Remove sutures or staples	0.54
131	8	Start a peripherally inserted central catheter (PICC)	0.57
94	9	Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	0.59
113	10	Assess the need for, initiate, and maintain suicide precautions	0.63
58	11	Perform post-mortem care	0.69
29	12	Report unsafe practice of health care personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	0.70
74	13	Perform gastric lavage	0.74
96	14	Apply principles of conflict resolution as needed when working with health care staff	0.78
134	15	Perform tracheostomy care	0.81
20	16	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated electronic defibrillator)	0.82
95	16	Participate in educating staff (e.g., inservice, orientation)	0.82
38	18	Report error/event/occurrence per protocol (e.g., medication error, client fall)	0.86
111	19	Provide care that meets the special needs of the adolescent client ages 13 to 18 years	0.95
129	19	Administer blood products and evaluate client's response	0.95
68	21	Maintain epidural infusion	0.97
122	22	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces casts)	0.99
11	23	Participate in group sessions (e.g., support groups)	1.00
89	24	Make appropriate referrals to community resources	1.02
59	25	Perform irrigations (e.g., of bladder, ear, eye)	1.03
143	26	Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	1.08
73	26	Provide ostomy care	1.08
71	28	Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	1.09
107	29	Provide perinatal education	1.13

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

Activities Rank Ordered by Average Setting-Specific Frequencies			
Activity #	Rank	Activity	Average Frequency Setting-Specific (0-5)
25	57	Participate in performance improvement/quality assurance process (formally collect data or participate on a team)	1.76
86	58	Perform fetal heart monitoring	1.77
45	58	Provide post-partum care	1.77
137	58	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	1.77
52	58	Provide a therapeutic environment for clients with emotional/behavioral issues	1.77
114	62	Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	1.82
19	63	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	1.83
146	64	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	1.84
10	64	Provide care that meets the special needs of the school age client ages 5 to 12 years	1.84
145	64	Obtain blood specimens peripherally or through central line	1.84
125	64	Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	1.84
91	68	Maintain continuity of care between/among health care agencies	1.87
130	69	Access implanted venous access devices	1.90
69	69	Monitor and maintain clients on a ventilator	1.90
102	71	Educate client/family/staff on infection control measures	1.91
78	72	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	1.93
72	72	Perform oral or nasopharyngeal suctioning	1.93
70	74	Perform or assist with dressing change (e.g., central line dressing)	1.94
57	74	Provide client nutrition through continuous or intermittent tube feedings	1.94
85	76	Provide pre and/or postoperative education	1.95
23	76	Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	1.95
44	76	Provide information about health maintenance recommendations (e.g., physician visits, immunizations, screening exams)	1.95
150	79	Obtain specimens other than blood for diagnostic testing (e.g., wound cultures, stool, urine specimens)	1.96
75	79	Provide postoperative care	1.96
46	81	Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavioral/physical development	1.98
115	82	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	2.01
88	83	Educate client and family about client's rights and responsibilities	2.05
116	83	Assess and plan interventions that meet the client's emotional and spiritual needs	2.05

Activities Rank Ordered by Average Setting-Specific Frequencies			
Activity #	Rank	Activity	Average Frequency Setting-Specific (0-5)
47	85	Provide care that meets the special needs of the preschool client ages 1 month to 4 years	2.06
49	86	Assess client's risk for abuse/neglect	2.11
53	87	Incorporate client's cultural practice and beliefs when planning and providing care	2.14
35	88	Teach clients and families about the safe use of equipment needed for health care	2.19
30	89	Ensure that client has given informed consent for treatment	2.21
123	89	Apply and maintain devices used to promote venous return (e.g., antiembolic stockings, sequential compression devices)	2.21
93	91	Recognize tasks/assignments you are not prepared to perform and seek assistance	2.25
31	92	Serve as a resource person to other staff	2.26
120	93	Assess and intervene with the client who has an alteration in elimination	2.27
109	94	Provide care that meets the special needs of the older adult, over 85 years	2.28
42	95	Provide newborn care	2.29
126	96	Assess client's need for sleep/rest and intervene as needed	2.30
119	96	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	2.30
79	98	Provide wound care	2.33
1	99	Perform procedures necessary for admitting, transferring or discharging a client	2.46
108	100	Assess readiness to learn, learning preferences and barriers to learning	2.48
66	101	Insert/remove a peripheral intravenous line	2.49
56	102	Evaluate and monitor client's height and weight	2.69
97	103	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	2.70
128	104	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	2.80
103	105	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	2.83
104	106	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	2.83
3	107	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	2.88
135	108	Administer oxygen therapy and evaluate response	2.90
24	109	Assess/triage client(s) to prioritize the order of care delivery	2.96
12	110	Assess psychosocial, spiritual, cultural and occupational factors affecting care	2.97
148	111	Educate client and family about treatments and procedures	2.98
36	111	Follow procedures for handling biohazardous materials	2.98
132	113	Educate client/family about medications	2.99

Activities Rank Ordered by Average Setting-Specific Frequencies			
Activity #	Rank	Activity	Average Frequency Setting-Specific (0-5)
64	114	Perform calculations needed for medication administration	3.00
112	115	Provide care that meets the special needs of the older adult client ages 65 to 85 years	3.02
133	116	Initiate, maintain and/or evaluate telemetry monitoring	3.03
90	117	Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	3.09
33	118	Plan safe, cost-effective care for the client	3.21
14	119	Assist client in the performance of activities of daily living	3.28
2	120	Provide and receive report on assigned clients	3.33
4	121	Act as a client advocate	3.35
80	121	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	3.35
118	123	Use therapeutic communication techniques to provide support to client and/or family	3.40
147	124	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	3.41
67	124	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	3.41
39	126	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	3.42
124	127	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	3.50
48	128	Provide care that meets the special needs of the adult client ages 19 to 64 years	3.54
149	129	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	3.56
34	130	Verify appropriateness and/or accuracy of a treatment order	3.57
26	131	Collaborate with health care members in other disciplines when providing client care	3.58
27	132	Receive and/or transcribe primary health care provider orders	3.64
83	133	Evaluate and document responses to procedures and treatments	3.72
6	134	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	3.73
98	135	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	3.81
62	136	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	3.84
81	136	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	3.84
65	138	Monitor and maintain infusion site(s) and rate(s)	4.08
18	139	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	4.14

Activities Rank Ordered by Average Setting-Specific Frequencies			
Activity #	Rank	Activity	Average Frequency Setting-Specific (0-5)
22	140	Perform focused assessment or reassessment (e.g., gastrointestinal, respiratory, cardiac)	4.22
15	141	Evaluate and document client's response to medication	4.28
127	142	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	4.29
13	143	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	4.31
16	144	Evaluate appropriateness/accuracy of medication order for client	4.31
17	145	Administer and document medications given by common routes (e.g., oral, topical)	4.47
92	146	Maintain client confidentiality/privacy	4.48
63	147	Prepare medication for administration	4.55
21	148	Assess client's vital signs	4.64
40	149	Ensure proper identification of client when providing care	4.69
5	150	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	4.77

## Appendix D

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

## Activities Rank Ordered by Average Total Group Frequency

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

Activities Rank Ordered by Average Total Group Frequency			
Activity #	Rank	Activity	Average Frequency Total Group
77	57	Perform suctioning via endotracheal or tracheostomy tube	1.21
61	58	Assist client to compensate for a sensory impairment (e.g., assistive devices, compensatory techniques)	1.26
28	58	Provide client or family with information about advance directives	1.26
101	60	Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	1.28
43	61	Provide information for prevention of high risk health behaviors (e.g., smoking cessation, safe sexual practice)	1.32
52	62	Provide a therapeutic environment for clients with emotional/behavioral issues	1.36
121	62	Insert/remove nasogastric, urethral catheter or other tubes	1.35
110	64	Assist client/family to cope with life transitions	1.37
78	64	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	1.37
50	66	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	1.39
75	67	Provide postoperative care	1.44
46	68	Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavioral/physical development	1.46
44	69	Provide information about health maintenance recommendations (e.g., physician visits, immunizations, screening exams)	1.55
145	69	Obtain blood specimens peripherally or through central line	1.56
19	69	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	1.56
91	72	Maintain continuity of care between/among health care agencies	1.57
130	72	Access implanted venous access devices	1.57
85	74	Provide pre and/or postoperative education	1.58
57	74	Provide client nutrition through continuous or intermittent tube feedings	1.58
146	76	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	1.59
114	77	Assess family dynamics (e.g., structure, bonding, communication, boundaries, coping mechanisms)	1.60
137	78	Provide therapies for comfort and treatment of inflammation, swelling (e.g., apply heat and cold treatments, elevate limb)	1.62
72	78	Perform oral or nasopharyngeal suctioning	1.62
70	80	Perform or assist with dressing change (e.g., central line dressing)	1.66
125	81	Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	1.68
109	82	Provide care that meets the special needs of the older adult, over 85 years	1.81
102	82	Educate client/family/staff on infection control measures	1.81
150	84	Obtain specimens other than blood for diagnostic testing (e.g., wound cultures, stool, urine specimens)	1.88
115	85	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	1.89

## Activities Rank Ordered by Average Total Group Frequency

Activity #	Rank	Activity	Average Frequency Total Group
49	85	Assess client's risk for abuse/neglect	1.89
116	87	Assess and plan interventions that meet the client's emotional and spiritual needs	1.92
88	88	Educate client and family about client's rights and responsibilities	1.94
24	89	Assess/triage client(s) to prioritize the order of care delivery	1.99
53	90	Incorporate client's cultural practice and beliefs when planning and providing care	2.00
123	91	Apply and maintain devices used to promote venous return (e.g., antiembolic stockings, sequential compression devices)	2.00
119	92	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)	2.01
35	92	Teach clients and families about the safe use of equipment needed for health care	2.01
31	94	Serve as a resource person to other staff	2.02
30	95	Ensure that client has given informed consent for treatment	2.05
120	96	Assess and intervene with the client who has an alteration in elimination	2.12
126	96	Assess client's need for sleep/rest and intervene as needed	2.11
79	98	Provide wound care	2.16
133	99	Initiate, maintain and/or evaluate telemetry monitoring	2.17
93	100	Recognize tasks/assignments you are not prepared to perform and seek assistance	2.21
66	101	Insert/remove a peripheral intravenous line	2.25
108	102	Assess readiness to learn, learning preferences and barriers to learning	2.30
1	103	Perform procedures necessary for admitting, transferring or discharging a client	2.38
56	104	Evaluate and monitor client's height and weight	2.39
112	105	Provide care that meets the special needs of the older adult client ages 65 to 85 years	2.51
3	107	Supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	2.55
97	106	Use information technology (e.g., computer, video, books) to enhance the care provided to a client	2.57
128	108	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	2.63
104	109	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	2.72
103	110	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	2.75
135	111	Administer oxygen therapy and evaluate response	2.77
12	112	Assess psychosocial, spiritual, cultural and occupational factors affecting care	2.81
36	113	Follow procedures for handling biohazardous materials	2.80

Activities Rank Ordered by Average Total Group Frequency			
Activity #	Rank	Activity	Average Frequency Total Group
132	114	Educate client/family about medications	2.87
64	115	Perform calculations needed for medication administration	2.89
148	116	Educate client and family about treatments and procedures	2.90
90	116	Initiate and update plan of care, care map, clinical pathway used to guide and evaluate client care	2.90
33	118	Plan safe, cost-effective care for the client	2.93
14	119	Assist client in the performance of activities of daily living	3.02
48	120	Provide care that meets the special needs of the adult client ages 19 to 64 years	3.03
80	121	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	3.17
67	122	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	3.24
147	123	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	3.27
2	124	Provide and receive report on assigned clients	3.29
4	125	Act as a client advocate	3.30
39	125	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	3.30
118	127	Use therapeutic communication techniques to provide support to client and/or family	3.32
124	128	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	3.41
26	129	Collaborate with health care members in other disciplines when providing client care	3.44
149	130	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	3.43
34	131	Verify appropriateness and/or accuracy of a treatment order	3.49
27	132	Receive and/or transcribe primary health care provider orders	3.51
83	133	Evaluate and document responses to procedures and treatments	3.56
62	134	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	3.60
6	135	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	3.61
81	136	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	3.67
98	137	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	3.78
65	138	Monitor and maintain infusion site(s) and rate(s)	3.83
18	139	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	4.04

### Activities Rank Ordered by Average Total Group Frequency

Activity #	Rank	Activity	Average Frequency Total Group
22	140	Perform focused assessment or reassessment (e.g., gastrointestinal, respiratory, cardiac)	4.07
15	141	Evaluate and document client's response to medication	4.21
127	142	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	4.26
16	143	Evaluate appropriateness/accuracy of medication order for client	4.27
13	144	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	4.28
17	145	Administer and document medications given by common routes (e.g., oral, topical)	4.37
92	146	Maintain client confidentiality/privacy	4.48
63	147	Prepare medication for administration	4.52
21	148	Assess client's vital signs	4.61
40	149	Ensure proper identification of client when providing care	4.64
5	150	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	4.76

## Appendix E

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

## Activities Rank Ordered by Average Setting-Specific Priority

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

## Activities Rank Ordered by Average Setting-Specific Priority

Activity #	Rank	Activity	Average Setting-Specific Priority 1-4
53	57	Incorporate client's cultural practice and beliefs when planning and providing care	2.91
50	58	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	2.94
9	59	Provide intrapartum care (e.g., care provided during labor and birth)	2.95
109	59	Provide care that meets the special needs of the older adult, over 85 years	2.95
115	61	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	2.96
145	62	Obtain blood specimens peripherally or through central line	2.97
47	63	Provide care that meets the special needs of the preschool client ages 1 month to 4 years	2.98
123	63	Apply and maintain devices used to promote venous return (e.g., antiembolic stockings, sequential compression devices)	2.98
131	63	Start a peripherally inserted central catheter (PICC)	2.98
112	66	Provide care that meets the special needs of the older adult client ages 65 to 85 years	2.99
87	67	Educate client and family about home management of care (e.g., tracheostomy and ostomy)	3.00
35	67	Teach clients and families about the safe use of equipment needed for health care	3.00
82	69	Perform an electrocardiogram test	3.03
71	69	Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	3.03
120	71	Assess and intervene with the client who has an alteration in elimination	3.04
84	72	Provide preoperative care	3.05
70	73	Perform or assist with dressing change (e.g., central line dressing)	3.06
48	73	Provide care that meets the special needs of the adult client ages 19 to 64 years	3.06
78	73	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	3.06
33	73	Plan safe, cost-effective care for the client	3.06
68	77	Maintain epidural infusion	3.09
85	77	Provide pre and/or postoperative education	3.09
118	77	Use therapeutic communication techniques to provide support to client and/or family	3.09
26	77	Collaborate with health care members in other disciplines when providing client care	3.09
134	81	Perform tracheostomy care	3.10
49	82	Assess client's risk for abuse/neglect	3.11
148	83	Educate client and family about treatments and procedures	3.12
42	84	Provide newborn care	3.13
54	84	Provide end of life care to clients and families	3.13
37	86	Participate in maintaining institution's security plan (e.g., newborn nursery security, bomb threats)	3.14

Activities Rank Ordered by Average Setting-Specific Priority			
Activity #	Rank	Activity	Average Setting-Specific Priority 1-4
29	86	Report unsafe practice of health care personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	3.14
79	86	Provide wound care	3.14
66	86	Insert/remove a peripheral intravenous line	3.14
57	90	Provide client nutrition through continuous or intermittent tube feedings	3.15
94	90	Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	3.15
2	90	Provide and receive report on assigned clients	3.15
19	90	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	3.15
100	94	Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	3.17
102	95	Educate client/family/staff on infection control measures	3.18
39	95	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	3.18
101	95	Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	3.18
23	98	Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	3.19
132	99	Educate client/family about medications	3.20
38	100	Report error/event/occurrence per protocol (e.g., medication error, client fall)	3.21
24	101	Assess/triage client(s) to prioritize the order of care delivery	3.22
130	101	Access implanted venous access devices	3.22
86	103	Perform fetal heart monitoring	3.23
72	104	Perform oral or nasopharyngeal suctioning	3.25
104	105	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	3.27
75	106	Provide postoperative care	3.28
146	107	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	3.29
140	108	Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	3.31
149	108	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	3.31
83	108	Evaluate and document responses to procedures and treatments	3.31
77	111	Perform suctioning via endotracheal or tracheostomy tube	3.33
141	111	Monitor and maintain arterial lines	3.33
81	111	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	3.33
27	114	Receive and/or transcribe primary health care provider orders	3.34
13	114	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	3.34

## Activities Rank Ordered by Average Setting-Specific Priority

Activity #	Rank	Activity	Average Setting-Specific Priority 1-4
36	115	Follow procedures for handling biohazardous materials	3.35
113	117	Assess the need for, initiate, and maintain suicide precautions	3.36
133	118	Initiate, maintain and/or evaluate telemetry monitoring	3.37
4	119	Act as a client advocate	3.39
80	120	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	3.40
124	120	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	3.40
30	122	Ensure that client has given informed consent for treatment	3.41
98	122	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	3.41
67	123	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	3.42
147	125	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	3.44
93	126	Recognize tasks/assignments you are not prepared to perform and seek assistance	3.45
62	127	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	3.47
144	128	Monitor client's physiologic response during and after moderate/conscious sedation	3.48
15	128	Evaluate and document client's response to medication	3.48
34	130	Verify appropriateness and/or accuracy of a treatment order	3.50
143	130	Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	3.50
135	132	Administer oxygen therapy and evaluate response	3.51
103	132	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	3.51
69	134	Monitor and maintain clients on a ventilator	3.53
22	135	Perform focused assessment or reassessment (e.g., gastrointestinal, respiratory, cardiac)	3.54
21	135	Assess client's vital signs	3.54
17	135	Administer and document medications given by common routes (e.g., oral, topical)	3.54
18	138	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	3.56
65	139	Monitor and maintain infusion site(s) and rate(s)	3.59
92	139	Maintain client confidentiality/privacy	3.59
64	141	Perform calculations needed for medication administration	3.60
129	142	Administer blood products and evaluate client's response	3.64
16	142	Evaluate appropriateness/accuracy of medication order for client	3.64

### Activities Rank Ordered by Average Setting-Specific Priority

Activity #	Rank	Activity	Average Setting-Specific Priority 1-4
128	144	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	3.65
63	144	Prepare medication for administration	3.65
6	146	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	3.66
20	147	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated electronic defibrillator)	3.72
127	147	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	3.72
40	149	Ensure proper identification of client when providing care	3.79
5	150	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	3.80

## Appendix F

Activities Rank Ordered by Average Total Group Priority			
Activity #	Rank	Activity	Average Total Group Priority 1-4
142	1	Perform microdermabrasion/botox/laser treatments	1.73
55	2	Lead group therapy sessions	1.81
11	2	Participate in group sessions (e.g., support groups)	1.81
8	4	Plan and/or participate in the education of individuals in the community (e.g., health fairs, school education, drug education, sexually transmitted diseases)	2.07
7	5	Provide prenatal care	2.10
117	5	Provide care and/or support for a client with nonsubstance related dependencies (e.g., gambling, sexual addiction, pornography)	2.11
9	7	Provide intrapartum care (e.g., care provided during labor and birth)	2.15
139	8	Remove sutures or staples	2.20
10	8	Provide care that meets the special needs of the school age client ages 5 to 12 years	2.20
105	10	Assess and intervene in client's performance of instrumental activities of daily living (e.g., using telephone, shopping, preparing meals)	2.28
45	10	Provide post-partum care	2.28
41	12	Perform targeted screening examination (e.g., scoliosis, vision and hearing assessments)	2.29
60	13	Incorporate alternative/complementary therapies into client's plan of care (e.g., music therapy, relaxation therapy)	2.30
138	14	Implement and monitor phototherapy	2.31
106	15	Provide education on age specific growth and development to clients and family	2.33
107	16	Provide perinatal education	2.34
89	17	Make appropriate referrals to community resources	2.37
58	17	Perform post-mortem care	2.37
96	19	Apply principles of conflict resolution as needed when working with health care staff	2.44
25	20	Participate in performance improvement/quality assurance process (formally collect data or participate on a team)	2.45
46	21	Assist client/family to identify/participate in activities fitting his/her age, preference, physical capacity and psychosocial/behavioral/physical development	2.46
47	21	Provide care that meets the special needs of the preschool client ages 1 month to 4 years	2.46
76	23	Perform peritoneal dialysis	2.51
51	24	Provide client and family with information about acute and chronic mental illness	2.53
95	25	Participate in educating staff (e.g., inservice, orientation)	2.54
42	25	Provide newborn care	2.54
111	27	Provide care that meets the special needs of the adolescent client ages 13 to 18 years	2.56
59	27	Perform irrigations (e.g., of bladder, ear, eye)	2.56

## Activities Rank Ordered by Average Total Group Priority

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

## Activities Rank Ordered by Average Total Group Priority

Activity #	Rank	Activity	Average Total Group Priority 1-4
68	57	Maintain epidural infusion	2.83
1	58	Perform procedures necessary for admitting, transferring or discharging a client	2.84
125	58	Intervene with the client who has an alteration in nutritional intake (e.g., adjust diet, change delivery to include method, time and food preferences)	2.84
121	60	Insert/remove nasogastric, urethral catheter or other tubes	2.85
32	61	Integrate advance directives into client's plan of care	2.86
136	61	Maintain desired temperature of client using external devices (e.g., cooling and/or warming blanket)	2.86
109	63	Provide care that meets the special needs of the older adult, over 85 years	2.87
82	64	Perform an electrocardiogram test	2.88
87	65	Educate client and family about home management of care (e.g., tracheostomy and ostomy)	2.89
53	65	Incorporate client's cultural practice and beliefs when planning and providing care	2.89
71	67	Assist with invasive procedures (e.g., central line placement, biopsy, debridement)	2.90
50	68	Assess client for drug/alcohol related dependencies, withdrawal, or toxicities	2.92
112	68	Provide care that meets the special needs of the older adult client ages 65 to 85 years	2.92
145	68	Obtain blood specimens peripherally or through central line	2.92
115	71	Provide support to client and/or family in coping with life changes (e.g., loss, new diagnosis, role change, stress)	2.93
123	72	Apply and maintain devices used to promote venous return (e.g., antiembolic stockings, sequential compression devices)	2.94
78	73	Provide pulmonary hygiene (e.g., chest physiotherapy, spirometry)	2.96
84	74	Provide preoperative care	2.98
35	74	Teach clients and families about the safe use of equipment needed for health care	2.98
134	76	Perform tracheostomy care	2.99
48	77	Provide care that meets the special needs of the adult client ages 19 to 64 years	3.01
70	77	Perform or assist with dressing change (e.g., central line dressing)	3.01
120	79	Assess and intervene with the client who has an alteration in elimination	3.02
85	80	Provide pre and/or postoperative education	3.03
54	80	Provide end of life care to clients and families	3.03
23	82	Provide intraoperative care (e.g., positioning, maintain sterile field, operative assessment)	3.04
33	82	Plan safe, cost-effective care for the client	3.04
57	84	Provide client nutrition through continuous or intermittent tube feedings	3.07
37	84	Participate in maintaining institution's security plan (e.g., newborn nursery security, bomb threats)	3.07
118	86	Use therapeutic communication techniques to provide support to client and/or family	3.08

## Activities Rank Ordered by Average Total Group Priority

Activity #	Rank	Activity	Average Total Group Priority 1-4
29	86	Report unsafe practice of health care personnel to internal/external entities (e.g., emotional or physical impairment, substance abuse, improper care)	3.08
140	88	Connect and maintain pacing devices (e.g., pacemaker, biventricular pacemaker, implantable cardioverter defibrillator)	3.09
49	88	Assess client's risk for abuse/neglect	3.09
26	88	Collaborate with health care members in other disciplines when providing client care	3.09
19	88	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction)	3.09
100	88	Implement emergency response plans (e.g., internal/external disaster, fire, emergency plan)	3.09
24	93	Assess/triage client(s) to prioritize the order of care delivery	3.10
94	93	Comply with state and/or federal regulations for reporting client conditions (e.g., abuse/neglect, communicable disease, gun shot wound, dog bite)	3.11
148	95	Educate client and family about treatments and procedures	3.11
79	96	Provide wound care	3.12
66	96	Insert/remove a peripheral intravenous line	3.12
143	98	Evaluate invasive monitoring data (e.g., pulmonary arterial pressure, intracranial pressure)	3.13
141	99	Monitor and maintain arterial lines	3.14
2	100	Provide and receive report on assigned clients	3.15
102	100	Educate client/family/staff on infection control measures	3.15
101	102	Comply with federal/state/institutional policy regarding the use of client restraints and/or safety devices	3.16
130	102	Access implanted venous access devices	3.16
132	104	Educate client/family about medications	3.17
39	104	Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)	3.17
38	106	Report error/event/occurrence per protocol (e.g., medication error, client fall)	3.19
72	106	Perform oral or nasopharyngeal suctioning	3.19
75	108	Provide postoperative care	3.20
77	109	Perform suctioning via endotracheal or tracheostomy tube	3.22
146	110	Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log-rolling, abduction pillow)	3.23
69	110	Monitor and maintain clients on a ventilator	3.23
104	112	Perform comprehensive health assessment (e.g., physical, psychosocial and health history)	3.25
113	113	Assess the need for, initiate, and maintain suicide precautions	3.26
133	113	Initiate, maintain and/or evaluate telemetry monitoring	3.26
149	115	Perform a risk assessment (e.g., sensory impairment, potential for falls, level of mobility, skin integrity)	3.29

## Activities Rank Ordered by Average Total Group Priority

Activity #	Rank	Activity	Average Total Group Priority 1-4
83	116	Evaluate and document responses to procedures and treatments	3.31
81	116	Perform diagnostic testing (e.g., oxygen saturation, glucose monitoring, testing for occult blood, gastric pH, urine specific gravity)	3.31
36	118	Follow procedures for handling biohazardous materials	3.33
144	119	Monitor client's physiologic response during and after moderate/conscious sedation	3.34
13	119	Monitor client's hydration status (e.g., intake and output, edema, signs and symptoms of dehydration)	3.34
27	119	Receive and/or transcribe primary health care provider orders	3.34
80	122	Evaluate the results of diagnostic testing and intervene as needed (e.g., lab, electrocardiogram)	3.38
124	122	Assess client's need for pain management and intervene as needed using non-pharmacological comfort measures	3.38
4	124	Act as a client advocate	3.39
67	125	Comply with regulations governing controlled substances, (e.g., counting narcotics, wasting narcotics)	3.40
30	125	Ensure that client has given informed consent for treatment	3.40
98	127	Ensure appropriate and safe use of equipment in performing client care procedures and treatments	3.41
147	128	Implement measures to manage/prevent/lessen possible complications of client's condition and/or procedure (e.g., fluid restriction, sodium restriction, raise side rails, suicide precautions)	3.42
62	129	Maintain client's skin integrity (e.g., skin care, turn client, alternating pressure mattress)	3.45
93	129	Recognize tasks/assignments you are not prepared to perform and seek assistance	3.45
15	131	Evaluate and document client's response to medication	3.47
135	131	Administer oxygen therapy and evaluate response	3.47
34	133	Verify appropriateness and/or accuracy of a treatment order	3.50
103	134	Identify client's allergy and intervene as needed (e.g., food, latex and other environmental allergies)	3.51
22	135	Perform focused assessment or reassessment (e.g., gastrointestinal, respiratory, cardiac)	3.52
17	135	Administer and document medications given by common routes (e.g., oral, topical)	3.52
21	137	Assess client's vital signs	3.53
18	138	Administer and document medications given by parenteral routes (e.g., intravenous, intramuscular, subcutaneous)	3.55
65	139	Monitor and maintain infusion site(s) and rate(s)	3.57
92	140	Maintain client confidentiality/privacy	3.59
129	140	Administer blood products and evaluate client's response	3.59
64	142	Perform calculations needed for medication administration	3.60

### Activities Rank Ordered by Average Total Group Priority

Activity #	Rank	Activity	Average Total Group Priority 1-4
128	142	Adjust/titrate dosage of medication based on assessment of physiologic parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)	3.60
16	144	Evaluate appropriateness/accuracy of medication order for client	3.64
20	145	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, Heimlich maneuver, respiratory support, automated electronic defibrillator)	3.64
6	145	Protect client from injury (e.g., falls, electrical hazards, malfunctioning equipment)	3.64
63	147	Prepare medication for administration	3.65
127	148	Review pertinent data prior to medication administration (e.g., vital signs, lab results, allergies, potential interactions)	3.71
40	149	Ensure proper identification of client when providing care	3.79
5	150	Apply principles of infection control (e.g., hand hygiene, room assignment, isolation, aseptic/sterile technique, universal/standard precautions)	3.80