



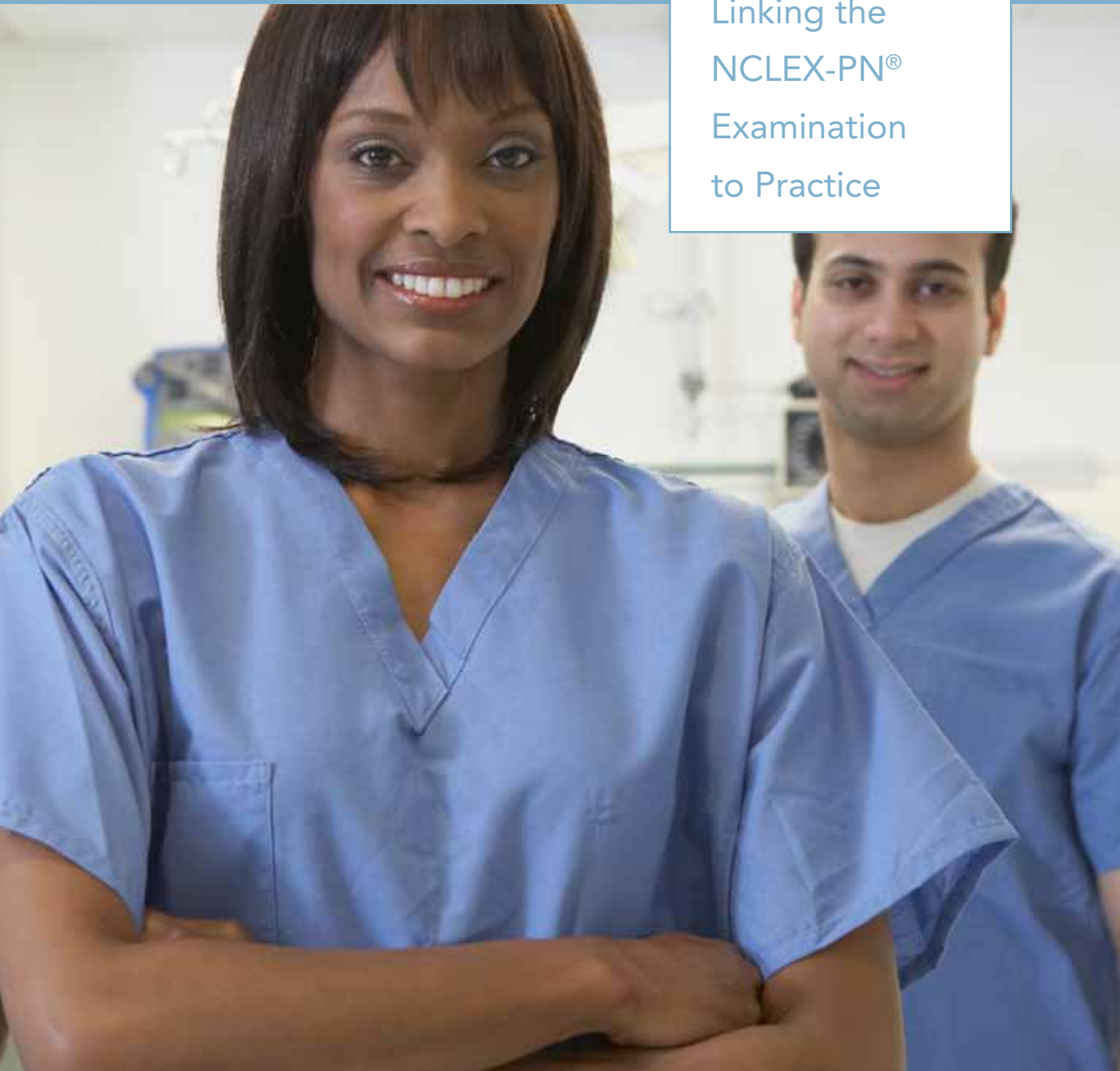
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National Council of State Boards of Nursing

NCSBN RESEARCH BRIEF

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2009 LPN/VN
Practice Analysis:
Linking the
NCLEX-PN®
Examination
to Practice



Report of Findings from the

**2009 LPN/VN Practice Analysis:
Linking the NCLEX-PN® Examination
to Practice**

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

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TABLE OF CONTENTS

List of Tables	v
List of Figures	vi
Acknowledgments	vii
Executive Summary	1
I. Background of Study	7
II. Methodology	8
Preliminary Interviews with Nurse Leaders	8
Methodology Reviewers	8
Panel of SMEs	8
Survey Development	8
Survey Process	9
Sample Selection	9
Representativeness	9
Mailing Procedure	9
Confidentiality	11
Return Rates	11
LPN/VN Practice Analysis Survey Nonresponder Study	11
Summary	12
III. Demographics, Experiences and Practice Environments of Participants	13
Demographics/Past Experiences	13
Age and Gender	13
Race/Ethnicity of Newly-Licensed LPN/VNs	13
Educational Background	14
Average Months Since Graduation, Months Employed, and Previous Nurse Aide (NA) Experience	14
Orientation	15
Certifications Earned	16
Work Settings	16
Facilities	16
Practice Settings	17
Client Health Conditions	17
Client Ages	18
Shifts Worked	18
Time Spent in Different Categories of Nursing Activities	18
Administrative Responsibilities/Primary Administrative Position	18
Enrollment in RN Educational Programs	19
Summary	21
IV. Activity Statement Performance Findings	22
Overview of Methods	22
Activity Performance Characteristics	22
Reliability	22
SME Panel Validation of Survey Findings	22

Applicability of Activities to Practice Setting.	23
Frequency of Activity Performance	23
Setting Specific.	23
Total Group.	23
Importance of Activity Performance	23
Setting Specific.	24
Total Group.	24
Summary.	49
V. Conclusions	50
VI. References	51
Appendix A: 2009 LPN/VN Practice Analysis Methodology Experts	52
Appendix B: Subject Matter Expert Panel	53
Appendix C: 2009 LPN/VN Practice Analysis Survey.	56
Paper Form 1	56
Paper Form 2	64
Web Form 1	72
Web Form 2	80
Web Form 3	87
Web Form 4	94
Appendix D: Activities Rank Ordered by Average Setting-Specific Frequency	101
Appendix E: Activities Rank Ordered by Average Total Group Frequency.	106
Appendix F: Activities Rank Ordered by Average Setting-Specific Importance	111
Appendix G: Activities Rank Ordered by Average Total Group Importance.	116
Appendix H: 2009 LPN/VN Practice Analysis Survey Nonresponder Study	121

LIST OF TABLES

Table 1. Correspondence of Population, Sample and Responders for the 2009 LPN/VN Practice Analysis	10
Table 2. Adjusted Return Rates	12
Table 3. Analyzable Return Rates	12
Table 4. Average Years of Nurse Aide (NA) Experience	14
Table 5. Type and Length of Orientation	15
Table 6. Additional Coursework/Certifications	15
Table 7. Employment Facilities	16
Table 8. Employment Setting Characteristics	16
Table 9. Practice Settings	17
Table 10. Average Time Spent in Different Categories of Nursing Activities	19
Table 11. Administrative Responsibilities	20
Table 12. Registered Nurse Education Program Enrollment	20
Table 13. Reliability Estimates	22
Table 14. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/VN Practice Analysis Survey and LPN/VN Practice Analysis Survey SME Panel	25
Table 15. Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings	35
Table 16. Average Total Group and Setting-Specific Importance Ratings	44

LIST OF FIGURES

Figure 1. Gender of Newly-Licensed LPN/VNs	13
Figure 2. Race/Ethnicity of Newly-Licensed LPN/VNs	13
Figure 3. Educational Programs of Newly-Licensed LPN/VNs	14
Figure 4. Average Months Since Graduation and Months Employed	14
Figure 5. Client Health Conditions	17
Figure 6. Client Ages	18
Figure 7. Shifts Worked by Newly-Licensed LPN/VNs	18

ACKNOWLEDGMENTS

This study would not have been possible without the participation of a large number of newly-licensed practical/vocational nurses (LPN/VNs). The authors gratefully acknowledge the time and attention these nurses gave to complete the survey. The survey data collected provides a clear picture of work performed by newly-licensed LPN/VNs in the U.S. and its territories, as well as practice characteristics of these nurses.

EXECUTIVE SUMMARY

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

A number of steps were necessary for the completion of this practice analysis. A panel of subject matter experts (SMEs) was assembled, a list of LPN/VN activities was created and incorporated into a questionnaire that was sent to a large randomly drawn sample of newly-licensed LPN/VNs, and data were collected and analyzed.

Panel of SMEs

A panel of 11 SMEs was assembled to assist with the practice analysis. There were 10 members on the panel who worked with, supervised and/or taught LPN/VNs who were within their first six months of practice; one panel member was newly licensed and represented newly-licensed LPN/VNs.

The panel members created a category structure describing the types of activities performed by LPN/VNs and developed LPN/VN activities performed within each category of the structure.

Survey Development

A total of 150 activity statements were incorporated into the practice analysis survey. The survey also included questions about the nurses' practice settings, past experiences and demographic information. Half of the sample of newly-licensed LPN/VNs received a paper version of the survey. There were two forms of the paper survey created to decrease the number of activity statements contained on each survey. The other half of the sample received one of four Web-based (Web) versions of the survey. To reduce the number of activity

statements on each survey, four forms of the Web survey were created.

Of the nursing activity statements, 20 were included on all survey forms. For the paper survey, each form contained 85 activity statements, 65 unique and 20 shared activity statements. In the four versions of the Web survey, two contained 53 activity statements (33 unique and 20 shared) and the other two contained 52 activity statements (32 unique and 20 shared). Except for the activity statements unique to each survey form, the surveys were identical.

Survey Process

Sample Selection

The sample for the current study was selected among NCLEX-PN[®] candidates that passed the examination from Jan. 1 to April 13, 2009. This was to ensure that no respondent would have been licensed for more than six months by the start of the survey process. This was consistent with the intention of sampling only newly-licensed nurses.

In addition, candidates were excluded from the sample if their mailing address was not within the jurisdiction in which they were seeking licensure. This was done to minimize the number of invalid addresses to which the survey would be sent. Of the available candidate pool, a sample of 12,000 LPN/VN candidates was randomly selected for either the paper or Web survey forms after being stratified by jurisdiction.

Representativeness

The sample reflected the 2009 population of NCLEX-PN candidates as stratified by their jurisdiction of licensure. In general, the percent of responders was similar to the percent in the sample.

Mailing Procedure

The paper survey was sent to 6,000 newly-licensed LPN/VNs (half receiving Form 1 and the other half receiving Form 2). The Web survey was sent to another 6,000 newly-licensed LPN/VNs; the four

versions of the Web survey were distributed evenly among the sample.

A seven-stage mailing process was used to engage participants in the study. All potential participants were promised confidentiality with regard to their participation and their responses. The survey was conducted June through August 2009.

Return Rates

In May 2009, contact information of 12,000 LPN/VNs was sent to a mailing house to be distributed. Of the 12,000 total surveys sent, 262 paper and 249 Web surveys were returned due to incorrect addresses. A total of 2,431 surveys (1,627 for paper, 804 for Web) were completed and returned for adjusted return rates of 28.4% for paper and 14.0% for Web. Among individuals who responded to the surveys, a total of 1,016 (613 paper, 403 Web) did not qualify for survey ratings based upon one of the following reasons: (a) they did not indicate having an LPN/VN license; (b) they were not currently working in the U.S.; and/or (c) they were working less than 20 hours per week providing direct care to clients as an LPN/VN. After adjusting for incorrect addresses and removals, the analyzable response rates were 17.7% for paper and 7.0% for Web.

Demographics, Experiences and Practice Environments of Participants

Demographics/Past Experiences

The majority (87.9%) of survey responders reported being female. The average age of respondent nurses was 33.06 years (SD = 9.32). Over half (59.7%) of the responders reported being White/Non-Hispanic; 20.0% were African American; 7.7% were Latino or Hispanic; and 4.3% were Asian.

Responders reported working an average of 4.3 months as an LPN/VN. On average, responders of the present study were 8.7 months post graduation.

Most (86.2%) of the responders were graduates of diploma LPN/VN programs and 10.7% graduated from associate degree LPN/VN programs. Approximately 0.5% of survey responders were educated outside of the U.S. An average of 4.9 years of work-

ing as a nurse aide was reported by 56.0% of survey responders.

Orientation

Most of the responders to the current study reported receiving some kind of orientation. Only 7.6% of responders indicated that they did not receive formal orientation. Among responders that had orientation, 2.6% reported having only classroom instruction or skills lab work for their orientation. The majority (66.6%) reported working with an assigned mentor or preceptor for an average of 2.7 weeks and 16.3% reported performing supervised work with clients for an average of 2.2 weeks. Close to 3.6% reported having a formal internship and spent an average of three weeks in orientation.

Certifications Earned

Of current responders, 39.0% reported that they had not earned certification or completed additional coursework. For the remaining 61.0% of the responders, basic life support (41.5%), intravenous therapy (26.0%) and phlebotomy (10.9%) were the most frequently reported certifications earned.

Facilities

The majority of newly-licensed LPN/VNs in this study reported working in long-term care facilities (56.9%), or community-based or ambulatory care facilities (19.8%); 16.8% reported working in hospitals. The numbers of beds reported in employing facilities were mostly distributed among 100-299 beds (38.3%), less than 100 beds (28.9%) and 300-499 beds (5.5%). Responders were equally split between urban (37.1%) and suburban (37.4%) areas; 25.0% of the responders worked in rural areas.

Practice Settings

Overall, the highest percentage of responders reported working in nursing homes (52.1%) and long-term care (11.6%) settings. Medical-surgical settings were reported by 10.2% of responders, assisted living by 8.6% and 6.9% reported working in home-health settings.

Types and Ages of Clients

Newly-licensed LPN/VNs reported caring most frequently for clients with stabilized chronic conditions (66.4%), clients with behavioral/emotional conditions (49.4%) and clients at the end of life (41.3%). The majority of responders reported caring for older adult clients aged 65 to 85 (74.5%), older adult clients aged 85 and older (52.6%) and adult clients aged 31-64 (48.2%). Responders were allowed to select multiple client categories on the survey, therefore, these percentages may sum to more than 100%.

Shifts Worked

The shifts most commonly worked by newly-licensed LPN/VNs continued to be days (41.9%), nights (26.6%) and evenings (20.5%). A very small percentage of responders (1.7%) indicated they worked other types of shifts.

Time Spent in Different Categories of Nursing Activities

Newly-licensed LPN/VNs reported spending the greatest amount of time in pharmacological therapies (14.9%), safety and infection control (13.3%), basic care and comfort (12.8%), and physiological adaptation (12.8%). The least amount of time (9.5%) was spent on activities related to coordinated care.

Administrative Responsibilities/Primary Administrative Position

Newly-licensed LPN/VNs responding to the practice analysis survey were asked if they had administrative responsibilities within their nursing position. Of all responders, 45.2% reported having such responsibilities. The percentage of individuals who reported such responsibilities varies by type of employing facility. Those working in long-term care facilities were nearly six times more likely to report having administrative responsibilities than those working in hospitals (65.8% in long-term care versus 11.7% in hospitals). Charge nurse was the most frequently reported administrative role (33.4% of all responders and 52.8% of long-term care responders) followed by team leader (12.8% of all responders, 16.7% of other and 16.1% of long-term care responders).

Enrollment in RN Educational Programs

Responders were asked about enrollment in further nursing education. Approximately 25.6% of responders reported enrollment in an RN education program and 19.2% reported that they had applied to such a program, but were not currently enrolled. Of those currently enrolled, 80.5% were in associate degree programs, 13.7% in baccalaureate programs and 4.9% in diploma programs. Of those who had applied but were not enrolled, 47.5% were completing prerequisite courses, 23.6% were on waiting lists, 21.7% could not afford the tuition, 12.9% were turned away because classes were full and only 4.2% failed to meet the program requirements. There were 26.1% of responders that reported holding non-nursing college degrees.

Activity Performance Findings

Applicability of Activities to Practice Setting

Responders indicated whether each of the activities was applicable to his or her work setting. The activities ranged from 11.9% applicability, where the responders reported that the activity was performed within their work settings, to 99.5%.

Frequency of Activity Performance

Responders were asked to rate the daily frequency of performance of all activities that were applicable to their work settings on a six-point scale: 0 times to 5 times or more. Average frequency statistics were calculated in two ways: setting-specific frequency of activity performance and total group frequency. Average setting-specific frequency ratings ranged from 0.74 to 4.80. Average total group frequency ratings ranged from 0.17 to 4.75.

Importance of Activity Performance

The importance of performing each nursing activity was rated by participants with respect to the maintenance of client safety and/or threat of complications or distress. Importance ratings were recorded using a five-point scale of 1 being not important to 5 being critically important. Average importance statistics were calculated in two ways: setting-specific importance of activity and total group importance.

Average setting-specific importance ratings ranged from 3.57 to 4.90. Average total group importance ratings ranged from 3.21 to 4.89.

Summary

A nonexperimental, descriptive study was conducted to explore the importance and frequency of activities performed by newly-licensed LPN/VNs. More than 2,400 LPN/VNs responded. In general, findings indicate that activities listed in the survey were representative of the work performed in LPN/VNs' practice settings.

Conclusions

The 2009 LPN/VN Practice Analysis Survey used several methods to describe the practice of newly-licensed LPN/VNs in the U.S.: (1) document reviews; (2) daily logs of newly-licensed LPN/VNs; (3) SME's knowledge; and (4) a large scale survey. The reliability of the survey instrument was quite good. In addition, there was evidence from the SMEs and the nonresponder survey to support the validity of the activity statement ratings. Based on evidence, the findings of this study can be used to evaluate and support an LPN/VN test plan.

Report of Findings from the

**2009 LPN/VN Practice Analysis:
Linking the NCLEX-PN® Examination
to Practice**

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

BACKGROUND OF STUDY

The National Council of State Boards of Nursing (NCSBN[®]) is responsible to its members, the boards of nursing in the U.S. and its member board territories for the preparation of psychometrically sound and legally defensible initial nursing licensure examinations. The periodic performance of practice analysis (i.e., job analysis) studies assists NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure examination. Furthermore, practice analysis studies have long been recognized by measurement and testing professions as important sources of validity evidence for licensure examinations (APA, AERA and NCME, 1999; Raymond and Neustel, 2006). Because the U.S. health care industry is rapidly changing, practice analysis studies are traditionally conducted by NCSBN on a three-year cycle. The previous licensed practical/vocational nurse (LPN/VN) practice analysis was conducted in 2006 (Wendt, 2006).

METHODOLOGY

A number of steps are necessary to perform an analysis of newly-licensed LPN/VN practice. This section provides a description of the methodology used to conduct the 2009 LPN/VN Practice Analysis Survey. Descriptions of subject matter expert (SME) panel processes, survey development, sample selection and data collection procedures are provided, as well as information about assurance of confidentiality, response rates and the degree to which participants were representative of the population of newly-licensed LPN/VNs.

Preliminary Interviews with Nurse Leaders

In order to collect information about trends in nursing and health care, and to anticipate possible changes in the future of nursing practice, a variety of leaders in the nursing profession, which were approved by the NCLEX[®] Examination Committee (NEC), were contacted for their opinions. Interviews were conducted, recorded and transcribed, and themes or trends were noted before the information was applied to the newly developed activity statements. Leader identifying information was removed in order to provide anonymity.

Methodology Reviewers

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

Panel of SMEs

A panel of 11 LPN/VNs and registered nurses (RNs) was assembled to assist with the practice analysis. Panel members worked with and/or supervised the practice of LPN/VNs within their first six months of practice or were themselves newly-licensed LPN/VNs; panel members also represented the four

NCSBN geographic areas in the U.S., all major nursing specialties and varied practice settings. See *Appendix B for a listing of panel members.*

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

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

After the activity statements were reviewed and edited by the NEC, panel members provided information necessary for validation of the practice analysis survey. They estimated the percentage of nurses in the country that would perform the activity within their practice settings, the average frequency with which each activity would be performed daily by nurses performing the activity (on a 0 to 5 times or more scale) and the average importance the activity would have in relation to the provision of safe client care (on a 1 to 5 scale).

Survey Development

A number of processes were used to create, evaluate and refine the survey instrument used for the LPN/VN practice analysis study. The activity statements created by the panel of experts were reviewed and edited by the NEC. The committee

also approved the survey form. Additionally, the practice analysis methodology reviewers evaluated the methodology and procedures. For this survey, both paper and Web versions were utilized in order to continue the investigation of using only a Web-based survey for practice analyses (Wendt and Eich, 2006).

There were 150 nursing activity statements that were incorporated into a practice analysis survey. The survey also included questions about the nurses' practice settings, past experiences and demographics. Half of the sample of newly-licensed LPN/VNs received a paper version of the survey. There were two forms of the paper survey created to decrease the number of activity statements contained on each survey. The other half of the sample received one of four Web-based (Web) versions of the survey. Four forms of the Web survey were also created to reduce the number of activity statements on each survey.

Of the nursing activity statements, 20 were included on all survey forms. For the paper survey, each form contained 85 activity statements, 65 unique and 20 shared. In the four Web versions of the survey, two contained 53 activity statements (33 unique and 20 shared) and the other two contained 52 activity statements (32 unique and 20 shared). Except for the activity statements unique to each survey form, the surveys were identical.

The survey contained six sections. In the first section, there were questions related to the type of nursing license held, working in the U.S. and direct care of clients. Activity statements were also in this section. The second section contained questions about the months of work experience as an LPN/VN, type and length of work orientation, and certifications earned. The third section focused on work environment, including type and age of clients, employment setting, and type and size of facility. The fourth section requested information on the responder's last day of work, including number of hours worked, number of clients for whom care was provided to and the amount of time spent in various types of nursing activities. The fifth section asked basic demographic information. The sixth section provided space for responders to provide contact information for follow-up, if needed. *All forms on*

the Web and paper versions of the survey may be found in Appendix C.

Survey Process

Sample Selection

There were two samples randomly selected from the candidates who successfully passed the NCLEX-PN® examination from Jan. 1 through April 13, 2009. First, a sample of 6,000 practitioners was randomly selected for the paper survey. Newly-licensed LPN/VNs were excluded from this sample if their mailing address was not within the jurisdiction in which they were seeking licensure. The exclusion criterion was used to minimize the number of incorrect addresses to which the survey would be sent. The strategy effectively removed all candidates with international addresses. Then, of the remaining candidate pool, candidates with e-mail addresses were extracted. Another sample of 6,000 LPN/VN candidates was randomly selected from this population for the Web survey.

Representativeness

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

Mailing Procedure

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

A seven-stage mailing process was used to engage the participants in the study. A presurvey letter or e-mail was sent to each person selected for the sample on June 17, 2009. A week later, the paper survey, with a cover letter and postage-paid return envelope, was mailed. Web recipients were sent an e-mail invitation with a log-in address and a unique access code. Two weeks later, reminder e-mails

Table 1. Correspondence of Population, Sample and Responders for the 2009 LPN/VN Practice Analysis

	2008	2009		2009		2009		2009	
	Population	Paper Sample		Paper Responders		Web Sample		Web Responders	
	%	N	%	N	%	N	%	N	%
ALABAMA	1.2	111	1.9	31	3.1	100	1.7	9	2.2
ALASKA	0.1	0	0.0	0	0.0	1	0.0	0	0.0
AMERICAN SAMOA	0.0	0	0.0	0	0.0	0	0.0	0	0.0
ARIZONA	1.4	65	1.1	9	0.9	73	1.2	6	1.5
ARKANSAS	1.8	131	2.2	26	2.6	130	2.2	6	1.5
CALIFORNIA PN	11.1	854	14.2	103	10.2	841	14.0	33	8.2
COLORADO	1.1	49	0.8	8	0.8	48	0.8	7	1.7
CONNECTICUT	1.4	49	0.8	6	0.6	59	1.0	2	0.5
DELAWARE	0.5	31	0.5	5	0.5	49	0.8	2	0.5
DISTRICT OF COLUMBIA	0.3	2	0.0	1	0.1	47	0.8	1	0.2
FLORIDA	6.1	430	7.2	79	7.8	424	7.1	25	6.2
GEORGIA PN	2.5	102	1.7	17	1.7	103	1.7	9	2.2
GUAM	0.0	0	0.0	0	0.0	1	0.0	0	0.0
HAWAII	0.2	19	0.3	1	0.1	35	0.6	5	1.2
IDAHO	0.5	19	0.3	2	0.2	29	0.5	3	0.7
ILLINOIS	3.0	211	3.5	36	3.6	175	2.9	11	2.7
INDIANA	2.2	142	2.4	26	2.6	178	3.0	16	4.0
IOWA	2.3	127	2.1	23	2.3	91	1.5	7	1.7
KANSAS	1.7	83	1.4	17	1.7	79	1.3	13	3.2
KENTUCKY	1.8	112	1.9	18	1.8	113	1.9	4	1.0
LOUISIANA PN	1.8	229	3.8	45	4.4	154	2.6	9	2.2
MAINE	0.0	2	0.0	0	0.0	5	0.1	0	0.0
MARYLAND	1.4	107	1.8	18	1.8	90	1.5	6	1.5
MASSACHUSETTS	1.8	50	0.8	9	0.9	62	1.0	4	1.0
MICHIGAN	2.8	145	2.4	35	3.5	162	2.7	12	3.0
MINNESOTA	2.5	173	2.9	43	4.2	182	3.0	18	4.5
MISSISSIPPI	1.3	100	1.7	24	2.4	85	1.4	5	1.2
MISSOURI	2.2	99	1.7	22	2.2	75	1.3	5	1.2
MONTANA	0.2	23	0.4	5	0.5	27	0.5	4	1.0
NEBRASKA	0.9	38	0.6	5	0.5	35	0.6	2	0.5
NEVADA	0.1	4	0.1	2	0.2	0	0.0	0	0.0
NEW HAMPSHIRE	0.4	26	0.4	4	0.4	36	0.6	1	0.2
NEW JERSEY	2.1	118	2.0	16	1.6	110	1.8	2	0.5
NEW MEXICO	0.6	22	0.4	2	0.2	31	0.5	0	0.0
NEW YORK	5.2	257	4.3	30	3.0	239	4.0	18	4.5
NORTH CAROLINA	1.7	59	1.0	9	0.9	82	1.4	14	3.5
NORTH DAKOTA	0.5	13	0.2	3	0.3	35	0.6	5	1.2
NORTHERN MARIANA ISLANDS	0.0	0	0.0	0	0.0	0	0.0	0	0.0
OHIO	6.9	431	7.2	59	5.8	421	7.0	22	5.5
OKLAHOMA	2.2	84	1.4	14	1.4	79	1.3	3	0.7
OREGON	0.6	31	0.5	2	0.2	31	0.5	2	0.5

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

	2008 Population	2009 Paper Sample		2009 Paper Responders		2009 Web Sample		2009 Web Responders	
	%	N	%	N	%	N	%	N	%
PENNSYLVANIA	3.7	254	4.2	64	6.3	239	4.0	15	3.7
RHODE ISLAND	0.1	2	0.0	0	0.0	3	0.1	1	0.2
SOUTH CAROLINA	1.2	61	1.0	8	0.8	75	1.3	4	1.0
SOUTH DAKOTA	0.2	17	0.3	3	0.3	5	0.1	0	0.0
TENNESSEE	2.5	103	1.7	25	2.5	67	1.1	8	2.0
TEXAS	8.6	582	9.7	82	8.1	665	11.1	57	14.2
UTAH	1.4	75	1.3	16	1.6	70	1.2	4	1.0
VERMONT	0.3	1	0.0	0	0.0	0	0.0	0	0.0
VIRGIN ISLANDS	0.0	0	0.0	0	0.0	3	0.1	1	0.2
VIRGINIA	3.0	143	2.4	22	2.2	134	2.2	6	1.5
WASHINGTON	1.6	59	1.0	10	1.0	56	0.9	2	0.5
WEST VIRGINIA PN	0.9	29	0.5	6	0.6	35	0.6	1	0.2
WISCONSIN	2.0	114	1.9	21	2.1	112	1.9	8	2.0
WYOMING	0.2	12	0.2	2	0.2	19	0.3	3	0.7
Total	100.0	6000	100.0	1,014	100.0	6000	100.0	401	100.0

were sent to Web nonresponders and reminder postcards were sent to paper nonresponders, reiterating the importance of the study and urging participation. Reminder e-mails were sent weekly to nonresponders for five weeks, totaling six reminder e-mails for the Web survey. For the paper survey, a second reminder postcard was sent two weeks after the first and the final reminder postcard was sent approximately 10 days later, totaling three reminder postcards for the paper survey. Data collection for the surveys was conducted from June through August 2009.

Confidentiality

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

Return Rates

Of the 12,000 total surveys sent, 262 paper and 249 Web surveys were returned due to incorrect

addresses. A total of 2,431 surveys (1,627 for paper, 804 for Web) were completed and returned for adjusted return rates of 28.4% for paper and 14.0% for Web. See Table 2 for adjusted return rates. A total of 1,016 individuals (613 paper, 403 Web) did not qualify for survey ratings based upon one of the following reasons: (a) they did not indicate having a LPN/VN license; (b) they were not currently working in the U.S.; and/or (c) they were working less than 20 hours per week providing direct care to clients as an LPN/VN. After adjusting for incorrect addresses and removals, the analyzable response rates were 17.7% for paper and 7.0% for Web. See Table 3 for analyzable return rates.

LPN/VN Practice Analysis Survey Nonresponder Study

In order to ensure the validity of the results, NCSBN conducted a telephone survey of nonresponders to determine if LPN/VNs who did not respond would have rated the survey activity statements differently than the responders. If there are no systematic differences in responders versus nonresponders, we have further evidence that the survey results are unbiased, which supports the validity of the 2009 LPN/VN practice analysis results. The nonresponders rated the activity statements similarly to

Table 2. Adjusted Return Rates

Survey Format	Sample	Bad Addresses	Surveys Sent	Adjusted Responses	Adjusted Return Rate
Paper	6,000	262	5,738	1,627	28.4%
Web	6,000	249	5,751	804	14.0%
Total	12,000	511	11,489	2,431	21.2%

Table 3. Analyzable Return Rates

Survey Format	Surveys Sent	Invalid Responses	Analyzable Responses	Analyzable Return Rate
Paper	5,738	613	1,014	17.7%
Web	5,751	403	401	7.0%
Total	11,489	1,016	1,415	12.3%

the responders, lending support for the validity of the results. See *Appendix H* for a full report of the nonresponder study.

Summary

A panel of 11 nurses who were experts in the practice of newly-licensed LPN/VNs, with one member representing newly-licensed LPN/VNs, met and created a comprehensive list of LPN/VN activity statements using multiple methods: document review, review of practice logs and themes from nurse leader interviews. A data collection instrument was developed and revised before being sent to 12,000 newly-licensed LPN/VNs selected from lists of candidates who passed the NCLEX-PN Examination between Jan. 1 and April 13, 2009. The survey response rate was 17.7% for paper and 7.0% for Web. This practice analysis contains the responses of 1,416 newly-licensed LPN/VNs, which is 371 more responses than collected from the 2006 LPN/VN Practice Analysis Survey and should, therefore, provide more precise results.

DEMOGRAPHICS, EXPERIENCES, AND PRACTICE ENVIRONMENTS OF PARTICIPANTS

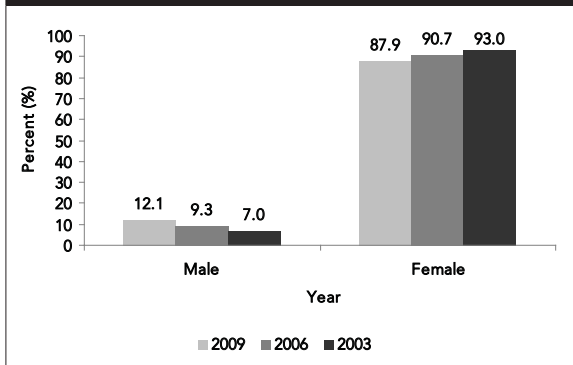
Demographics/Past Experiences

Demographic information, including racial and ethnic backgrounds, educational preparation and gender, are presented next, followed by descriptions of responders' work environments, including settings, shifts worked and client characteristics. Data presented in this section reflects the number of responders to each particular set of questions and not the sample for the 2009 survey.

Age and Gender

In 2009, the majority (87.9%) of survey responders reported being female, a decrease from the percentage (90.7%) found in the *Report of Findings from the 2006 LPN/VN Practice Analysis: Linking the NCLEX-PN® Examination to Practice* and the *Report of Findings from the 2003 LPN/VN Practice Analysis: Linking the NCLEX-PN® Examination to Practice* (93.0%). See Figure 1 for gender breakdowns by year. The age of responder nurses averaged 33.06 years (SD = 9.32 years), slightly younger than the responders from the 2006 and 2003 surveys (both 34 years).

Figure 1. Gender of Newly-Licensed LPN/VNs



Race/Ethnicity of Newly-Licensed LPN/VNs

Participants in the current study were ethnically diverse with 59.7% reporting being White-Not of Hispanic Origin. The second largest racial group represented was African American (20.0%). Racial/ethnic backgrounds were similar to those of responders to the 2006 and 2003 surveys. See Figure 2 for newly-licensed LPN/VNs' racial/ethnic

Figure 2. Race/Ethnicity of Newly-Licensed LPN/VNs

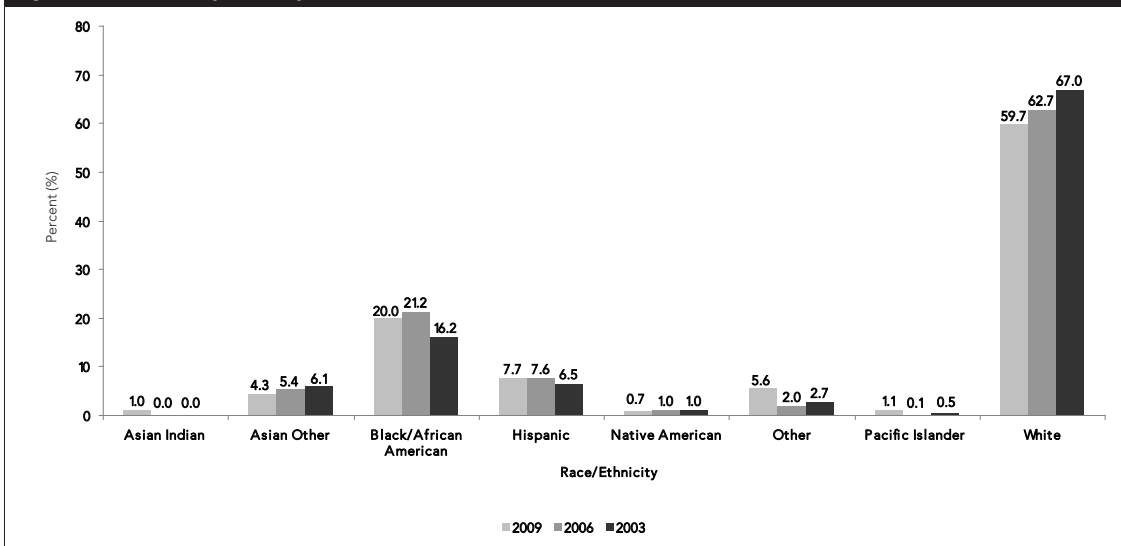


Figure 3. Educational Programs of Newly-Licensed LPN/VNs

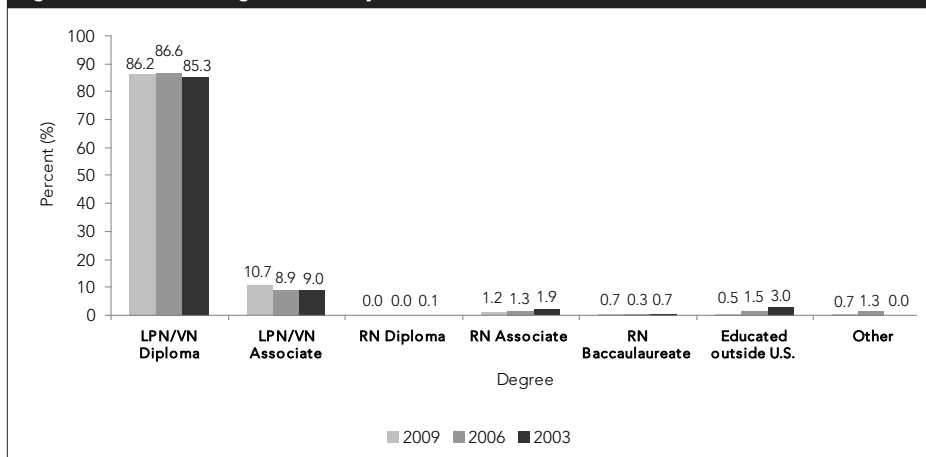


Figure 4. Average Months Since Graduation and Months Employed



Table 4. Average Years of Nurse Aide (NA) Experience

2009	
Years of experience	4.9
Percent (%)	56.0
2006	
Years of experience	5.0
Percent (%)	63.4
2003	
Years of experience	4.9
Percent (%)	60.0

backgrounds compared among the 2003¹, 2006² and 2009 surveys.

Educational Background

Most of the newly-licensed LPN/VNs (86.2%) obtained an LPN/VN-diploma/certificate in the U.S. The second most frequent response was LPN/VN-associate degree in the U.S. (10.7%). These numbers closely mirrored the proportions in the population from which the study sample was derived and follows the same educational diversity of past studies³. See Figure 3.

Average Months Since Graduation, Months Employed and Previous Nurse Aide (NA) Experience

Responders reported working an average of 4.3 months as LPN/VNs in the U.S. and reported being an average of 8.7 months post graduation. See Figure 4. Approximately 56.0% of newly-licensed LPN/VNs reported previous experience as an NA, an almost 8.0% decrease from the 2006 survey results. 2009 responders reported an average of 4.9 years experience as an NA, a slight decline (0.1 years) from 2006 to 2009⁴. See Table 4.

1 The 2003 survey only had one category for Asian ethnicities, so they are combined in Figure 2 as Asian Other. Also, the 2003 survey included a Multi-ethnic category which appears in Figure 2 as Other.

2 The 2006 survey only had one category for Asian ethnicities, so they are combined in Figure 2 as Asian Other. Also, the 2006 survey had two groups for those of Hispanic origin (White Hispanic or Latino and Non-White Hispanic or Latino) which were represented as only one group (Hispanic) in the 2009 survey. These two categories are combined in the Hispanic category in Figure 2.

3 The 2003 survey did not include the Other category for this question.

4 Responders to the 2006 survey provided only the number of years as an NA prior to becoming an LPN/VN, while the 2009 responders provided years and months.

Table 5. Type and Length of Orientation

Type of Orientation	2009		2006		2003	
	%	Avg Weeks ¹	%	Avg Weeks	%	Avg Weeks
No formal orientation	7.6	N/A	9.5	N/A	8.9	N/A
Classroom instruction/ skills lab only	2.6	0.7	1.4	1.2	1.2	3.1
Classroom and/or skills lab plus supervised work with clients	16.3	2.2	16.9	4.6	15.9	4.7
Work with an assigned preceptor or mentor with or without additional classroom or skills lab work	66.6	2.7	68.3	3.7	69.4	4.5
Formal internship with or without additional classroom or skills lab work	3.6	3.0	1.3	3.9	1.8	5.5
Other	3.3	2.4	2.6	2.2	2.9	3.3

¹ Responders to the 2009 survey provided the number of days of their orientation, which were converted into weeks for Table 5.

Table 6. Additional Coursework/Certifications

	2009	2006	2003
Type of Additional Coursework Certification	(n = 1,406)	(n = 1,045)	(n = 1,001)
	%	%	%
Advanced Cardiac Life Support	9.2	7.1	7.2
Basic Life Support	41.5	29.8	31.5
Behavioral Management	4.8	3.9	3.4
Chemotherapy	0.2	0.2	0.5
Moderate/Conscious Sedation	0.6	0.5	1.5
Coronary Care	0.7	0.5	1.7
Critical Care	1.3	1.2	2.0
Intravenous Therapy	26.0	21.4	36.9
Neonatal Resuscitation Life Support	0.6	1.3	2.0
Pediatric Advanced Life Support	1.4	2.0	3.0
Phlebotomy	10.9	7.5	13.7
Peritoneal Dialysis	0.7	1.1	2.9
Rehabilitation	3.1	2.2	3.0
None	39.0	47.1	34.8
Other	9.2	8.1	10.2

Note: Responders could select multiple certifications, so percents do not sum to 100.

Orientation

The majority of newly-licensed LPN/VNs indicated they received some form of formal orientation (92.4%). No formal orientation was reported by 7.6% and 2.6% reported having only classroom instruction or skills lab work for their orientation. Newly-licensed LPN/VNs reported working with an

assigned preceptor (66.6%) for an average of 2.7 weeks and 16.3% reported classroom and/or skills lab plus performing supervised work with clients for an average of approximately 2.2 weeks. Only 3.6% reported having a formal internship that lasted an average of 3.0 weeks. See *Table 5 for type and length of orientation.*

Table 7. Employment Facilities

Type of Facility/Organization	2009	2006	2003
	(n=2,051)	(n=1,666)	(n=1,001)
	%	%	%
Hospital	16.8	23.5	42.4
Long-term care	56.9	54.0	44.5
Community-based or ambulatory care facility/organization	19.8	17.1	10.3
Other	6.6	5.4	2.9

Table 8. Employment Setting Characteristics

Setting Characteristic	2009	2006	2003
	(n=1,343) ¹	(n=994) ²	(n=1,001)
	%	%	%
Number of Hospital or Nursing Home Beds			
Under 50 Beds ³	8.9	10.1	N/A
50 - 99 Beds*	20.0	21.6	25.3
100 - 299 Beds*	38.3	36.5	40.7
300 - 499 Beds*	5.5	8.0	10.7
500 or More Beds	3.1	3.2	7.9
Don't Know	2.5	3.1	3.4
Other Work Setting	21.7	17.4	12.0
Location of Employment Setting			
Urban/Metropolitan area	37.1	33.1	40.9
Suburban	37.4	27.2	29.8
Rural	25.5	29.2	29.4

¹ The 2003 survey did not include a category for Under 50 beds, so these responses are included in 50-99 beds.

*Percentages for the 2006 survey do not sum to 100 due to the fact that responders could choose the I do not know option.

Certifications Earned

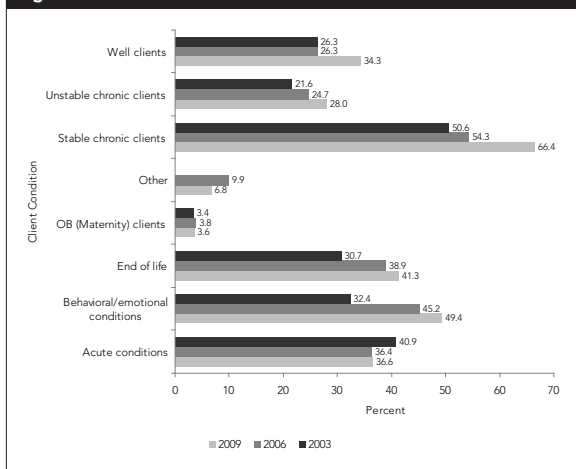
In the current study, 61.0% of responders reported earning additional certifications or completing coursework compared to 52.9% of 2006 and 65.0% of 2003 responders. Basic life support (41.5%), intravenous therapy (26.0%) and phlebotomy (10.9%) were the most frequently reported certifications. See Table 6 for a complete listing of additional coursework and/or certifications completed by survey responders. The ability to provide multiple answers allowed for percentages to equal more than 100.

Work Settings

Facilities

The majority (56.9%) of newly-licensed LPN/VNs in this study reported working in long-term care facilities, 19.8% reported working in community-based or ambulatory care facilities/organizations and 16.8% reported working in a hospital. When compared to results in the *Report of Findings from the 2006 LPN/VN Practice Analysis: Linking the NCLEX-PN® Examination to Practice*, there was an increase in the number of newly-licensed LPN/VNs working in long-term care and community-based settings, rather than hospital settings. See Table 7. The numbers of beds reported in hospitals or nursing homes were mostly distributed among 100-299 beds (38.3%) and 50-99 beds (20.0%). Similar to the results from the 2006 survey, a small percentage of responders worked in facilities with 300 or more beds; 5.5% worked in facilities with 300-499 beds and only 3.1% worked in facilities with 500 beds or more. Nearly the same percentage of responders reported working in urban or metropolitan (37.1%) and suburban areas (37.4%), with responders from rural areas accounting for approximately a quarter of the sample (25.5%). See Table 8.

Figure 5. Client Health Conditions



Practice Settings

Overall, the majority of newly-licensed LPN/VNs reported working in nursing homes (52.1%), which is similar to the 2006 findings. Rehabilitation was reported by 14.4% of responders, 11.6% reported working in other long-term care and 10.2% reported working in a medical-surgical (med/surg) unit or any of its sub-specialties. This represents an increase in employment in rehabilitation and a decrease in employment in other long-term care⁵ and med/surg units. See Table 9.

Client Health Conditions

Newly-licensed LPN/VNs reported caring most frequently for clients with stabilized chronic conditions (66.4%), clients with behavioral/emotional conditions (49.4%), clients at end of life (41.3%), clients with acute conditions (36.6%) and well clients (34.3%). Besides the moderate increase in care for clients with stabilized chronic conditions (12.1%), these results are very similar to those from the 2006 survey. The ability to give multiple answers allowed for percentages to equal more than 100. See Figure 5.

⁵ Due to the fact that assisted living was not a category offered in the 2006 survey, it is possible that other long-term care subsumed the assisted living responses in that survey. When combining the responders working in assisted living and other long-term care from the 2009 survey, the resulting percentage more closely matches the 2006 percentage for other long-term care.

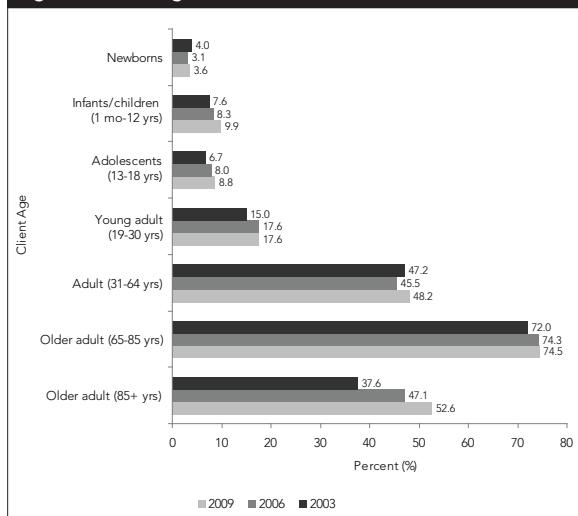
Table 9. Practice Settings

Practice Setting	2009	2006	2003
	(n=1,406) ¹	(n=1,045)	(n=1,001)
	%	%	%
Assisted living ³	8.6	--	--
Critical care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, post-anesthesia recovery unit)	3.2	4.2	6.7
Home health, including visiting nurses associations	6.9	4.9	3.4
Hospice care	5.2	2.4	2.9
Labor and delivery	0.1	0.7	0.5
Medical-surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology)	10.2	14.2	29.7
Nursery ²	0.4	--	--
Nursing home, skilled or intermediate care	52.1	44.6	43.7
Occupational health	0.3	0.1	0.3
Operating room, including outpatient surgery and surgicenters	0.4	1.0	0.3
Other	4.5	5.7	3.8
Other long-term care (e.g., residential care, developmental disability)	11.6	26.7	7.3
Outpatient clinic	4.8	3.7	1.5
Pediatrics	4.6	3.3	3.7
Physician/APRN/Dentist office	5.1	4.7	5.0
Postpartum unit	0.8	1.0	1.7
Prison/correctional facility/jail	1.6	2.2	0.7
Psychiatry or any of its sub-specialties (e.g., detox)	4.1	4.5	4.2
Public health	1.4	0.4	0.5
Rehabilitation	14.4	6.7	7.8
Student/school health	0.6	0.3	0.1
Subacute unit	3.6	2.6	2.5
Transitional care unit	1.3	1.1	2.5

¹ Reflects the number of responders to this set of questions, not the sample for the 2009 survey.
² Pediatrics and Nursery were combined for the 2006 and 2003 surveys. The Pediatrics column in Table 9 reflects the responses to Pediatrics or nursery from the 2006 and 2003 surveys.
³ Assisted Living did not appear as a choice on the 2006 and 2003 surveys.

Note: On the 2006 and 2009 surveys responders were asked to limit their responses to two choices.

Figure 6. Client Ages



Client Ages

The majority of newly-licensed LPN/VNs reported caring for older adult clients aged 65 to 85 (74.5%), older adult clients aged 85 and older (52.6%) and adult clients aged 31 to 64 (48.2%). All results are similar to those from the 2006 survey. The ability to give multiple answers allowed for percentages to equal more than 100. See *Figure 6*.

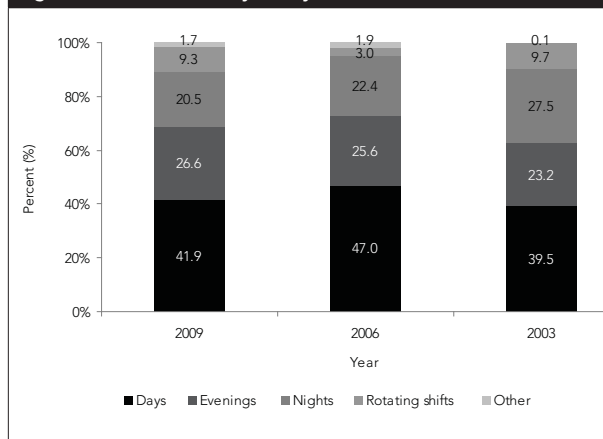
Shifts Worked

The shifts most commonly worked by newly-licensed LPN/VNs continued to be days (41.9%), evenings (26.6%) and nights (20.5%). Compared to the 2006 findings, responders who reported working rotating shifts have increased, while those reporting working day shifts decreased. A very small percentage of responders (1.7%) indicated they worked other types of shifts. See *Figure 7* for shifts reported in 2003, 2006 and 2009.

Time Spent in Different Categories of Nursing Activities

The responders to the current study were asked to record the numbers of hours spent performing specific categories of activities. See *Table 10*. The hours spent were then converted to proportions of time by dividing the number of hours reported spent working by the hours reported spent on each

Figure 7. Shifts Worked by Newly-Licensed LPN/VNs



activity. Because nurses often perform more than one type of activity at a time, such as teaching while giving medications or providing emotional support while giving routine care, these proportions did not equal 100. In order to make the proportions of time spent in activities useful to the task of helping to validate the NCLEX-PN test plan, the proportions were standardized by dividing the time spent in each category of activity by the sum of hours reportedly spent in all the activities. These standardized proportions have the advantage of adding up to 100. Newly-licensed LPN/VNs reported spending the greatest amount of time in pharmacological therapies (14.9%), safety and infection control (13.3%), basic care and comfort (12.8%), and physiological adaptation (12.8%). The least amount of time was reportedly spent on coordinated care (9.5%). Compared to the 2006 study, there are slight variations in time spent on almost all categories of activities.

Administrative Responsibilities/ Primary Administrative Position

The newly-licensed LPN/VNs responding to the practice analysis survey were asked if they had administrative responsibilities within their nursing position. Of all responders, 47.3% reported having such responsibilities. The percentage of individuals who reported such responsibilities varies by type of employing facility. Those working in long-term

Table 10. Average Time Spent in Different Categories of Nursing Activities

Categories of Activities		Average Hours (2009)	Proportion of Work Hours (2009)	2009 Standardized Proportion (%)	2006 Standardized Proportion (%)	2003 Standardized Proportion (%)
Coordinated care	Collaborate with health care team members to facilitate effective client care.	2.8	29.6	9.5	13.5	14.0
Safety and infection control	Protect client and health care personnel from health and environmental hazards.	4.0	41.5	13.3	14.9	12.0
Health promotion and maintenance	Provide nursing care of the client that incorporates expected growth and development, prevention/early detection of health problems and strategies to achieve optimal health.	3.6	38.2	12.2	10.0	10.0
Psychosocial integrity	Provide nursing care that assists with promotion and support of the emotional, mental and social well being of clients.	3.8	39.3	12.5	10.5	10.0
Basic care and comfort	Provide comfort to clients and assistance in the performance of activities of daily living.	3.8	39.7	12.8	14.0	13.0
Pharmacological therapies	Provide care related to the administration of medications and monitors clients receiving parenteral therapies.	4.5	46.3	14.9	18.7	18.0
Reduction of risk potential	Reduce the risk of complications/health problems related to existing conditions, treatments or procedures.	3.6	37.9	12.1	11.8	11.0
Physiological adaptation	Provide care for clients with acute, chronic or life threatening physical health conditions.	3.8	40.0	12.8	6.6	12.0

care facilities were nearly six times more likely to report having administrative responsibilities than those working in hospitals (65.8% in long-term care versus 11.7% in hospitals). Of those working in community-based settings, 22.1% reported having administrative responsibilities, while 42.2% of responders working in other facilities had an administrative role. Compared to 2006, these results represent a slight decrease in administrative responsibilities overall, but a slight increase in administrative responsibilities among responders working in community-based facilities. Charge nurse was the most frequently reported administrative role (33.4% of all responders and 52.8% of long-term care responders) followed by team leader (12.8% of all responders, 16.7% of other and 16.1% of long-term care responders).

Responders were also asked to report the approximate percentage of time spent in the administrative roles they selected. Overall, 17.2% reported spending 80-100% of their work time in the administrative roles selected, with 0-19% and 20-39% comprising an additional 21.3% of the sample. See Table 11.

Enrollment in RN Educational Programs

Responders were asked about enrollment in further nursing education. Approximately 25.6% of responders reported enrollment in an RN educational program and 19.2% reported that they had applied to such a program, but were not currently enrolled. Of those currently enrolled, 80.5% were in associate degree programs, 13.7% were in baccalaureate programs and 4.9% were in diploma

Table 11. Administrative Responsibilities

Administrative Roles	2009					2006	2003
	Hospital	Long-term Care	Community-based	Other	Total	Total	Total
	%	%	%	%	%	%	%
Charge nurse	5.7	52.8	6.3	17.8	33.4	34.7	31.1
Coordinator	0.9	2.7	5.9	4.4	3.1	1.1	0.6
House supervisor	0.0	1.7	3.3	2.2	1.7	1.5	1.7
Team leader	4.8	16.1	8.8	16.7	12.8	12.1	9.0
Unit/area manager	0.4	5.9	4.8	3.3	4.6	3.5	2.2
Director of nursing	0.0	0.0	0.0	1.1	0.1	0.1	0.1
Other	2.2	4.0	4.0	11.1	4.2	3.6	3.3
None	85.7	33.7	77.2	58.9	52.7	51.8	57.3
Percentage of time spent in administrative roles							
0-19%	6.5	12.4	8.7	11.2	10.6	9.8	7.3
20-39%	1.8	15.3	5.3	9.0	10.7	8.6	8.2
40-59%	2.3	9.4	6.8	7.9	7.6	7.8	7.3
60-79%	0.5	5.5	3.0	6.7	4.3	3.6	3.8
80-100%	3.7	26.0	4.5	13.5	17.2	18.7	17.0

Table 12. Registered Nurse Education Program Enrollment

	2009		2006		2003	
	Frequency	%	Frequency	%	Frequency	%
Enrolled in a registered nurse education program						
Yes	352	25.6	207	20.0	918	21.1
No	758	55.2	669	64.8	548	59.7
I have applied, but am not currently enrolled	263	19.2	157	15.2	176	19.2
Program enrollment						
Registered Nurse – Diploma program	17	4.9	9	4.3	16	6.6
Registered Nurse – Associate degree program	277	80.5	170	82.1	196	81.3
Registered Nurse – Baccalaureate degree program	47	13.7	21	10.1	23	9.5
Other	3	0.9	1	0.5	6	2.5
Reasons for nonenrollment						
Currently completing prerequisite courses	125	47.5	75	47.8	136	77.3
Turned away because nursing program is full	34	12.9	17	10.8	7	4.0
Unable to afford tuition	57	21.7	4	22.9	71	40.3
Did not meet admission requirements	11	4.2	36	2.5	2	1.1
On a waiting list for admission	62	23.6	35	22.3	44	25.0
Other	37	14.1	26	16.6	54	30.7
Non-nursing college degree						
Yes	370	26.1	240	23.5	168	18.3
No	982	69.4	782	76.5	751	81.7

programs. Of those who applied, but were not enrolled, 47.5% were completing prerequisite courses, 23.6% were on waiting lists, 21.7% could not afford tuition, 12.9% were turned away because classes were full and 4.2% failed to meet program requirements. Approximately 26.1% of responders reported holding non-nursing college degrees. See *Table 12*.

Summary

The newly-licensed LPN/VNs responding to the 2009 LPN/VN Practice Analysis Survey were primarily female with an average age of 33 years. The majority worked straight day, or evening or night shifts in nursing homes or rehabilitation units of long-term care facilities. The majority were provided an orientation with an assigned preceptor or mentor for an average of 2.7 weeks. The responders cared mostly for clients with stabilized chronic conditions who were 65-85 years of age.

ACTIVITY STATEMENT PERFORMANCE FINDINGS

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

Overview of Methods

The 2009 LPN/VN Practice Analysis Survey asked responders to answer two questions about each activity statement. Question A addressed the frequency of activity performance. The scale of frequency ranged from never performed in work setting to 5 or more times. Responders were instructed to mark never performed in work setting if an activity did not apply to their work setting and then move to the next activity. If the activity did apply to their work setting, they were asked to mark on a six point scale of 0 to 5 or more times, reflecting the frequency with which they had performed the activity on their last day of work. In question B, they were then asked to rate the overall importance of the activity considering client safety and/or threat of complications or distress on a scale of 1 to 5 with one being not important to five being critically important. The responder ratings were analyzed in three parts. Applicability to practice setting was assessed by analyzing the number of responders having performed each activity statement, excluding those that marked never performed.

Activity Performance Characteristics

Reliability

Reliability indices were calculated to assess the capability of the survey to measure the activities relevant to safe and effective practice of newly-licensed LPN/VNs. Cronbach's alpha coefficients were calculated for frequency and importance ratings for the paper and Web forms of the survey to measure the internal consistency of the instrument (Cronbach, 1951). Alpha coefficients range from 0 to 1; a value of 0.70 or greater is considered adequate. As can be seen in Table 13, the survey was reliable.

SME Panel Validation of Survey Findings

The SME panel for the 2009 LPN/VN Practice Analysis Survey was asked to provide independent ratings of the 150 activity statements. The panel members estimated the percentage of newly-licensed LPN/VNs performing the activities within their practice setting, the average setting-specific daily frequency with which the activities were performed and the average importance of the activities. After the ratings were obtained, average total group frequency estimates were calculated by prorating the setting-specific frequency ratings with the estimates of setting applicability. All panel ratings were averaged across panel members and compared to the ratings obtained from the practice analysis survey.

The importance ratings estimated by the SME panel were compared to the average importance ratings from the practice analysis survey responders. The estimates of the panel members compared

Table 13: Reliability Estimates

	Importance			Frequency		
	N Items	N Cases	Scale Reliability	N Items	N Cases	Scale Reliability
Paper Form 1	85	206	0.98	85	327	0.94
Paper Form 2	85	206	0.98	85	322	0.95
Web Form 1	53	29	0.97	53	61	0.88
Web Form 2	53	46	0.97	53	81	0.93
Web Form 3	52	40	0.98	52	73	0.90
Web Form 4	52	44	0.97	52	73	0.93

to survey findings may be found in Table 14. There were no activities for which the panel members estimated an importance of one point higher than the responders in the survey. Additionally, there were no activities for which the SMEs estimated an importance of one point less than the responders on the survey. The similar ratings by the SMEs and the responders provide additional validity evidence for the study results.

Applicability of Activities to Practice Setting

Responders indicated if each of the activities was applicable to his or her work setting by marking the never performed in work setting response. The percentages of newly-licensed nurses indicating that the activities were applicable are reported in Table 15. The activities ranged from 11.9% applicability (where the responders reported that the activity was performed within their work settings) to 99.5% (of the responders who reported the activity was performed within their work setting). The activities with the lowest percentage of applicability included assist with monitoring a client in labor (11.9%) and assist with fetal heart monitoring for the antepartum client (14.0%). The activities with the highest percentage of applicability for responders were check and monitor client vital signs (99.5%) and maintain client confidentiality (99.5%).

Frequency of Activity Performance

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

the total group frequency calculation. See Table 15 for setting-specific and total group frequency.

Setting Specific

Average setting-specific frequencies ranged from 0.74 to 4.80. The activities performed with the lowest frequencies were respond to a client life-threatening situation (e.g., cardiopulmonary resuscitation) (0.74); insert nasogastric (NG) tube (0.81); perform check of client pacemaker (0.86); and provide care to client in traction (0.95). The activities with the highest setting-specific average frequencies of performance were use standard/universal precautions (4.80); follow the rights of medication administration (4.77); verify the identity of the client (4.68); and maintain client confidentiality (4.62). Appendix D presents activity statements rank ordered by average setting-specific frequency.

Total Group

Average total group frequencies ranged from 0.17 to 4.75. The activities performed with the lowest total group frequency were assist with monitoring a client in labor (0.17); assist with fetal heart monitoring for the antepartum client (0.21); insert nasogastric (NG) tube (0.34); and identify signs of symptoms of potential prenatal complications (0.34). Those activities performed with the overall highest frequencies were use standard/universal precautions (4.75); follow the rights of medication administration (4.70); maintain client confidentiality (4.60); and verify the identity of client (4.59). Appendix E presents activity statements rank ordered by average total group frequency.

Importance of Activity Performance

Responders were asked to rate the importance of performing each nursing activity in regard to the maintenance of client safety and/or threat of complications or distress. Responders were further requested to consider the importance of activity performance in terms of client safety, namely risk of unnecessary complications, impairment of function or serious distress to clients. Importance ratings were recorded using a 5-point scale: 1= Not Important, 2= Marginally Important, 3= Moderately Important, 4= Important and 5= Critically Important. Average importance ratings were calculated

in two ways. Setting-specific importance was calculated by averaging only the ratings of responders providing who noted that the activity applied to their setting. The total group importance was calculated by including all importance ratings regardless of applicability to work setting. The average importance rating for each of the 150 activities is reported in Table 16.

Setting Specific

Average setting-specific importance ratings ranged from 3.57 to 4.90. The activities with the lowest importance ratings were discuss sexual issues with client (e.g., family planning, menopause, erectile dysfunction, gender identity) (3.57); follow up with client after discharge (3.60); use alternative/complementary therapy (e.g., acupressure, music therapy or herbal therapy) (3.66); and search client belongings when indicated and intervene as appropriate (3.66). The activities with the highest importance ratings were follow the rights of medication administration (4.90); use standard/universal precautions (4.85); verify the identity of client (4.83); and use aseptic and sterile techniques (4.82). Appendix F displays activity statements rank ordered by average setting-specific importance ratings.

Total Group

Average total group importance ratings ranged from 3.21 to 4.89. The activities with the lowest importance ratings were follow up with client after discharge (3.21); discuss sexual issues with client (e.g., family planning, menopause, erectile dysfunction, gender identity) (3.26); participate in client group session (3.32); and use alternative/complementary therapy (e.g., acupressure, music therapy or herbal therapy) (3.39). The activities with the highest importance ratings were follow the rights of medication administration (4.89); use standard/universal precautions (4.84); verify the identity of client (4.81); and use aseptic and sterile techniques (4.80). Appendix G presents activity statements rank ordered by average total group importance ratings.

Table 14. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/VN Practice Analysis Survey and LPN/VN Practice Analysis Survey SME Panel												
Activity #	Activity	Newly-Licensed LPN/VN Survey Ratings				SME Ratings Results				Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	
1	Use data from various sources in making clinical decisions	95.3%	3.31	4.12	100.0%	4.71	4.71	-4.7%	-1.40	-0.59		
2	Assign client care and/or related tasks (e.g., assistive personnel or LPN/VN)	85.4%	3.03	3.83	100.0%	3.29	3.86	-14.6%	-0.26	-0.03		
3	Organize and prioritize care for assigned group of clients	90.8%	3.63	4.24	100.0%	4.00	4.71	-9.2%	-0.37	-0.47		
4	Advocate for client rights and needs	96.8%	3.37	4.41	100.0%	3.86	4.29	-3.2%	-0.49	0.12		
5	Participate in quality improvement (QI) activity (e.g., collecting data or serving on QI committee)	64.8%	1.20	3.45	100.0%	2.00	2.86	-35.2%	-0.80	0.59		
6	Follow up with client after discharge	47.7%	0.67	3.21	71.4%	1.00	2.29	-23.7%	-0.33	0.92		
7	Participate in orientation of new employee	70.2%	1.02	3.55	100.0%	2.00	3.57	-29.8%	-0.98	-0.02		
8	Participate as a member of an interdisciplinary team	73.4%	1.87	3.69	100.0%	4.29	4.57	-26.6%	-2.42	-0.88		
9	Supervise/evaluate activities of assistive personnel	81.8%	2.76	3.92	85.7%	3.83	3.71	-3.9%	-1.07	0.21		
10	Respond to the unsafe practice of a health care provider (e.g., intervene or report)	76.1%	1.10	4.47	100.0%	2.00	4.86	-23.9%	-0.90	-0.39		
11	Evaluate the appropriateness of health care provider order for client	87.6%	2.59	4.27	100.0%	4.29	4.57	-12.4%	-1.70	-0.30		
12	Receive and process health care provider orders	97.2%	3.78	4.63	100.0%	3.43	4.14	-2.8%	0.35	0.49		
13	Participate in client consent process	81.2%	2.13	4.14	100.0%	1.86	3.71	-18.8%	0.27	0.43		
14	Provide for privacy needs	99.3%	4.44	4.47	100.0%	4.43	4.14	-0.7%	0.01	0.33		
15	Identify the need for and implement appropriate isolation techniques	84.2%	1.95	4.44	71.4%	3.00	4.29	12.8%	-1.05	0.15		
16	Participate in client data collection and referral	84.3%	2.41	3.92	100.0%	3.00	3.71	-15.7%	-0.59	0.21		
17	Apply evidence-based practice when providing care	93.2%	3.36	4.21	100.0%	4.71	4.71	-6.8%	-1.35	-0.50		
18	Provide and receive report	97.5%	3.67	4.58	100.0%	3.86	4.57	-2.5%	-0.19	0.01		

Activity #	Activity	Newly-Licensed LPN/VN Survey Ratings				SME Ratings Results				Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference		
19	Verify the identity of client	98.2%	4.59	4.81	100.0%	4.86	5.00	-1.8%	-0.27	-0.19		
20	Participate in health screening or health promotion programs	69.0%	1.31	3.71	100.0%	1.86	3.29	-31.0%	-0.55	0.42		
21	Use standard/universal precautions	99.0%	4.75	4.84	100.0%	4.86	4.86	-1.0%	-0.11	-0.02		
22	Participate in preparation for internal and external disasters (e.g., fire or natural disaster)	83.3%	1.37	4.25	100.0%	1.17	3.83	-16.7%	0.20	0.42		
23	Implement least restrictive restraints or seclusion	68.7%	1.50	3.81	71.4%	1.20	3.71	-2.7%	0.30	0.10		
24	Follow protocol for timed client monitoring (e.g., restraint, safety checks)	81.0%	2.63	4.29	57.1%	2.50	3.43	23.9%	0.13	0.86		
25	Make adjustment to care with consideration of client spiritual or cultural beliefs	85.8%	1.68	3.97	100.0%	2.43	4.00	-14.2%	-0.75	-0.03		
26	Search client belongings when indicated and intervene as appropriate	64.3%	0.98	3.45	100.0%	.86	3.43	-35.7%	0.12	0.02		
27	Use therapeutic communication techniques with client	96.8%	3.80	4.26	100.0%	4.57	4.29	-3.2%	-0.77	-0.03		
28	Use alternative/complementary therapy (e.g., acupressure, music therapy or herbal therapy) in providing client care	62.5%	1.06	3.39	85.7%	1.67	3.00	-23.2%	-0.61	0.39		
29	Acknowledge and document practice error (e.g., incident report)	86.8%	1.49	4.31	100.0%	1.43	3.86	-13.2%	0.06	0.45		
30	Provide non-pharmacological measures for pain relief (e.g., imagery, massage or repositioning)	87.1%	2.67	4.01	100.0%	3.43	4.14	-12.9%	-0.76	-0.13		
31	Assist with fetal heart monitoring for the antepartum client	14.0%	0.21	3.77	57.1%	1.50	3.43	-43.1%	-1.29	0.34		
32	Provide care that meets the special needs of infants or children aged 1 month to 12 years	26.4%	0.61	3.75	42.9%	0.33	2.86	-16.5%	0.28	0.89		

Table 14. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/VN Practice Analysis Survey and LPN/VN Practice Analysis Survey SME Panel

Activity #	Activity	Newly-Licensed LPN/VN Survey Ratings			SME Ratings Results			Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference
33	Provide care that meets the special needs of young adults aged 19 to 30 years	43.8%	1.18	3.86	71.4%	2.00	3.57	-27.6%	-0.82	0.29
34	Follow the rights of medication administration	98.6%	4.70	4.89	100.0%	4.71	5.00	-1.4%	-0.01	-0.11
35	Provide care that meets the special needs of adults aged 65 to 85 years of age	93.3%	4.24	4.54	100.0%	4.29	4.43	-6.7%	-0.05	0.11
36	Assist with monitoring a client in labor	11.9%	0.17	3.68	42.9%	1.67	3.71	-31.0%	-1.50	-0.03
37	Administer intravenous piggyback (secondary) medications	45.6%	0.90	3.99	71.4%	2.00	4.14	-25.8%	-1.10	-0.15
38	Start peripheral intravenous (IV) access	45.4%	0.70	3.95	85.7%	2.17	3.71	-40.3%	-1.47	0.24
39	Compare client development to norms	75.9%	2.23	3.82	85.7%	3.00	3.43	-9.8%	-0.77	0.39
40	Insert urinary catheter	79.6%	1.44	4.07	100.0%	3.14	4.14	-20.4%	-1.70	-0.07
41	Discuss sexual issues with client (e.g., family planning, menopause, erectile dysfunction, gender identity)	39.3%	0.52	3.26	85.7%	2.00	2.86	-46.4%	-1.48	0.40
42	Insert nasogastric (NG) tube	41.6%	0.34	3.77	85.7%	1.33	4.00	-44.1%	-0.99	-0.23
43	Recognize barriers to communication or learning	95.2%	2.99	4.14	100.0%	3.29	4.00	-4.8%	-0.30	0.14
44	Implement measures to prevent complication of client condition or procedure (e.g., circulatory complication, seizure, aspiration or potential neurological disorder)	91.5%	2.99	4.60	100.0%	3.71	4.83	-8.5%	-0.72	-0.23
45	Collect baseline physical data (e.g., skin integrity, or height and weight)	98.0%	3.85	4.42	100.0%	3.43	4.29	-2.0%	0.42	0.13
46	Perform venipuncture for blood draws	48.4%	0.82	3.77	85.7%	3.00	3.86	-37.3%	-2.18	-0.09
47	Provide emotional support to client and family	98.0%	3.38	4.32	100.0%	4.29	4.43	-2.0%	-0.91	-0.11

Table 14. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/VN Practice Analysis Survey and LPN/VN Practice Analysis Survey SME Panel											
Activity #	Activity	Newly-Licensed LPN/VN Survey Ratings				SME Ratings Results				Rating Differences	
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	
48	Identify/intervene to control signs of hypoglycemia or hyperglycemia	93.7%	3.08	4.70	100.0%	4.00	4.86	-6.3%	-0.92	-0.16	
49	Identify client use of effective and ineffective coping mechanisms	92.1%	2.61	3.98	100.0%	3.57	4.29	-7.9%	-0.96	-0.31	
50	Identify significant body or lifestyle changes and other stressors that may affect recovery/health maintenance	91.6%	2.54	4.03	100.0%	3.00	3.71	-8.4%	-0.46	0.32	
51	Provide care to client on ventilator	40.5%	0.59	4.24	100.0%	1.40	4.43	-59.5%	-0.81	-0.19	
52	Recognize complications of acute or chronic illness and intervene	91.8%	2.33	4.55	85.7%	3.50	5.00	6.1%	-1.17	-0.45	
53	Identify signs and symptoms of substance abuse/chemical dependency, withdrawal or toxicity	71.3%	1.37	4.09	71.4%	2.00	3.86	-0.1%	-0.63	0.23	
54	Participate in behavior management program by recognizing environmental stressors and/or providing a therapeutic environment	76.7%	1.82	3.81	100.0%	2.86	3.71	-23.3%	-1.04	0.10	
55	Participate in client group session	42.7%	0.57	3.32	100.0%	1.86	2.86	-57.3%	-1.29	0.46	
56	Participate in reminiscence therapy, validation therapy or reality orientation	59.7%	1.21	3.45	100.0%	2.14	3.00	-40.3%	-0.93	0.45	
57	Assist client to cope/adapt to stressful events and changes in health status (e.g., end of life, grief and loss, life changes or physical changes)	87.1%	2.16	4.13	100.0%	3.86	3.86	-12.9%	-1.70	0.27	
58	Provide for mobility needs (e.g., ambulation, range of motion, transfer to chair, repositioning or the use of adaptive equipment)	93.8%	3.56	4.27	100.0%	3.86	4.14	-6.2%	-0.30	0.13	
59	Monitor and provide for nutritional needs of client (e.g., labs, calorie counts/percentages or daily weight)	90.1%	3.10	4.26	100.0%	3.29	4.14	-9.9%	-0.19	0.12	
60	Institute bowel or bladder management	83.7%	2.42	4.07	85.7%	3.67	4.00	-2.0%	-1.25	0.07	
61	Provide measures to promote sleep/rest	89.4%	2.87	4.00	100.0%	4.29	4.29	-10.6%	-1.42	-0.29	

Table 14. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/VN Practice Analysis Survey and LPN/VN Practice Analysis Survey SME Panel												
Activity #	Activity	Newly-Licensed LPN/VN Survey Ratings				SME Ratings Results				Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference		
62	Discontinue or remove peripheral intravenous (IV) line, nasogastric (NG) tube or urinary catheter	72.8%	1.42	3.93	100.0%	2.71	4.00	-27.2%	-1.29	-0.07		
63	Provide care to client in traction	39.6%	0.38	3.66	85.7%	1.67	3.14	-46.1%	-1.29	0.52		
64	Assist in providing postmortem care	56.2%	0.60	3.63	57.1%	1.00	3.14	-0.9%	-0.40	0.49		
65	Monitor client intake/output	86.7%	3.30	4.32	100.0%	4.29	4.29	-13.3%	-0.99	0.03		
66	Monitor transfusion of blood product	33.7%	0.45	4.13	71.4%	2.00	4.29	-37.7%	-1.55	-0.16		
67	Administer medication by oral route	95.9%	4.34	4.61	100.0%	4.43	5.00	-4.1%	-0.09	-0.39		
68	Administer a subcutaneous (SQ), intradermal or intramuscular (IM) medication	95.4%	3.75	4.57	100.0%	3.00	4.57	-4.6%	0.75	0.00		
69	Count narcotics/controlled substances	90.2%	3.40	4.60	85.7%	4.17	4.14	4.5%	-0.77	0.46		
70	Evaluate client response to medication	98.9%	4.43	4.68	100.0%	4.57	4.71	-1.1%	-0.14	-0.03		
71	Maintain medication safety practices (e.g., storage, checking for expiration dates or compatibility)	98.8%	4.50	4.71	100.0%	4.43	4.86	-1.2%	0.07	-0.15		
72	Perform risk monitoring and provide follow up	86.3%	2.52	4.18	100.0%	2.57	4.14	-13.7%	-0.05	0.04		
73	Collect specimen (e.g., urine, stool, gastric contents or sputum for diagnostic testing)	90.9%	2.20	4.15	100.0%	3.57	3.86	-9.1%	-1.37	0.29		
74	Monitor diagnostic or laboratory test results	91.8%	2.91	4.38	100.0%	4.29	4.43	-8.2%	-1.38	-0.05		
75	Check and monitor client vital signs	99.5%	4.50	4.67	100.0%	5.00	4.71	-0.5%	-0.50	-0.04		
76	Perform circulatory checks	92.2%	3.21	4.41	100.0%	5.00	4.57	-7.8%	-1.79	-0.16		
77	Perform an electrocardiogram (EKG/ECG)	35.4%	0.60	3.85	66.7%	2.25	3.00	-31.3%	-1.65	0.85		
78	Administer and check proper use of compression stockings/sequential compression devices (SCD)	78.2%	2.17	3.97	85.7%	3.17	3.71	-7.5%	-1.00	0.26		
79	Reinforce education to client regarding care and condition	94.2%	3.23	4.22	100.0%	4.29	4.57	-5.8%	-1.06	-0.35		

Activity #	Table 14. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/VN Practice Analysis Survey and LPN/VN Practice Analysis Survey SME Panel										
	Newly-Licensed LPN/VN Survey Ratings				SME Ratings Results				Rating Differences		
	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference		
80	54.7%	0.83	3.85	85.7%	1.50	3.71	-31.0%	-0.67	0.14		
81	93.8%	3.10	4.36	100.0%	3.29	4.29	-6.2%	-0.19	0.07		
82	91.3%	3.06	4.62	100.0%	3.57	4.57	-8.7%	-0.51	0.05		
83	61.4%	0.72	3.72	100.0%	1.67	3.57	-38.6%	-0.95	0.15		
84	67.8%	1.44	4.19	100.0%	3.71	4.57	-32.2%	-2.27	-0.38		
85	75.4%	1.68	4.02	100.0%	2.86	3.86	-24.6%	-1.18	0.16		
86	89.4%	2.63	4.07	100.0%	3.57	4.29	-10.6%	-0.94	-0.22		
87	85.1%	1.14	3.67	100.0%	1.57	3.86	-14.9%	-0.43	-0.19		
88	94.6%	2.94	4.15	100.0%	2.86	4.00	-5.4%	0.08	0.15		
89	95.4%	3.29	4.25	100.0%	4.00	4.43	-4.6%	-0.71	-0.18		
90	89.0%	2.01	3.97	100.0%	2.57	3.43	-11.0%	-0.56	0.54		
91	95.1%	1.97	4.44	100.0%	2.14	4.86	-4.9%	-0.17	-0.42		
92	84.6%	1.87	3.78	100.0%	2.29	3.57	-15.4%	-0.42	0.21		
93	80.6%	1.42	4.59	85.7%	1.50	4.43	-5.1%	-0.08	0.16		
94	99.5%	4.60	4.76	100.0%	5.00	4.86	-0.5%	-0.40	-0.10		
95	76.7%	1.14	3.98	100.0%	2.43	3.57	-23.3%	-1.29	0.41		
96	86.2%	2.45	3.74	100.0%	5.00	4.43	-13.8%	-2.55	-0.69		

Table 14. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/VN Practice Analysis Survey and LPN/VN Practice Analysis Survey SME Panel											
Activity #	Activity	Newly-Licensed LPN/VN Survey Ratings				SME Ratings Results				Rating Differences	
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference	
97	Participate in providing cost effective care	87.2%	2.70	3.78	100.0%	4.43	3.86	-12.8%	-1.73	-0.08	
98	Assure availability and safe functioning of client care equipment	96.1%	3.42	4.51	100.0%	4.17	4.17	-3.9%	-0.75	0.34	
99	Use safe client handling (e.g., body mechanics)	97.9%	4.05	4.60	100.0%	4.71	4.43	-2.1%	-0.66	0.17	
100	Identify client allergies and intervene as appropriate	95.7%	2.82	4.72	100.0%	3.86	4.86	-4.3%	-1.04	-0.14	
101	Identify and address hazardous conditions in health care environment (e.g., chemical, smoking or biohazard)	86.9%	1.77	4.45	100.0%	3.00	4.50	-13.1%	-1.23	-0.05	
102	Use aseptic and sterile techniques	98.7%	3.88	4.80	100.0%	2.86	4.43	-1.3%	1.02	0.37	
103	Assist in or reinforce education to client about safety precautions	97.4%	3.42	4.52	100.0%	4.00	4.43	-2.6%	-0.58	0.09	
104	Initiate and participate in security alert (e.g., infant abduction or flight risk)	68.0%	1.14	4.25	57.1%	1.25	4.71	10.9%	-0.11	-0.46	
105	Provide care and resources for beginning of life and/or end of life issues and choices	76.6%	1.40	4.03	100.0%	2.86	4.00	-23.4%	-1.46	0.03	
106	Provide care that meets the special needs of the newborn - less than 1 month old	22.5%	0.37	3.86	57.1%	0.00	3.57	-34.6%	0.37	0.29	
107	Provide care that meets the special needs of adolescents aged 13 to 18 years	32.1%	0.66	3.80	66.7%	0.00	3.50	-34.6%	0.66	0.30	
108	Provide care that meets the special needs of adults aged 31 to 64 years	83.9%	3.39	4.23	100.0%	4.14	4.29	-16.1%	-0.75	-0.06	
109	Provide care that meets the special needs of adults aged greater than 85 years of age	89.1%	3.72	4.42	100.0%	3.57	4.29	-10.9%	0.15	0.13	
110	Monitor recovery of stable postpartum client	21.9%	0.36	3.87	57.1%	1.50	3.67	-35.2%	-1.14	0.20	

Table 14. Average Frequency and Importance Ratings (Total Group) and Percent Performing from LPN/VN Practice Analysis Survey and LPN/VN Practice Analysis Survey SME Panel												
Activity #	Activity	Newly-Licensed LPN/VN Survey Ratings				SME Ratings Results				Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference		
111	Assist client with expected life transition (e.g., attachment to newborn, parenting or retirement)	49.2%	0.76	3.67	71.4%	1.00	3.17	-22.2%	-0.24	0.50		
112	Provide information for prevention of high risk behaviors	78.8%	1.75	4.04	100.0%	2.71	4.29	-21.2%	-0.96	-0.25		
113	Collect data for health history	88.9%	2.49	4.26	100.0%	2.71	4.14	-11.1%	-0.22	0.12		
114	Identify and educate clients in need of immunizations (required and voluntary)	79.6%	1.67	3.98	85.7%	2.17	4.14	-6.1%	-0.50	-0.16		
115	Collect data regarding client psychosocial functioning	85.2%	2.04	3.99	100.0%	2.71	3.71	-14.8%	-0.67	0.28		
116	Promote positive self-esteem of client	97.8%	3.66	4.22	100.0%	4.29	4.14	-2.2%	-0.63	0.08		
117	Collect data on client potential for violence	79.9%	1.35	4.14	100.0%	1.86	4.00	-20.1%	-0.51	0.14		
118	Assist in or reinforce education to caregivers/family on ways to manage client with behavioral disorders	79.6%	1.54	4.00	100.0%	2.14	4.00	-20.4%	-0.60	0.00		
119	Explore why client is refusing or not following treatment plan	93.8%	2.20	4.21	100.0%	3.00	4.14	-6.2%	-0.80	0.07		
120	Assist in managing the care of angry/agitated client	94.8%	2.54	4.18	100.0%	2.43	4.14	-5.2%	0.11	0.04		
121	Assist in the care of the cognitively impaired client	93.6%	3.14	4.24	100.0%	3.71	4.17	-6.4%	-0.57	0.07		
122	Use transfer assistive devices (e.g., t-belt, slide board or mechanical lift)	80.6%	1.97	4.14	100.0%	3.14	4.14	-19.4%	-1.17	0.00		
123	Provide feeding and/or care for client with enteral tubes	76.9%	2.24	4.32	85.7%	2.33	4.00	-8.8%	-0.09	0.32		
124	Assist with activities of daily living	88.3%	3.39	4.11	100.0%	3.86	3.71	-11.7%	-0.47	0.40		
125	Evaluate pain using a rating scale	96.4%	3.90	4.40	100.0%	5.00	4.43	-3.6%	-1.10	-0.03		
126	Use measures to maintain or improve client skin integrity	93.6%	3.80	4.52	100.0%	4.71	4.71	-6.4%	-0.91	-0.19		
127	Perform an irrigation of urinary catheter, bladder, wound, ear, nose or eye	83.3%	1.64	4.12	100.0%	2.71	4.00	-16.7%	-1.07	0.12		

Activity #	Activity	Newly-Licensed LPN/VN Survey Ratings						SME Ratings Results			Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference			
128	Apply or remove immobilizing equipment (e.g., a splint or brace)	82.1%	1.54	3.86	85.7%	1.83	3.71	-3.6%	-0.29	0.15			
129	Assist in the care and comfort for a client with a visual and/or hearing impairment	92.3%	2.84	4.12	100.0%	2.86	3.86	-7.7%	-0.02	0.26			
130	Reconcile and maintain medication list or medication administration record	97.0%	4.14	4.71	100.0%	4.43	5.00	-3.0%	-0.29	-0.29			
131	Monitor and maintain client intravenous (IV) site and flow rate	64.5%	1.51	4.36	100.0%	3.43	4.71	-35.5%	-1.92	-0.35			
132	Administer medication by gastrointestinal tube (e.g., g-tube, nasogastric (NG) tube, g-button or j-tube)	75.5%	2.21	4.35	85.7%	2.83	4.57	-10.2%	-0.62	-0.22			
133	Administer medication by ear, eye, nose, rectum, vagina or skin route	92.7%	3.15	4.32	100.0%	3.00	4.43	-7.3%	0.15	-0.11			
134	Regulate client intravenous (IV) rate	58.4%	1.31	4.24	71.4%	3.20	4.57	-13.0%	-1.89	-0.33			
135	Reinforce education to client regarding medications	96.0%	3.29	4.42	100.0%	4.29	4.29	-4.0%	-1.00	0.13			
136	Perform calculations needed for medication administration	90.6%	2.34	4.59	100.0%	4.00	5.00	-9.4%	-1.66	-0.41			
137	Check for urinary retention (e.g., ultrasound, palpation)	75.4%	1.23	4.12	100.0%	2.57	4.14	-24.6%	-1.34	-0.02			
138	Monitor continuous or intermittent suction of nasogastric (NG) tube	50.7%	0.73	4.02	85.7%	1.67	3.57	-35.0%	-0.94	0.45			
139	Identify signs or symptoms of potential prenatal complication	24.3%	0.34	4.02	28.6%	2.50	3.86	-4.3%	-2.16	0.16			
140	Perform neurological checks	89.4%	2.36	4.49	100.0%	3.86	4.29	-10.6%	-1.50	0.20			
141	Evaluate client respiratory status by measuring oxygen (O2) saturation	93.8%	3.61	4.61	100.0%	4.43	4.43	-6.2%	-0.82	0.18			
142	Assist with the performance of a diagnostic or invasive procedure	61.8%	1.04	3.94	100.0%	1.71	3.86	-38.2%	-0.67	0.08			
143	Provide care for client before surgical procedure including reinforcing teaching	52.2%	0.81	3.92	100.0%	1.71	3.86	-47.8%	-0.90	0.06			

Activity #	Activity	Newly-Licensed LPN/VN Survey Ratings				SME Ratings Results				Rating Differences		
		Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting	Average Frequency (Total Group)	Average Importance (Total Group)	Apply to Setting Difference	Total Group Frequency Difference	Total Group Importance Difference		
144	Provide care for client drainage device (e.g., wound drain or chest tube)	60.4%	0.95	4.03	100.0%	2.29	4.29	-39.6%	-1.34	-0.26		
145	Provide cooling/warming measures to restore normal temperature	77.1%	1.31	4.15	85.7%	2.00	4.14	-8.6%	-0.69	0.01		
146	Respond to a client life-threatening situation (e.g., cardiopulmonary resuscitation)	71.7%	0.53	4.69	100.0%	1.00	4.83	-28.3%	-0.47	-0.14		
147	Provide care for a client with a tracheostomy	62.1%	0.91	4.25	100.0%	1.57	3.86	-37.9%	-0.66	0.39		
148	Perform check of client pacemaker	54.2%	0.47	4.16	85.7%	2.00	4.14	-31.5%	-1.53	0.02		
149	Recognize and report basic abnormalities on a client cardiac monitor strip	41.7%	0.44	4.21	100.0%	1.86	4.14	-58.3%	-1.42	0.07		
150	Identify signs and symptoms related to an acute or chronic illness	94.3%	2.60	4.52	100.0%	2.83	4.17	-5.7%	-0.23	0.35		

Table 15. Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings

# Activity	Activity	Apply to Setting			Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)			
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.
1	Use data from various sources in making clinical decisions	95.3%	567	3.47	0.06	595	3.31	0.07	563	4.17	0.03	563	4.17	0.03
2	Assign client care and/or related tasks (e.g., assistive personnel or LPN/VN)	85.4%	1190	3.55	0.05	1393	3.03	0.05	1161	3.96	0.03	1161	3.96	0.03
3	Organize and prioritize care for assigned group of clients	90.8%	554	4.00	0.06	610	3.63	0.07	551	4.32	0.03	551	4.32	0.03
4	Advocate for client rights and needs	96.8%	569	3.48	0.07	588	3.37	0.07	562	4.42	0.03	562	4.42	0.03
5	Participate in quality improvement (QI) activity (e.g., collecting data or serving on QI committee)	64.8%	388	1.85	0.10	599	1.20	0.07	377	3.67	0.06	377	3.67	0.06
6	Follow up with client after discharge	47.7%	283	1.41	0.11	593	0.67	0.06	275	3.60	0.07	275	3.60	0.07
7	Participate in orientation of new employee	70.2%	429	1.45	0.08	611	1.02	0.06	408	3.74	0.06	408	3.74	0.06
8	Participate as a member of an interdisciplinary team	73.4%	1013	2.55	0.07	1381	1.87	0.06	975	3.95	0.03	975	3.95	0.03
9	Supervise/evaluate activities of assistive personnel	81.8%	1138	3.38	0.05	1391	2.76	0.06	1109	4.08	0.03	1109	4.08	0.03
10	Respond to the unsafe practice of a health care provider (e.g., intervene or report)	76.1%	453	1.44	0.08	595	1.10	0.07	439	4.51	0.04	439	4.51	0.04
11	Evaluate the appropriateness of health care provider order for client	87.6%	1212	2.96	0.05	1383	2.59	0.05	1174	4.37	0.02	1174	4.37	0.02
12	Receive and process health care provider orders	97.2%	595	3.88	0.07	612	3.78	0.07	586	4.66	0.02	586	4.66	0.02
13	Participate in client consent process	81.2%	479	2.62	0.09	590	2.13	0.09	470	4.26	0.04	470	4.26	0.04
14	Provide for privacy needs	99.3%	606	4.47	0.05	610	4.44	0.05	595	4.49	0.03	595	4.49	0.03
15	Identify the need for and implement appropriate isolation techniques	84.2%	1168	2.32	0.06	1387	1.95	0.06	1134	4.53	0.02	1134	4.53	0.02
16	Participate in client data collection and referral	84.3%	499	2.86	0.08	592	2.41	0.08	489	4.04	0.04	489	4.04	0.04
17	Apply evidence-based practice when providing care	93.2%	566	3.61	0.07	607	3.36	0.07	556	4.25	0.03	556	4.25	0.03
18	Provide and receive report	97.5%	582	3.76	0.07	597	3.67	0.07	573	4.59	0.03	573	4.59	0.03
19	Verify the identity of client	98.2%	599	4.68	0.04	610	4.59	0.05	593	4.83	0.02	593	4.83	0.02

Table 15. Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings														
# Activity	Activity	Apply to Setting			Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)			
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.
20	Participate in health screening or health promotion programs	69.0%	961	1.91	0.06	1393	1.31	0.05	917	3.91	0.03	917	3.91	0.03
21	Use standard/universal precautions	99.0%	586	4.80	0.03	592	4.75	0.04	581	4.85	0.02	581	4.85	0.02
22	Participate in preparation for internal and external disasters (e.g., fire or natural disaster)	83.3%	509	1.65	0.08	611	1.37	0.07	489	4.35	0.04	489	4.35	0.04
23	Implement least restrictive restraints or seclusion	68.7%	409	2.18	0.10	595	1.50	0.08	396	4.03	0.05	396	4.03	0.05
24	Follow protocol for timed client monitoring (e.g., restraint, safety checks)	81.0%	495	3.24	0.09	611	2.63	0.09	481	4.45	0.03	481	4.45	0.03
25	Make adjustment to care with consideration of client spiritual or cultural beliefs	85.8%	1190	1.95	0.06	1387	1.68	0.05	1146	4.03	0.03	1146	4.03	0.03
26	Search client belongings when indicated and intervene as appropriate	64.3%	379	1.53	0.09	589	0.98	0.07	368	3.66	0.06	368	3.66	0.06
27	Use therapeutic communication techniques with client	96.8%	1338	3.92	0.04	1382	3.80	0.05	1312	4.28	0.02	1312	4.28	0.02
28	Use alternative/complementary therapy (e.g., acupuncture, music therapy or herbal therapy) in providing client care	62.5%	870	1.69	0.06	1393	1.06	0.05	830	3.66	0.03	830	3.66	0.03
29	Acknowledge and document practice error (e.g., incident report)	86.8%	531	1.72	0.08	612	1.49	0.08	516	4.37	0.04	516	4.37	0.04
30	Provide non-pharmacological measures for pain relief (e.g., imagery, massage or repositioning)	87.1%	1207	3.07	0.05	1386	2.67	0.05	1170	4.13	0.02	1170	4.13	0.02
31	Assist with fetal heart monitoring for the antepartum client	14.0%	83	1.52	0.22	594	0.21	0.04	83	4.18	0.13	83	4.18	0.13
32	Provide care that meets the special needs of infants or children aged 1 month to 12 years	26.4%	162	2.32	0.17	614	0.61	0.06	156	4.25	0.08	156	4.25	0.08
33	Provide care that meets the special needs of young adults aged 19 to 30 years	43.8%	259	2.71	0.13	592	1.18	0.08	257	4.21	0.06	257	4.21	0.06

Table 15. Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings

# Activity	Activity	Apply to Setting		Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)		
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.	
34	Follow the rights of medication administration	98.6%	1369	4.77	0.02	1389	4.70	0.03	1347	4.90	0.01	
35	Provide care that meets the special needs of adults aged 65 to 85 years of age	93.3%	569	4.55	0.05	610	4.24	0.07	561	4.60	0.03	
36	Assist with monitoring a client in labor	11.9%	71	1.42	0.23	598	0.17	0.03	70	4.27	0.12	
37	Administer intravenous piggyback (secondary) medications	45.6%	636	1.97	0.08	1396	0.90	0.05	593	4.36	0.04	
38	Start peripheral intravenous (IV) access	45.4%	632	1.54	0.08	1392	0.70	0.04	585	4.31	0.04	
39	Compare client development to norms	75.9%	461	2.93	0.09	607	2.23	0.09	443	3.98	0.05	
40	Insert urinary catheter	79.6%	1108	1.81	0.06	1392	1.44	0.05	1054	4.19	0.03	
41	Discuss sexual issues with client (e.g., family planning, menopause, erectile dysfunction, gender identity)	39.3%	234	1.33	0.11	595	0.52	0.05	235	3.57	0.07	
42	Insert nasogastric (NG) tube	41.6%	577	0.81	0.06	1387	0.34	0.03	532	4.07	0.04	
43	Recognize barriers to communication or learning	95.2%	577	3.14	0.07	606	2.99	0.08	571	4.18	0.04	
44	Implement measures to prevent complication of client condition or procedure (e.g., circulatory complication, seizure, aspiration or potential neurological disorder)	91.5%	1271	3.27	0.05	1389	2.99	0.05	1232	4.64	0.02	
45	Collect baseline physical data (e.g., skin integrity, or height and weight)	98.0%	586	3.93	0.07	598	3.85	0.07	570	4.43	0.03	
46	Perform venipuncture for blood draws	48.4%	673	1.70	0.08	1391	0.82	0.04	637	4.07	0.04	
47	Provide emotional support to client and family	98.0%	594	3.45	0.07	606	3.38	0.07	584	4.34	0.03	
48	Identify/intervene to control signs of hypoglycemia or hyperglycemia	93.7%	1304	3.28	0.05	1391	3.08	0.05	1271	4.75	0.02	
49	Identify client use of effective and ineffective coping mechanisms	92.1%	546	2.83	0.08	593	2.61	0.08	529	4.02	0.04	
50	Identify significant body or lifestyle changes and other stressors that may affect recovery/health maintenance	91.6%	557	2.77	0.08	608	2.54	0.08	550	4.06	0.03	
51	Provide care to client on ventilator	40.5%	559	1.46	0.08	1381	0.59	0.04	518	4.51	0.04	

Table 15. Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings													
# Activity	Activity	Apply to Setting			Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)		
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg
52	Recognize complications of acute or chronic illness and intervene	91.8%	1269	2.53	0.05	1382	2.33	0.05	1212	4.59	0.02		
53	Identify signs and symptoms of substance abuse/chemical dependency, withdrawal or toxicity	71.3%	423	1.92	0.10	593	1.37	0.08	402	4.28	0.04		
54	Participate in behavior management program by recognizing environmental stressors and/or providing a therapeutic environment	76.7%	467	2.37	0.09	609	1.82	0.08	447	4.00	0.04		
55	Participate in client group session	42.7%	253	1.32	0.12	592	0.57	0.06	243	3.71	0.06		
56	Participate in reminiscence therapy, validation therapy or reality orientation	59.7%	361	2.02	0.10	605	1.21	0.07	351	3.76	0.05		
57	Assist client to cope/adapt to stressful events and changes in health status (e.g., end of life, grief and loss, life changes or physical changes)	87.1%	518	2.48	0.08	595	2.16	0.08	504	4.21	0.04		
58	Provide for mobility needs (e.g., ambulation, range of motion, transfer to chair, repositioning or the use of adaptive equipment)	93.8%	573	3.80	0.07	611	3.56	0.08	561	4.34	0.03		
59	Monitor and provide for nutritional needs of client (e.g., labs, calorie counts/percentages or daily weight)	90.1%	534	3.44	0.08	593	3.10	0.08	519	4.37	0.03		
60	Institute bowel or bladder management	83.7%	507	2.89	0.09	606	2.42	0.09	490	4.19	0.04		
61	Provide measures to promote sleep/rest	89.4%	525	3.21	0.08	587	2.87	0.08	515	4.09	0.04		
62	Discontinue or remove peripheral intravenous (IV) line, nasogastric (NG) tube or urinary catheter	72.8%	446	1.95	0.09	613	1.42	0.08	427	4.05	0.04		
63	Provide care to client in traction	39.6%	237	0.95	0.11	598	0.38	0.05	222	4.03	0.06		
64	Assist in providing postmortem care	56.2%	345	1.08	0.09	614	0.60	0.06	330	3.85	0.06		
65	Monitor client intake/output	86.7%	516	3.81	0.08	595	3.30	0.09	504	4.41	0.03		
66	Monitor transfusion of blood product	33.7%	207	1.34	0.13	614	0.45	0.05	196	4.53	0.06		
67	Administer medication by oral route	95.9%	564	4.52	0.05	588	4.34	0.06	553	4.63	0.03		

Table 15. Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings

# Activity	Activity	Apply to Setting		Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)		
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.	
68	Administer a subcutaneous (SQ), intradermal or intramuscular (IM) medication	95.4%	581	3.93	0.07	609	3.75	0.07	570	4.61	0.03	
69	Count narcotics/controlled substances	90.2%	534	3.77	0.07	592	3.40	0.08	527	4.65	0.03	
70	Evaluate client response to medication	98.9%	604	4.48	0.05	611	4.43	0.05	597	4.69	0.02	
71	Maintain medication safety practices (e.g., storage, checking for expiration dates or compatibility)	98.8%	587	4.55	0.05	594	4.50	0.05	578	4.71	0.02	
72	Perform risk monitoring and provide follow up	86.3%	523	2.92	0.09	606	2.52	0.09	505	4.30	0.04	
73	Collect specimen (e.g., urine, stool, gastric contents or sputum for diagnostic testing)	90.9%	542	2.42	0.09	596	2.20	0.09	526	4.21	0.03	
74	Monitor diagnostic or laboratory test results	91.8%	559	3.17	0.08	609	2.91	0.08	543	4.45	0.03	
75	Check and monitor client vital signs	99.5%	588	4.53	0.05	591	4.50	0.05	578	4.68	0.02	
76	Perform circulatory checks	92.2%	564	3.49	0.08	612	3.21	0.08	551	4.47	0.03	
77	Perform an electrocardiogram (EKG/ECG)	35.4%	211	1.70	0.14	596	0.60	0.06	199	4.29	0.06	
78	Administer and check proper use of compression stockings/sequential compression devices (SCD)	78.2%	478	2.77	0.09	611	2.17	0.09	461	4.11	0.04	
79	Reinforce education to client regarding care and condition	94.2%	557	3.43	0.08	591	3.23	0.08	544	4.26	0.03	
80	Remove client wound drainage device	54.7%	329	1.52	0.11	602	0.83	0.07	307	4.09	0.05	
81	Perform wound care and/or dressing change	93.8%	555	3.31	0.08	592	3.10	0.08	543	4.41	0.03	
82	Intervene to improve client respiratory status (e.g., breathing treatment, suctioning or repositioning)	91.3%	559	3.35	0.08	612	3.06	0.08	541	4.67	0.03	
83	Remove wound sutures or staples	61.4%	367	1.17	0.09	598	0.72	0.06	343	3.93	0.05	
84	Perform care for client after surgical procedure	67.8%	414	2.12	0.10	611	1.44	0.08	388	4.40	0.04	

Table 15. Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings													
# Activity	Activity	Apply to Setting		Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)			
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.		
85	Provide care to client with an ostomy (e.g., colostomy, ileostomy or urostomy)	75.4%	453	2.23	0.10	601	1.68	0.08	433	4.17	0.04		
86	Contribute to the development and/or update of the client plan of care	89.4%	533	2.94	0.08	596	2.63	0.08	517	4.12	0.04		
87	Recognize and report staff conflict	85.1%	495	1.34	0.07	582	1.14	0.06	473	3.74	0.05		
88	Promote client self-advocacy	94.6%	560	3.10	0.07	592	2.94	0.08	547	4.21	0.03		
89	Involve client in care decision making	95.4%	544	3.44	0.07	570	3.29	0.07	530	4.30	0.03		
90	Participate in staff education	89.0%	528	2.26	0.08	593	2.01	0.08	512	4.08	0.04		
91	Recognize task/assignment you are not prepared to perform and seek assistance	95.1%	542	2.08	0.07	570	1.97	0.07	531	4.48	0.03		
92	Participate in client discharge or transfer	84.6%	506	2.21	0.09	598	1.87	0.08	485	3.95	0.04		
93	Follow regulation/policy for reporting specific issues (e.g., abuse, neglect, gunshot wound or communicable disease)	80.6%	466	1.76	0.10	578	1.42	0.08	441	4.67	0.03		
94	Maintain client confidentiality	99.5%	594	4.62	0.04	597	4.60	0.05	581	4.76	0.02		
95	Provide information about advance directives	76.7%	441	1.48	0.09	575	1.14	0.07	423	4.14	0.04		
96	Use information technology in client care	86.2%	511	2.84	0.09	593	2.45	0.09	491	3.89	0.04		
97	Participate in providing cost effective care	87.2%	504	3.10	0.09	578	2.70	0.09	493	3.88	0.05		
98	Assure availability and safe functioning of client care equipment	96.1%	572	3.56	0.07	595	3.42	0.08	558	4.52	0.03		
99	Use safe client handling (e.g., body mechanics)	97.9%	566	4.13	0.06	578	4.05	0.07	551	4.62	0.03		
100	Identify client allergies and intervene as appropriate	95.7%	572	2.95	0.09	598	2.82	0.09	555	4.75	0.02		
101	Identify and address hazardous conditions in health care environment (e.g., chemical, smoking or biohazard)	86.9%	504	2.04	0.09	580	1.77	0.09	481	4.52	0.03		

Table 15. Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings

# Activity	Activity	Apply to Setting			Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)			
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.
102	Use aseptic and sterile techniques	98.7%	593	3.94	0.07	601	3.88	0.07	583	4.82	0.02	583	4.82	0.02
103	Assist in or reinforce education to client about safety precautions	97.4%	560	3.51	0.07	575	3.42	0.08	544	4.53	0.03	544	4.53	0.03
104	Initiate and participate in security alert (e.g., infant abduction or flight risk)	68.0%	411	1.68	0.10	604	1.14	0.08	391	4.40	0.04	391	4.40	0.04
105	Provide care and resources for beginning of life and/or end of life issues and choices	76.6%	442	1.83	0.09	577	1.40	0.08	428	4.14	0.04	428	4.14	0.04
106	Provide care that meets the special needs of the newborn - less than 1 month old	22.5%	135	1.67	0.18	601	0.37	0.05	124	4.20	0.08	124	4.20	0.08
107	Provide care that meets the special needs of adolescents aged 13 to 18 years	32.1%	188	2.06	0.15	585	0.66	0.06	174	4.15	0.07	174	4.15	0.07
108	Provide care that meets the special needs of adults aged 31 to 64 years	83.9%	507	4.04	0.07	604	3.39	0.09	492	4.38	0.03	492	4.38	0.03
109	Provide care that meets the special needs of adults aged greater than 85 years of age	89.1%	517	4.17	0.07	580	3.72	0.08	496	4.52	0.03	496	4.52	0.03
110	Monitor recovery of stable postpartum client	21.9%	131	1.64	0.18	598	0.36	0.05	120	4.24	0.08	120	4.24	0.08
111	Assist client with expected life transition (e.g., attachment to newborn, parenting or retirement)	49.2%	285	1.55	0.11	579	0.76	0.06	270	3.91	0.05	270	3.91	0.05
112	Provide information for prevention of high risk behaviors	78.8%	471	2.22	0.09	598	1.75	0.08	448	4.22	0.04	448	4.22	0.04
113	Collect data for health history	88.9%	512	2.80	0.09	576	2.49	0.09	491	4.33	0.04	491	4.33	0.04
114	Identify and educate clients in need of immunizations (required and voluntary)	79.6%	477	2.10	0.09	599	1.67	0.08	458	4.08	0.04	458	4.08	0.04
115	Collect data regarding client psychosocial functioning	85.2%	495	2.40	0.09	581	2.04	0.08	474	4.08	0.04	474	4.08	0.04
116	Promote positive self-esteem of client	97.8%	587	3.74	0.07	600	3.66	0.07	572	4.24	0.03	572	4.24	0.03
117	Collect data on client potential for violence	79.9%	465	1.68	0.09	582	1.35	0.08	440	4.23	0.04	440	4.23	0.04

Table 15. Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings														
# Activity	Activity	Apply to Setting			Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)			
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.
118	Assist in or reinforce education to caregivers/family on ways to manage client with behavioral disorders	79.6%	477	1.93	0.09	599	1.54	0.08	456	4.07	0.04	456	4.07	0.04
119	Explore why client is refusing or not following treatment plan	93.8%	540	2.35	0.08	576	2.20	0.08	525	4.24	0.04	525	4.24	0.04
120	Assist in managing the care of angry/agitated client	94.8%	563	2.68	0.08	594	2.54	0.08	539	4.23	0.03	539	4.23	0.03
121	Assist in the care of the cognitively impaired client	93.6%	540	3.35	0.08	577	3.14	0.08	520	4.28	0.03	520	4.28	0.03
122	Use transfer assistive devices (e.g., t-belt, slide board or mechanical lift)	80.6%	482	2.44	0.09	598	1.97	0.09	460	4.29	0.04	460	4.29	0.04
123	Provide feeding and/or care for client with enteral tubes	76.9%	447	2.92	0.10	581	2.24	0.09	426	4.51	0.03	426	4.51	0.03
124	Assist with activities of daily living	88.3%	528	3.84	0.07	598	3.39	0.08	516	4.17	0.04	516	4.17	0.04
125	Evaluate pain using a rating scale	96.4%	560	4.05	0.07	581	3.90	0.07	545	4.41	0.03	545	4.41	0.03
126	Use measures to maintain or improve client skin integrity	93.6%	559	4.05	0.06	597	3.80	0.07	548	4.58	0.03	548	4.58	0.03
127	Perform an irrigation of urinary catheter, bladder, wound, ear, nose or eye	83.3%	485	1.96	0.09	582	1.64	0.08	463	4.21	0.04	463	4.21	0.04
128	Apply or remove immobilizing equipment (e.g., a splint or brace)	82.1%	492	1.88	0.09	599	1.54	0.08	468	3.97	0.04	468	3.97	0.04
129	Assist in the care and comfort for a client with a visual and/or hearing impairment	92.3%	530	3.07	0.08	574	2.84	0.08	514	4.19	0.03	514	4.19	0.03
130	Reconcile and maintain medication list or medication administration record	97.0%	582	4.27	0.06	600	4.14	0.07	562	4.73	0.02	562	4.73	0.02
131	Monitor and maintain client intravenous (IV) site and flow rate	64.5%	373	2.34	0.11	578	1.51	0.09	352	4.53	0.04	352	4.53	0.04
132	Administer medication by gastrointestinal tube (e.g., g-tube, nasogastric (NG) tube, g-button or j-tube)	75.5%	454	2.93	0.10	601	2.21	0.09	431	4.52	0.03	431	4.52	0.03
133	Administer medication by ear, eye, nose, rectum, vagina or skin route	92.7%	536	3.39	0.08	578	3.15	0.08	520	4.39	0.03	520	4.39	0.03

Table 15: Activity Applicability to Setting and Average Frequency of Performance and Importance Ratings

# Activity	Activity	Apply to Setting			Average Frequency (Setting-Specific)			Average Frequency (Total Group)			Average Importance (Setting-Specific)			
		(%)	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.	N	Avg	Std. Err.
134	Regulate client intravenous (IV) rate	58.4%	347	2.24	0.12	594	1.31	0.08	322	4.47	0.04	322	4.47	0.04
135	Reinforce education to client regarding medications	96.0%	555	3.42	0.08	578	3.29	0.08	539	4.45	0.03	539	4.45	0.03
136	Perform calculations needed for medication administration	90.6%	539	2.58	0.09	595	2.34	0.08	521	4.67	0.03	521	4.67	0.03
137	Check for urinary retention (e.g., ultrasound, palpation)	75.4%	438	1.63	0.09	581	1.23	0.07	416	4.29	0.04	416	4.29	0.04
138	Monitor continuous or intermittent suction of nasogastric (NG) tube	50.7%	304	1.44	0.11	600	0.73	0.06	280	4.31	0.05	280	4.31	0.05
139	Identify signs or symptoms of potential prenatal complication	24.3%	140	1.40	0.16	575	0.34	0.05	130	4.40	0.08	130	4.40	0.08
140	Perform neurological checks	89.4%	532	2.64	0.09	595	2.36	0.08	503	4.60	0.03	503	4.60	0.03
141	Evaluate client respiratory status by measuring oxygen (O2) saturation	93.8%	544	3.85	0.07	580	3.61	0.08	527	4.65	0.03	527	4.65	0.03
142	Assist with the performance of a diagnostic or invasive procedure	61.8%	369	1.68	0.10	597	1.04	0.07	351	4.15	0.05	351	4.15	0.05
143	Provide care for client before surgical procedure including reinforcing teaching	52.2%	302	1.55	0.11	578	0.81	0.06	279	4.23	0.05	279	4.23	0.05
144	Provide care for client drainage device (e.g., wound drain or chest tube)	60.4%	359	1.57	0.10	594	0.95	0.07	339	4.24	0.05	339	4.24	0.05
145	Provide cooling/warming measures to restore normal temperature	77.1%	448	1.70	0.09	581	1.31	0.08	418	4.26	0.04	418	4.26	0.04
146	Respond to a client life-threatening situation (e.g., cardiopulmonary resuscitation)	71.7%	430	0.74	0.07	600	0.53	0.05	395	4.80	0.03	395	4.80	0.03
147	Provide care for a client with a tracheostomy	62.1%	360	1.47	0.10	580	0.91	0.07	333	4.42	0.05	333	4.42	0.05
148	Perform check of client pacemaker	54.2%	325	0.86	0.09	600	0.47	0.05	294	4.30	0.05	294	4.30	0.05
149	Recognize and report basic abnormalities on a client cardiac monitor strip	41.7%	242	1.05	0.11	581	0.44	0.05	223	4.44	0.06	223	4.44	0.06
150	Identify signs and symptoms related to an acute or chronic illness	94.3%	565	2.76	0.08	599	2.60	0.08	541	4.56	0.03	541	4.56	0.03

Table 16. Average Total Group and Setting-Specific Importance Ratings

Activity #	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg	Std. Err.	N	Avg	Std. Err.
1	Use data from various sources in making clinical decisions	585	4.12	0.04	563	4.17	0.03
2	Assign client care and/or related tasks (e.g., assistive personnel or LPN/VN)	1310	3.83	0.03	1161	3.96	0.03
3	Organize and prioritize care for assigned group of clients	596	4.24	0.04	551	4.32	0.03
4	Advocate for client rights and needs	574	4.41	0.03	562	4.42	0.03
5	Participate in quality improvement (QI) activity (e.g., collecting data or serving on QI committee)	541	3.45	0.05	377	3.67	0.06
6	Follow up with client after discharge	518	3.21	0.06	275	3.60	0.07
7	Participate in orientation of new employee	547	3.55	0.05	408	3.74	0.06
8	Participate as a member of an interdisciplinary team	1251	3.69	0.03	975	3.95	0.03
9	Supervise/evaluate activities of assistive personnel	1292	3.92	0.03	1109	4.08	0.03
10	Respond to the unsafe practice of a health care provider (e.g., intervene or report)	546	4.47	0.04	439	4.51	0.04
11	Evaluate the appropriateness of health care provider order for client	1298	4.27	0.03	1174	4.37	0.02
12	Receive and process health care provider orders	601	4.63	0.03	586	4.66	0.02
13	Participate in client consent process	553	4.14	0.04	470	4.26	0.04
14	Provide for privacy needs	598	4.47	0.03	595	4.49	0.03
15	Identify the need for and implement appropriate isolation techniques	1285	4.44	0.03	1134	4.53	0.02
16	Participate in client data collection and referral	552	3.92	0.04	489	4.04	0.04
17	Apply evidence-based practice when providing care	579	4.21	0.04	556	4.25	0.03
18	Provide and receive report	581	4.58	0.03	573	4.59	0.03
19	Verify the identity of client	601	4.81	0.02	593	4.83	0.02
20	Participate in health screening or health promotion programs	1232	3.71	0.03	917	3.91	0.03
21	Use standard/universal precautions	586	4.84	0.02	581	4.85	0.02
22	Participate in preparation for internal and external disasters (e.g., fire or natural disaster)	567	4.25	0.04	489	4.35	0.04
23	Implement least restrictive restraints or seclusion	538	3.81	0.05	396	4.03	0.05
24	Follow protocol for timed client monitoring (e.g., restraint, safety checks)	568	4.29	0.04	481	4.45	0.03
25	Make adjustment to care with consideration of client spiritual or cultural beliefs	1279	3.97	0.03	1146	4.03	0.03
26	Search client belongings when indicated and intervene as appropriate	519	3.45	0.05	368	3.66	0.06
27	Use therapeutic communication techniques with client	1340	4.26	0.02	1312	4.28	0.02
28	Use alternative/complementary therapy (e.g., acupressure, music therapy or herbal therapy) in providing client care	1216	3.39	0.03	830	3.66	0.03
29	Acknowledge and document practice error (e.g., incident report)	581	4.31	0.04	516	4.37	0.04
30	Provide non-pharmacological measures for pain relief (e.g., imagery, massage or repositioning)	1293	4.01	0.03	1170	4.13	0.02
31	Assist with fetal heart monitoring for the antepartum client	473	3.77	0.07	83	4.18	0.13
32	Provide care that meets the special needs of infants or children aged 1 month to 12 years	507	3.75	0.06	156	4.25	0.08

Table 16. Average Total Group and Setting-Specific Importance Ratings

Activity #	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg	Std. Err.	N	Avg	Std. Err.
33	Provide care that meets the special needs of young adults aged 19 to 30 years	506	3.86	0.06	257	4.21	0.06
34	Follow the rights of medication administration	1361	4.89	0.01	1347	4.90	0.01
35	Provide care that meets the special needs of adults aged 65 to 85 years of age	590	4.54	0.03	561	4.60	0.03
36	Assist with monitoring a client in labor	465	3.68	0.07	70	4.27	0.12
37	Administer intravenous piggyback (secondary) medications	1153	3.99	0.04	593	4.36	0.04
38	Start peripheral intravenous (IV) access	1152	3.95	0.04	585	4.31	0.04
39	Compare client development to norms	542	3.82	0.05	443	3.98	0.05
40	Insert urinary catheter	1259	4.07	0.03	1054	4.19	0.03
41	Discuss sexual issues with client (e.g., family planning, menopause, erectile dysfunction, gender identity)	501	3.26	0.06	235	3.57	0.07
42	Insert nasogastric (NG) tube	1135	3.77	0.04	532	4.07	0.04
43	Recognize barriers to communication or learning	588	4.14	0.04	571	4.18	0.04
44	Implement measures to prevent complication of client condition or procedure (e.g., circulatory complication, seizure, aspiration or potential neurological disorder)	1304	4.60	0.02	1232	4.64	0.02
45	Collect baseline physical data (e.g., skin integrity, or height and weight)	579	4.42	0.03	570	4.43	0.03
46	Perform venipuncture for blood draws	1162	3.77	0.04	637	4.07	0.04
47	Provide emotional support to client and family	594	4.32	0.03	584	4.34	0.03
48	Identify/intervene to control signs of hypoglycemia or hyperglycemia	1324	4.70	0.02	1271	4.75	0.02
49	Identify client use of effective and ineffective coping mechanisms	563	3.98	0.04	529	4.02	0.04
50	Identify significant body or lifestyle changes and other stressors that may affect recovery/health maintenance	582	4.03	0.04	550	4.06	0.03
51	Provide care to client on ventilator	1127	4.24	0.04	518	4.51	0.04
52	Recognize complications of acute or chronic illness and intervene	1285	4.55	0.02	1212	4.59	0.02
53	Identify signs and symptoms of substance abuse/chemical dependency, withdrawal or toxicity	528	4.09	0.05	402	4.28	0.04
54	Participate in behavior management program by recognizing environmental stressors and/or providing a therapeutic environment	549	3.81	0.05	447	4.00	0.04
55	Participate in client group session	484	3.32	0.06	243	3.71	0.06
56	Participate in reminiscence therapy, validation therapy or reality orientation	533	3.45	0.05	351	3.76	0.05
57	Assist client to cope/adapt to stressful events and changes in health status (e.g., end of life, grief and loss, life changes or physical changes)	556	4.13	0.04	504	4.21	0.04
58	Provide for mobility needs (e.g., ambulation, range of motion, transfer to chair, repositioning or the use of adaptive equipment)	588	4.27	0.04	561	4.34	0.03
59	Monitor and provide for nutritional needs of client (e.g., labs, calorie counts/percentages or daily weight)	564	4.26	0.04	519	4.37	0.03
60	Institute bowel or bladder management	557	4.07	0.04	490	4.19	0.04
61	Provide measures to promote sleep/rest	561	4.00	0.04	515	4.09	0.04
62	Discontinue or remove peripheral intravenous (IV) line, nasogastric (NG) tube or urinary catheter	548	3.93	0.05	427	4.05	0.04
63	Provide care to client in traction	489	3.66	0.06	222	4.03	0.06

Table 16. Average Total Group and Setting-Specific Importance Ratings

Activity #	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg	Std. Err.	N	Avg	Std. Err.
64	Assist in providing postmortem care	533	3.63	0.05	330	3.85	0.06
65	Monitor client intake/output	559	4.32	0.04	504	4.41	0.03
66	Monitor transfusion of blood product	495	4.13	0.06	196	4.53	0.06
67	Administer medication by oral route	567	4.61	0.03	553	4.63	0.03
68	Administer a subcutaneous (SQ), intradermal or intramuscular (IM) medication	590	4.57	0.03	570	4.61	0.03
69	Count narcotics/controlled substances	567	4.60	0.03	527	4.65	0.03
70	Evaluate client response to medication	603	4.68	0.02	597	4.69	0.02
71	Maintain medication safety practices (e.g., storage, checking for expiration dates or compatibility)	582	4.71	0.02	578	4.71	0.02
72	Perform risk monitoring and provide follow up	560	4.18	0.04	505	4.30	0.04
73	Collect specimen (e.g., urine, stool, gastric contents or sputum for diagnostic testing)	563	4.15	0.04	526	4.21	0.03
74	Monitor diagnostic or laboratory test results	576	4.38	0.03	543	4.45	0.03
75	Check and monitor client vital signs	579	4.67	0.02	578	4.68	0.02
76	Perform circulatory checks	582	4.41	0.04	551	4.47	0.03
77	Perform an electrocardiogram (EKG/ECG)	493	3.85	0.06	199	4.29	0.06
78	Administer and check proper use of compression stockings/ sequential compression devices (SCD)	560	3.97	0.04	461	4.11	0.04
79	Reinforce education to client regarding care and condition	566	4.22	0.03	544	4.26	0.03
80	Remove client wound drainage device	506	3.85	0.05	307	4.09	0.05
81	Perform wound care and/or dressing change	566	4.36	0.03	543	4.41	0.03
82	Intervene to improve client respiratory status (e.g., breathing treatment, suctioning or repositioning)	580	4.62	0.03	541	4.67	0.03
83	Remove wound sutures or staples	507	3.72	0.05	343	3.93	0.05
84	Perform care for client after surgical procedure	525	4.19	0.05	388	4.40	0.04
85	Provide care to client with an ostomy (e.g., colostomy, ileostomy or urostomy)	534	4.02	0.05	433	4.17	0.04
86	Contribute to the development and/or update of the client plan of care	566	4.07	0.04	517	4.12	0.04
87	Recognize and report staff conflict	543	3.67	0.05	473	3.74	0.05
88	Promote client self-advocacy	569	4.15	0.04	547	4.21	0.03
89	Involve client in care decision making	551	4.25	0.04	530	4.30	0.03
90	Participate in staff education	568	3.97	0.04	512	4.08	0.04
91	Recognize task/assignment you are not prepared to perform and seek assistance	554	4.44	0.04	531	4.48	0.03
92	Participate in client discharge or transfer	555	3.78	0.05	485	3.95	0.04
93	Follow regulation/policy for reporting specific issues (e.g., abuse, neglect, gunshot wound or communicable disease)	530	4.59	0.03	441	4.67	0.03
94	Maintain client confidentiality	584	4.76	0.02	581	4.76	0.02
95	Provide information about advance directives	525	3.98	0.05	423	4.14	0.04
96	Use information technology in client care	550	3.74	0.05	491	3.89	0.04
97	Participate in providing cost effective care	552	3.78	0.05	493	3.88	0.05
98	Assure availability and safe functioning of client care equipment	574	4.51	0.03	558	4.52	0.03

Table 16. Average Total Group and Setting-Specific Importance Ratings

Activity #	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg	Std. Err.	N	Avg	Std. Err.
99	Use safe client handling (e.g., body mechanics)	559	4.60	0.03	551	4.62	0.03
100	Identify client allergies and intervene as appropriate	575	4.72	0.03	555	4.75	0.02
101	Identify and address hazardous conditions in health care environment (e.g., chemical, smoking or biohazard)	542	4.45	0.04	481	4.52	0.03
102	Use aseptic and sterile techniques	590	4.80	0.02	583	4.82	0.02
103	Assist in or reinforce education to client about safety precautions	554	4.52	0.03	544	4.53	0.03
104	Initiate and participate in security alert (e.g., infant abduction or flight risk)	542	4.25	0.05	391	4.40	0.04
105	Provide care and resources for beginning of life and/or end of life issues and choices	525	4.03	0.04	428	4.14	0.04
106	Provide care that meets the special needs of the newborn - less than 1 month old	472	3.86	0.06	124	4.20	0.08
107	Provide care that meets the special needs of adolescents aged 13 to 18 years	464	3.80	0.06	174	4.15	0.07
108	Provide care that meets the special needs of adults aged 31 to 64 years	566	4.23	0.04	492	4.38	0.03
109	Provide care that meets the special needs of adults aged greater than 85 years of age	542	4.42	0.04	496	4.52	0.03
110	Monitor recovery of stable postpartum client	478	3.87	0.06	120	4.24	0.08
111	Assist client with expected life transition (e.g., attachment to newborn, parenting or retirement)	492	3.67	0.05	270	3.91	0.05
112	Provide information for prevention of high risk behaviors	547	4.04	0.04	448	4.22	0.04
113	Collect data for health history	538	4.26	0.04	491	4.33	0.04
114	Identify and educate clients in need of immunizations (required and voluntary)	544	3.98	0.04	458	4.08	0.04
115	Collect data regarding client psychosocial functioning	533	3.99	0.04	474	4.08	0.04
116	Promote positive self-esteem of client	578	4.22	0.03	572	4.24	0.03
117	Collect data on client potential for violence	525	4.14	0.04	440	4.23	0.04
118	Assist in or reinforce education to caregivers/family on ways to manage client with behavioral disorders	541	4.00	0.04	456	4.07	0.04
119	Explore why client is refusing or not following treatment plan	550	4.21	0.04	525	4.24	0.04
120	Assist in managing the care of angry/agitated client	562	4.18	0.04	539	4.23	0.03
121	Assist in the care of the cognitively impaired client	543	4.24	0.04	520	4.28	0.03
122	Use transfer assistive devices (e.g., t-belt, slide board or mechanical lift)	546	4.14	0.04	460	4.29	0.04
123	Provide feeding and/or care for client with enteral tubes	529	4.32	0.04	426	4.51	0.03
124	Assist with activities of daily living	560	4.11	0.04	516	4.17	0.04
125	Evaluate pain using a rating scale	558	4.40	0.03	545	4.41	0.03
126	Use measures to maintain or improve client skin integrity	570	4.52	0.03	548	4.58	0.03
127	Perform an irrigation of urinary catheter, bladder, wound, ear, nose or eye	531	4.12	0.04	463	4.21	0.04
128	Apply or remove immobilizing equipment (e.g., a splint or brace)	546	3.86	0.04	468	3.97	0.04
129	Assist in the care and comfort for a client with a visual and/or hearing impairment	545	4.12	0.04	514	4.19	0.03
130	Reconcile and maintain medication list or medication administration record	574	4.71	0.03	562	4.73	0.02

Table 16. Average Total Group and Setting-Specific Importance Ratings

Activity #	Activity	Total Group Importance			Setting-Specific Importance		
		N	Avg	Std. Err.	N	Avg	Std. Err.
131	Monitor and maintain client intravenous (IV) site and flow rate	508	4.36	0.05	352	4.53	0.04
132	Administer medication by gastrointestinal tube (e.g., g-tube, nasogastric (NG) tube, g-button or j-tube)	540	4.35	0.04	431	4.52	0.03
133	Administer medication by ear, eye, nose, rectum, vagina or skin route	552	4.32	0.04	520	4.39	0.03
134	Regulate client intravenous (IV) rate	502	4.24	0.05	322	4.47	0.04
135	Reinforce education to client regarding medications	554	4.42	0.04	539	4.45	0.03
136	Perform calculations needed for medication administration	564	4.59	0.03	521	4.67	0.03
137	Check for urinary retention (e.g., ultrasound, palpation)	524	4.12	0.05	416	4.29	0.04
138	Monitor continuous or intermittent suction of nasogastric (NG) tube	501	4.02	0.05	280	4.31	0.05
139	Identify signs or symptoms of potential prenatal complication	470	4.02	0.06	130	4.40	0.08
140	Perform neurological checks	548	4.49	0.04	503	4.60	0.03
141	Evaluate client respiratory status by measuring oxygen (O2) saturation	555	4.61	0.03	527	4.65	0.03
142	Assist with the performance of a diagnostic or invasive procedure	524	3.94	0.05	351	4.15	0.05
143	Provide care for client before surgical procedure including reinforcing teaching	493	3.92	0.05	279	4.23	0.05
144	Provide care for client drainage device (e.g., wound drain or chest tube)	506	4.03	0.05	339	4.24	0.05
145	Provide cooling/warming measures to restore normal temperature	516	4.15	0.04	418	4.26	0.04
146	Respond to a client life-threatening situation (e.g., cardiopulmonary resuscitation)	524	4.69	0.04	395	4.80	0.03
147	Provide care for a client with a tracheostomy	502	4.25	0.05	333	4.42	0.05
148	Perform check of client pacemaker	494	4.16	0.05	294	4.30	0.05
149	Recognize and report basic abnormalities on a client cardiac monitor strip	485	4.21	0.06	223	4.44	0.06
150	Identify signs and symptoms related to an acute or chronic illness	561	4.52	0.03	541	4.56	0.03

Summary

In general, the importance ratings of SMEs and responders to the 2009 LPN/VN Practice Analysis Survey were similar, supporting the validity of the results. The reliability of the survey instrument was quite good. In addition, activities with the lowest average total group frequency and importance ratings corresponded, in general, to those activities performed in specialized areas of nursing practice.

CONCLUSIONS

The 2009 LPN/VN Practice Analysis Survey used several methods to describe the practice of newly-licensed LPN/VNs in the U.S.: (1) document reviews; (2) daily logs of newly-licensed LPN/VNs; (3) SME's knowledge; and (4) a large scale survey. The reliability of the survey instrument was quite good. In addition, there was evidence from SMEs and the nonresponder survey to support the validity of the activity statement ratings. Based on evidence, the findings of this study can be used to evaluate and support an LPN/VN test plan.

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APPENDIX A: 2009 LPN/VN PRACTICE ANALYSIS METHODOLOGY EXPERTS

Mark Reckase, PhD, is a full professor at Michigan State University and a world renowned psychometrician. He is also the editor of *Applied Psychological Measurement* and president of the National Council of Measurement in Education. Prior to joining the faculty at Michigan State, Reckase spent many years working for American College Testing. He is widely acknowledged as one of the top psychometricians in the testing industry. Currently, Reckase is serving on NCSBN's Joint Research Committee. As such, he is very familiar with the NCLEX® examinations and transforming job analysis results into test specifications.

Lynn Webb, EdD, is an independent consultant who works with several certification boards. In this capacity, she has worked with a number of medical licensure organizations and state education departments. Prior to working as an independent consultant, Webb was director of Test Development at the American Board of Psychiatry and Neurology. She is experienced with role delineation studies, job analyses and transforming that information into test specifications. Webb is also a recognized expert in the field of professional licensure. She has served as chairperson of the American Educational Research Association Special Interest Group on Professional Licensure and Certification.

Teresa Russell, PhD, is a principal research scientist at the Human Resources Research Organization (HumRRO). Russell has more than 20 years of experience in the personnel selection and classification field. In her experience with HumRRO, Russell specializes in the development and validation of predictor measures. She has a broad base of experience in predictor development, including cognitive, psychomotor and temperament measures, as well as situational judgment tests, and has authored book chapters on cognitive ability testing and tests plans/specifications.

APPENDIX B: SUBJECT MATTER EXPERT PANEL

Area I

Member: Tammy Talley, LPN
Administrator
Riverside Health Care Center

Board: Montana State Board of Nursing

Specialty: Long-Term Care

Talley has 17 years of practical nursing experience in a physician's clinic and long-term care. She oversees the operation of a 72-bed facility, including staffing, new graduate orientation, budgets and communications with residents, family members, as well as physicians. She is responsible for Quality Assurance/Continuous Quality Improvement and Occupational Safety and Health Administration regulations, workman's compensation, safety committee, staff education and survey compliance issues.

Member: Thom Martz, MSN, RN
Manager of Psychiatric Services
San Mateo Medical Center

Board: California Board of Registered Nursing

Specialty: Psychiatric

Martz has 26 years of nursing experience. He precepts and mentors newly-licensed LPNs in their responsibilities on the unit. His current work with new nurses is to approve needs-based orientation plans and to work with them in patient care areas, teaching and guiding development of techniques and skills in medical/surgical.

Member: Lynda Boggess, RN, CCRN
Nurse Manager Critical Care
Yakima Valley Memorial Hospital

Board: Washington Board of Registered Nursing

Specialty: Critical Care

Boggess has 30 years of nursing experience. As a nurse manager and staff RN, she hires and works alongside LPN I, LPN II and new RN staff. Her role is to develop job descriptions, teach skills and evaluate performances.

Member: Debbie Barrett-Bryson, RN
Manager/LPN Instructor
APIPA

Board: Arizona State Board of Nursing

Specialty: Obstetrics/Gynecology (OB)

Barrett-Bryson has 23 years of nursing experience. She is a clinical instructor for students in OB in labor and delivery, and is a member of the Association of Women's Health Obstetric and Neonatal Nurses.

Area II

Member: Margaret Birkholz, LPN
Clinical Nursing Supervisor
Altru Health System

Board: North Dakota Board of Nursing

Specialty: Medical/Surgical

Birkholz has 25 years of nursing experience in family practice and has supervised LPN/VNs in OB, pediatrics, psychiatric and aesthetics departments. She is also a member of the North Dakota Board of Nursing Practice Subcommittee (2006-2008).

Member: Romance Robinson, LPN
Staff LPN
Manor Care Rehabilitation

Board: Illinois Board of Nursing

Specialty: New Graduate

Robinson is a newly-licensed LPN/VN working in long-term care. She works at the Manor Care Rehabilitation Center.

Area III

Member: Michelle Davison, LPN
Staff LPN
Lee Memorial Health System

Board: Florida Board of Nursing

Specialty: Pediatrics

Davison has 12 years of practical nursing experience in general pediatrics, cardiac monitoring and surgical units. She currently works with new graduates on various units.

Member: Laurie Sahlie, RN
Nurse Educator
Presbyterian Hospice & Palliative Care

Board: North Carolina Board of Nursing

Specialty: Hospice

Sahlie has 28 years of nursing experience with practical experience in labor and delivery, pediatrics, critical care, home care and hospice nursing. She is currently a hospice nurse educator providing oversight and implementation of orientation and staff development programs for LPN/VNs.

Member: Gabriel Sapalaran Jr., RN
RN Team Leader
VA Birmingham Home Base Primary Care

Board: Alabama Board of Nursing

Specialty: Home Care

Sapalaran has 23 years of nursing experience, including practical experience in geriatrics. He provides continuing education for LPN/VNs with the Alabama Federation of Licensed Practical Nurses. He has served as a member of the Credentialing and Professional Nursing Committee of the Commission on Graduates of Foreign Nursing Schools (2002-2006).

Area IV

Member: Martha DiCicco, MEd, MS, RN, CNE
Faculty
Marion Whelan School of Practical Nursing

Board: New York Board of Nursing

Specialty: Medical/Surgical/Wound Skin

DiCicco has 35 years of nursing experience, including practical experience as a staff nurse in medical/surgical, long-term care, maternal child health, intensive care, mental health and family practice. She currently serves on the New York State Council of Practical Nurse Programs and chairs the Council of Practical Nurse Programs of New York State. Additionally, DiCicco has 17 years of experience in classroom and clinical instruction of LPN/VNs and is an adjunct faculty member for an RN program. She also provides continuing education to LPN/VNs and RNs.

Member: Christine Naas, LPN
Staff LPN
Southern New Hampshire Medical Center

Board: New Hampshire Board of Nursing

Specialty: Acute Care

Naas has more than 25 years of nursing experience with clinical experience in acute care, critical care/ICU, pre-op, medical/surgical, psychiatry and pediatrics. She serves as a member of the Southern New Hampshire Medical Center Ethics Committee and is a board liaison to the NCSBN Practice and Education Committee.

APPENDIX C: 2009 LPN/VN PRACTICE ANALYSIS SURVEY

Paper Form 1

NATIONAL COUNCIL OF STATE BOARDS OF NURSING (NCSBN®) LICENSED PRACTICAL/VOCATIONAL (LPN/VN) NURSING SURVEY #1

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

INSTRUCTIONS

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

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

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

In this survey, territories of the U.S. include American Samoa, Guam, Northern Mariana Islands, and the U.S. Virgin Islands.

MARKING INSTRUCTIONS:

- Use a pencil.
- Do not use pen.
- Make heavy dark marks that fill the oval completely.
- If you want to change an answer, erase completely.

RIGHT MARK



WRONG MARKS



1. What type(s) of nursing license do you hold?

(Select ALL that apply)

- LPN/VN
 RN

2. Are you currently working as an LPN/VN in the U.S. or its territories?

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

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

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

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

Page 1

continued →

PLEASE DO NOT WRITE IN THIS AREA



SECTION 1: NURSING ACTIVITIES

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

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

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

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

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

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

	A - Frequency					B - Importance						
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1 = Not Important	2 = Marginally Important	3 = Moderately Important	4 = Important	5 = Critically Important
1. Use data from various sources in making clinical decisions	N	0	1	2	3	4	5	1	2	3	4	5
2. Assign client care and/or related tasks (e.g., assistive personnel or LPN/VN)	N	0	1	2	3	4	5	1	2	3	4	5
3. Organize and prioritize care for assigned group of clients	N	0	1	2	3	4	5	1	2	3	4	5
4. Advocate for client rights and needs	N	0	1	2	3	4	5	1	2	3	4	5
5. Participate in quality improvement (QI) activity (e.g., collecting data or serving on QI committee)	N	0	1	2	3	4	5	1	2	3	4	5
6. Follow up with client after discharge	N	0	1	2	3	4	5	1	2	3	4	5
7. Participate in orientation of new employee	N	0	1	2	3	4	5	1	2	3	4	5
8. Participate as a member of an interdisciplinary team	N	0	1	2	3	4	5	1	2	3	4	5
9. Supervise/evaluate activities of assistive personnel	N	0	1	2	3	4	5	1	2	3	4	5
10. Respond to the unsafe practice of a health care provider (e.g., intervene or report)	N	0	1	2	3	4	5	1	2	3	4	5
11. Evaluate the appropriateness of health care provider order for client	N	0	1	2	3	4	5	1	2	3	4	5
12. Receive and process health care provider orders	N	0	1	2	3	4	5	1	2	3	4	5
13. Participate in client consent process	N	0	1	2	3	4	5	1	2	3	4	5
14. Provide for privacy needs	N	0	1	2	3	4	5	1	2	3	4	5
15. Identify the need for and implement appropriate isolation techniques	N	0	1	2	3	4	5	1	2	3	4	5
16. Participate in client data collection and referral	N	0	1	2	3	4	5	1	2	3	4	5
17. Apply evidence-based practice when providing care	N	0	1	2	3	4	5	1	2	3	4	5
18. Provide and receive report	N	0	1	2	3	4	5	1	2	3	4	5
19. Verify the identity of client	N	0	1	2	3	4	5	1	2	3	4	5
20. Participate in health screening or health promotion programs	N	0	1	2	3	4	5	1	2	3	4	5
21. Use standard/universal precautions	N	0	1	2	3	4	5	1	2	3	4	5
22. Participate in preparation for internal and external disasters (e.g., fire or natural disaster)	N	0	1	2	3	4	5	1	2	3	4	5
23. Implement least restrictive restraints or seclusion	N	0	1	2	3	4	5	1	2	3	4	5
24. Follow protocol for timed client monitoring (e.g., restraint, safety checks)	N	0	1	2	3	4	5	1	2	3	4	5
25. Make adjustment to care with consideration of client spiritual or cultural beliefs	N	0	1	2	3	4	5	1	2	3	4	5
26. Search client belongings when indicated and intervene as appropriate	N	0	1	2	3	4	5	1	2	3	4	5
27. Use therapeutic communication techniques with client	N	0	1	2	3	4	5	1	2	3	4	5
28. Use alternative/complementary therapy (e.g., acupressure, music therapy or herbal therapy) in providing client care	N	0	1	2	3	4	5	1	2	3	4	5
29. Acknowledge and document practice error (e.g., incident report)	N	0	1	2	3	4	5	1	2	3	4	5
30. Provide non-pharmacological measures for pain relief (e.g., imagery, massage or repositioning)	N	0	1	2	3	4	5	1	2	3	4	5
31. Assist with fetal heart monitoring for the antepartum client	N	0	1	2	3	4	5	1	2	3	4	5
32. Provide care that meets the special needs of infants or children aged 1 month to 12 years	N	0	1	2	3	4	5	1	2	3	4	5
33. Provide care that meets the special needs of young adults aged 19 to 30 years	N	0	1	2	3	4	5	1	2	3	4	5
34. Follow the rights of medication administration	N	0	1	2	3	4	5	1	2	3	4	5
35. Provide care that meets the special needs of adults aged 65 to 85 years of age	N	0	1	2	3	4	5	1	2	3	4	5
36. Assist with monitoring a client in labor	N	0	1	2	3	4	5	1	2	3	4	5
37. Administer intravenous piggyback (secondary) medications	N	0	1	2	3	4	5	1	2	3	4	5
38. Start peripheral intravenous (IV) access	N	0	1	2	3	4	5	1	2	3	4	5
39. Compare client development to norms	N	0	1	2	3	4	5	1	2	3	4	5
40. Insert urinary catheter	N	0	1	2	3	4	5	1	2	3	4	5
41. Discuss sexual issues with client (e.g., family planning, menopause, erectile dysfunction, gender identity)	N	0	1	2	3	4	5	1	2	3	4	5
42. Insert nasogastric (NG) tube	N	0	1	2	3	4	5	1	2	3	4	5
43. Recognize barriers to communication or learning	N	0	1	2	3	4	5	1	2	3	4	5
44. Implement measures to prevent complication of client condition or procedure (e.g., circulatory complication, seizure, aspiration or potential neurological disorder)	N	0	1	2	3	4	5	1	2	3	4	5
45. Collect baseline physical data (e.g., skin integrity, or height and weight)	N	0	1	2	3	4	5	1	2	3	4	5
46. Perform venipuncture for blood draws	N	0	1	2	3	4	5	1	2	3	4	5
47. Provide emotional support to client and family	N	0	1	2	3	4	5	1	2	3	4	5
48. Identify/intervene to control signs of hypoglycemia or hyperglycemia	N	0	1	2	3	4	5	1	2	3	4	5

SECTION 1: NURSING ACTIVITIES (continued)

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

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

	A - Frequency						B - Importance					
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1 = Not Important	2 = Marginally Important	3 = Moderately Important	4 = Important	5 = Critically Important
49. Identify client use of effective and ineffective coping mechanisms	01	02	03	04	05	06	07	08	09	10	11	12
50. Identify significant body or lifestyle changes and other stressors that may affect recovery/health maintenance	01	02	03	04	05	06	07	08	09	10	11	12
51. Provide care to client on ventilator	01	02	03	04	05	06	07	08	09	10	11	12
52. Recognize complications of acute or chronic illness and intervene	01	02	03	04	05	06	07	08	09	10	11	12
53. Identify signs and symptoms of substance abuse/chemical dependency, withdrawal or toxicity	01	02	03	04	05	06	07	08	09	10	11	12
54. Participate in behavior management program by recognizing environmental stressors and/or providing a therapeutic environment	01	02	03	04	05	06	07	08	09	10	11	12
55. Participate in client group session	01	02	03	04	05	06	07	08	09	10	11	12
56. Participate in reminiscence therapy, validation therapy or reality orientation	01	02	03	04	05	06	07	08	09	10	11	12
57. Assist client to cope/adapt to stressful events and changes in health status (e.g., end of life, grief and loss, life changes or physical changes)	01	02	03	04	05	06	07	08	09	10	11	12
58. Provide for mobility needs (e.g., ambulation, range of motion, transfer to chair, repositioning or the use of adaptive equipment)	01	02	03	04	05	06	07	08	09	10	11	12
59. Monitor and provide for nutritional needs of client (e.g., labs, calorie counts/percentages or daily weight)	01	02	03	04	05	06	07	08	09	10	11	12
60. Institute bowel or bladder management	01	02	03	04	05	06	07	08	09	10	11	12
61. Provide measures to promote sleep/rest	01	02	03	04	05	06	07	08	09	10	11	12
62. Discontinue or remove peripheral intravenous (IV) line, nasogastric (NG) tube or urinary catheter	01	02	03	04	05	06	07	08	09	10	11	12
63. Provide care to client in traction	01	02	03	04	05	06	07	08	09	10	11	12
64. Assist in providing postmortem care	01	02	03	04	05	06	07	08	09	10	11	12
65. Monitor client intake/output	01	02	03	04	05	06	07	08	09	10	11	12
66. Monitor transfusion of blood product	01	02	03	04	05	06	07	08	09	10	11	12
67. Administer medication by oral route	01	02	03	04	05	06	07	08	09	10	11	12
68. Administer a subcutaneous (SQ), intradermal or intramuscular (IM) medication	01	02	03	04	05	06	07	08	09	10	11	12
69. Count narcotics/controlled substances	01	02	03	04	05	06	07	08	09	10	11	12
70. Evaluate client response to medication	01	02	03	04	05	06	07	08	09	10	11	12
71. Maintain medication safety practices (e.g., storage, checking for expiration dates or compatibility)	01	02	03	04	05	06	07	08	09	10	11	12
72. Perform risk monitoring and provide follow up	01	02	03	04	05	06	07	08	09	10	11	12
73. Collect specimen (e.g., urine, stool, gastric contents or sputum for diagnostic testing)	01	02	03	04	05	06	07	08	09	10	11	12
74. Monitor diagnostic or laboratory test results	01	02	03	04	05	06	07	08	09	10	11	12
75. Check and monitor client vital signs	01	02	03	04	05	06	07	08	09	10	11	12
76. Perform circulatory checks	01	02	03	04	05	06	07	08	09	10	11	12
77. Perform an electrocardiogram (EKG/ECG)	01	02	03	04	05	06	07	08	09	10	11	12
78. Administer and check proper use of compression stockings/sequential compression devices (SCD)	01	02	03	04	05	06	07	08	09	10	11	12
79. Reinforce education to client regarding care and condition	01	02	03	04	05	06	07	08	09	10	11	12
80. Remove client wound drainage device	01	02	03	04	05	06	07	08	09	10	11	12
81. Perform wound care and/or dressing change	01	02	03	04	05	06	07	08	09	10	11	12
82. Intervene to improve client respiratory status (e.g., breathing treatment, suctioning or repositioning)	01	02	03	04	05	06	07	08	09	10	11	12
83. Remove wound sutures or staples	01	02	03	04	05	06	07	08	09	10	11	12
84. Perform care for client after surgical procedure	01	02	03	04	05	06	07	08	09	10	11	12
85. Provide care to client with an ostomy (e.g., colostomy, ileostomy or urostomy)	01	02	03	04	05	06	07	08	09	10	11	12

PLEASE DO NOT WRITE IN THIS AREA



Section 2: Experience and Orientation

1. What is the total number of months you have worked in the U.S. or its territories as an LPN/VN?

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

2. Have you ever worked as a nurse outside the U.S. or its territories before taking the NCLEX?

- Yes
 No – Skip to question 3

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

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

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

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

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

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

- Advanced Cardiac Life Support
 Basic Life Support
 Behavioral Management
 Chemotherapy
 Moderate/Conscious Sedation
 Coronary Care
 Critical Care
 Intravenous Therapy
 Neonatal Advanced Life Support
 Pediatric Advanced Life Support
 Phlebotomy
 Peritoneal Dialysis
 Rehabilitation
 None
 Other (please specify): _____

6. Which of the following administrative roles do you perform within your current nursing position? (Select ALL that apply)

- None of the following administrative roles are included in my current position
 Charge nurse
 Coordinator
 House supervisor
 Team leader
 Unit/area manager
 Director of nursing
 Other (please specify): _____

7. Approximately what percentage of your time at work is spent performing the administrative roles you marked in question 6?

- None of the administrative roles listed in question 6 are performed in my current position
 0-19%
 20-39%
 40-59%
 60-79%
 80-100%

Section 3: Work Environment

1. Which of the following best describes the condition of most of the clients to whom you provided care on the last day you worked? (Select ALL that apply)
- Well clients, possibly with minor illnesses
 - OB (Maternity) clients
 - Clients with stabilized chronic conditions
 - Clients with unstabilized chronic conditions
 - Clients with acute conditions, including clients with medical, surgical or critical conditions
 - Clients at end of life
 - Clients with behavioral/emotional problems
 - Other (please specify): _____
2. Which of the following best describes the ages of most of the clients to whom you provided care on the last day you worked? (Select ALL that apply)
- Newborns (less than 1 month)
 - Infants/children (1 month-12 years)
 - Adolescents (ages 13-18)
 - Young adult (ages 19-30)
 - Adult (ages 31-64)
 - Older adult (ages 65-85)
 - Older adult (85 years and older)
- 3a. Which of the following best describes your employment setting/specialty area on the last day you worked? If you worked mainly in one setting, fill in the appropriate oval for that one setting. If you worked in more than one setting, fill in the appropriate oval for the settings where you spent at least one-half of your time. (Select NO MORE THAN TWO answers)
- Critical care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, post-anesthesia recovery unit)
 - Medical-surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology)
 - Pediatrics
 - Nursery
 - Labor and delivery
 - Postpartum unit
 - Psychiatry or any of its sub-specialties (e.g., detox)
 - Assisted living
 - Operating room, including outpatient surgery and surgicenters
 - Nursing home, skilled or intermediate care
 - Other long-term care (e.g., residential care, developmental disability)
 - Rehabilitation
 - Subacute unit
 - Transitional care unit
 - Physician/APRN/Dentist office
 - Occupational health
 - Outpatient clinic
 - Home health, including visiting nurses associations
 - Public health
 - Student/school health
 - Hospice care
 - Prison/correctional facility/jail
 - Other (please specify): _____
- 3b. Which of the following best describes the type of facility/organization where the employment setting/specialty area identified in question 3a is located? (Select only one)
- Hospital
 - Long-term care facility
 - Community-based or Ambulatory care facility/organization (e.g., public health department, visiting nurses association, home health, physician/APRN/dentist office, school, prison, etc.)
 - Other (please specify): _____
4. If you worked in a hospital or nursing home on the last day you worked, how large is it? (Select only one)
- Under 50 beds
 - 50 to 99 beds
 - 100 to 299 beds
 - 300 to 499 beds
 - 500 beds or more
 - I do not know
 - I do not work in a hospital or nursing home
- 5a. Which of the following best describes your shift on a typical work day? (Select only one)
- Days
 - Evenings
 - Nights
 - Rotating shifts
 - Other (please specify): _____
- 5b. What is the length of your shift on a typical work day? (Select only one)
- 8 hours
 - 10 hours
 - 12 hours
 - Other (please specify): _____
6. Which of the following best describes the location and population of your employment setting/specialty area on the last day you worked?
- Urban/Metropolitan area
 - Suburban area
 - Rural area

Section 5: Demographic Information

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

1. Did you work as a nursing assistant/aide (NA), etc. prior to becoming an LPN/VN?
- Yes → Record below the total number of years and months you worked as an NA.
- No → Skip to Question 2

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

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

2. What is your gender?

Male

Female

3. What is your age in years?

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

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

African American

Asian Indian

Asian Other

Hispanic

Native American

Pacific Islander

White – Not of Hispanic Origin

Other (please specify): _____

5. What is your primary language?

English

English and Another language

Another language

6. What type of basic nursing education program qualified you to take the NCLEX-PN®? (Select only one)

LPN/VN - Diploma/certificate in the U.S.

LPN/VN - Associate degree in the U.S.

RN - Diploma in the U.S.

RN - Associate degree in the U.S.

RN - Baccalaureate degree in the U.S.

Any nursing program NOT located in the U.S.

Other (please specify): _____

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

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

- 8a. Are you currently enrolled in a registered nurse education program?

Yes – Answer Question 8b then Skip to Question 10

No – Skip to Question 10

I have applied, but am not currently enrolled – Skip to Question 9

- 8b. If yes, in which of the following programs are you enrolled? (Select only one)

Registered Nurse - Diploma program

Registered Nurse - Associate degree program

Registered Nurse - Bachelor's degree program

Other (please specify): _____

9. If you have applied to a registered nurse education program, please indicate the reason or reasons you are not currently enrolled? (Select ALL that apply)

Currently completing pre-requisite courses

Turned away because nursing program is full

Unable to afford tuition

Did not meet admission requirements

On a waiting list for admission

Other (please specify): _____

10. Do you have a non-nursing college degree?

Yes

No

Paper Form 2

NATIONAL COUNCIL OF STATE BOARDS OF NURSING (NCSBN®)
LICENSED PRACTICAL/VOCATIONAL (LPN/VN) NURSING SURVEY #2

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

INSTRUCTIONS

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

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

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

In this survey, territories of the U.S. include American Samoa, Guam, Northern Mariana Islands, and the U.S. Virgin Islands.

MARKING INSTRUCTIONS:

- Use a pencil.
- Do not use pen.
- Make heavy dark marks that fill the oval completely.
- If you want to change an answer, erase completely.

RIGHT MARK



WRONG MARKS



1. What type(s) of nursing license do you hold?

(Select ALL that apply)

- LPN/VN
 RN

2. Are you currently working as an LPN/VN in the U.S. or its territories?

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

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

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

Page 1

continued →

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SECTION 1: NURSING ACTIVITIES

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

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

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

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

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

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

	A - Frequency					B - Importance					
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1 = Not Important	2 = Marginally Important	3 = Moderately Important	4 = Important
1. Contribute to the development and/or update of the client plan of care	0	1	2	3	4	5	1	2	3	4	5
2. Assign client care and/or related tasks (e.g., assistive personnel or LPN/VN)	0	1	2	3	4	5	1	2	3	4	5
3. Recognize and report staff conflict	0	1	2	3	4	5	1	2	3	4	5
4. Promote client self-advocacy	0	1	2	3	4	5	1	2	3	4	5
5. Involve client in care decision making	0	1	2	3	4	5	1	2	3	4	5
6. Participate in staff education	0	1	2	3	4	5	1	2	3	4	5
7. Recognize task/assignment you are not prepared to perform and seek assistance	0	1	2	3	4	5	1	2	3	4	5
8. Participate as a member of an interdisciplinary team	0	1	2	3	4	5	1	2	3	4	5
9. Supervise/evaluate activities of assistive personnel	0	1	2	3	4	5	1	2	3	4	5
10. Participate in client discharge or transfer	0	1	2	3	4	5	1	2	3	4	5
11. Evaluate the appropriateness of health care provider order for client	0	1	2	3	4	5	1	2	3	4	5
12. Follow regulation/policy for reporting specific issues (e.g., abuse, neglect, gunshot wound or communicable disease)	0	1	2	3	4	5	1	2	3	4	5
13. Maintain client confidentiality	0	1	2	3	4	5	1	2	3	4	5
14. Provide information about advance directives	0	1	2	3	4	5	1	2	3	4	5
15. Identify the need for and implement appropriate isolation techniques	0	1	2	3	4	5	1	2	3	4	5
16. Use information technology in client care	0	1	2	3	4	5	1	2	3	4	5
17. Participate in providing cost effective care	0	1	2	3	4	5	1	2	3	4	5
18. Assure availability and safe functioning of client care equipment	0	1	2	3	4	5	1	2	3	4	5
19. Use safe client handling (e.g., body mechanics)	0	1	2	3	4	5	1	2	3	4	5
20. Participate in health screening or health promotion programs	0	1	2	3	4	5	1	2	3	4	5
21. Identify client allergies and intervene as appropriate	0	1	2	3	4	5	1	2	3	4	5
22. Identify and address hazardous conditions in health care environment (e.g., chemical, smoking or biohazard)	0	1	2	3	4	5	1	2	3	4	5
23. Use aseptic and sterile techniques	0	1	2	3	4	5	1	2	3	4	5
24. Assist in or reinforce education to client about safety precautions	0	1	2	3	4	5	1	2	3	4	5
25. Make adjustment to care with consideration of client spiritual or cultural beliefs	0	1	2	3	4	5	1	2	3	4	5
26. Initiate and participate in security alert (e.g., infant abduction or flight risk)	0	1	2	3	4	5	1	2	3	4	5
27. Use therapeutic communication techniques with client	0	1	2	3	4	5	1	2	3	4	5
28. Use alternative/complementary therapy (e.g., acupressure, music therapy or herbal therapy) in providing client care	0	1	2	3	4	5	1	2	3	4	5
29. Provide care and resources for beginning of life and/or end of life issues and choices	0	1	2	3	4	5	1	2	3	4	5
30. Provide non-pharmacological measures for pain relief (e.g., imagery, massage or repositioning)	0	1	2	3	4	5	1	2	3	4	5
31. Provide care that meets the special needs of the newborn - less than 1 month old	0	1	2	3	4	5	1	2	3	4	5
32. Provide care that meets the special needs of adolescents aged 13 to 18 years	0	1	2	3	4	5	1	2	3	4	5
33. Provide care that meets the special needs of adults aged 31 to 64 years	0	1	2	3	4	5	1	2	3	4	5
34. Follow the rights of medication administration	0	1	2	3	4	5	1	2	3	4	5
35. Provide care that meets the special needs of adults aged greater than 85 years of age	0	1	2	3	4	5	1	2	3	4	5
36. Monitor recovery of stable postpartum client	0	1	2	3	4	5	1	2	3	4	5
37. Administer intravenous piggyback (secondary) medications	0	1	2	3	4	5	1	2	3	4	5
38. Start peripheral intravenous (IV) access	0	1	2	3	4	5	1	2	3	4	5
39. Assist client with expected life transition (e.g., attachment to newborn, parenting or retirement)	0	1	2	3	4	5	1	2	3	4	5
40. Insert urinary catheter	0	1	2	3	4	5	1	2	3	4	5
41. Provide information for prevention of high risk behaviors	0	1	2	3	4	5	1	2	3	4	5
42. Insert nasogastric (NG) tube	0	1	2	3	4	5	1	2	3	4	5
43. Collect data for health history	0	1	2	3	4	5	1	2	3	4	5
44. Implement measures to prevent complication of client condition or procedure (e.g., circulatory complication, seizure, aspiration or potential neurological disorder)	0	1	2	3	4	5	1	2	3	4	5
45. Identify and educate clients in need of immunizations (required and voluntary)	0	1	2	3	4	5	1	2	3	4	5
46. Perform venipuncture for blood draws	0	1	2	3	4	5	1	2	3	4	5
47. Collect data regarding client psychosocial functioning	0	1	2	3	4	5	1	2	3	4	5

SECTION 1: NURSING ACTIVITIES (continued)

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

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

	A - Frequency						B - Importance				
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5 or more Times	1 = Not Important	2 = Marginally Important	3 = Moderately Important	4 = Important
48. Identify/intervene to control signs of hypoglycemia or hyperglycemia	0	1	2	3	4	5	1	2	3	4	5
49. Promote positive self-esteem of client	0	1	2	3	4	5	1	2	3	4	5
50. Collect data on client potential for violence	0	1	2	3	4	5	1	2	3	4	5
51. Provide care to client on ventilator	0	1	2	3	4	5	1	2	3	4	5
52. Recognize complications of acute or chronic illness and intervene	0	1	2	3	4	5	1	2	3	4	5
53. Assist in or reinforce education to caregivers/family on ways to manage client with behavioral disorders	0	1	2	3	4	5	1	2	3	4	5
54. Explore why client is refusing or not following treatment plan	0	1	2	3	4	5	1	2	3	4	5
55. Assist in managing the care of angry/agitated client	0	1	2	3	4	5	1	2	3	4	5
56. Assist in the care of the cognitively impaired client	0	1	2	3	4	5	1	2	3	4	5
57. Use transfer assistive devices (e.g., t-belt, slide board or mechanical lift)	0	1	2	3	4	5	1	2	3	4	5
58. Provide feeding and/or care for client with enteral tubes	0	1	2	3	4	5	1	2	3	4	5
59. Assist with activities of daily living	0	1	2	3	4	5	1	2	3	4	5
60. Evaluate pain using a rating scale	0	1	2	3	4	5	1	2	3	4	5
61. Use measures to maintain or improve client skin integrity	0	1	2	3	4	5	1	2	3	4	5
62. Perform an irrigation of urinary catheter, bladder, wound, ear, nose or eye	0	1	2	3	4	5	1	2	3	4	5
63. Apply or remove immobilizing equipment (e.g., a splint or brace)	0	1	2	3	4	5	1	2	3	4	5
64. Assist in the care and comfort for a client with a visual and/or hearing impairment	0	1	2	3	4	5	1	2	3	4	5
65. Reconcile and maintain medication list or medication administration record	0	1	2	3	4	5	1	2	3	4	5
66. Monitor and maintain client intravenous (IV) site and flow rate	0	1	2	3	4	5	1	2	3	4	5
67. Administer medication by gastrointestinal tube (e.g., g-tube, nasogastric (NG) tube, g-button or j-tube)	0	1	2	3	4	5	1	2	3	4	5
68. Administer medication by ear, eye, nose, rectum, vagina or skin route	0	1	2	3	4	5	1	2	3	4	5
69. Regulate client intravenous (IV) rate	0	1	2	3	4	5	1	2	3	4	5
70. Reinforce education to client regarding medications	0	1	2	3	4	5	1	2	3	4	5
71. Perform calculations needed for medication administration	0	1	2	3	4	5	1	2	3	4	5
72. Check for urinary retention (e.g., ultrasound, palpation)	0	1	2	3	4	5	1	2	3	4	5
73. Monitor continuous or intermittent suction of nasogastric (NG) tube	0	1	2	3	4	5	1	2	3	4	5
74. Identify signs or symptoms of potential prenatal complication	0	1	2	3	4	5	1	2	3	4	5
75. Perform neurological checks	0	1	2	3	4	5	1	2	3	4	5
76. Evaluate client respiratory status by measuring oxygen (O ₂) saturation	0	1	2	3	4	5	1	2	3	4	5
77. Assist with the performance of a diagnostic or invasive procedure	0	1	2	3	4	5	1	2	3	4	5
78. Provide care for client before surgical procedure including reinforcing teaching	0	1	2	3	4	5	1	2	3	4	5
79. Provide care for client drainage device (e.g., wound drain or chest tube)	0	1	2	3	4	5	1	2	3	4	5
80. Provide cooling/warming measures to restore normal temperature	0	1	2	3	4	5	1	2	3	4	5
81. Respond to a client life-threatening situation (e.g., cardiopulmonary resuscitation)	0	1	2	3	4	5	1	2	3	4	5
82. Provide care for a client with a tracheostomy	0	1	2	3	4	5	1	2	3	4	5
83. Perform check of client pacemaker	0	1	2	3	4	5	1	2	3	4	5
84. Recognize and report basic abnormalities on a client cardiac monitor strip	0	1	2	3	4	5	1	2	3	4	5
85. Identify signs and symptoms related to an acute or chronic illness	0	1	2	3	4	5	1	2	3	4	5

PLEASE DO NOT WRITE IN THIS AREA



Section 2: Experience and Orientation

1. What is the total number of months you have worked in the U.S. or its territories as an LPN/VN?

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

2. Have you ever worked as a nurse outside the U.S. or its territories before taking the NCLEX?

- Yes
 No – Skip to question 3

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

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

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

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

4. If you had an orientation period, how many **days** was it?

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

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

- Advanced Cardiac Life Support
 Basic Life Support
 Behavioral Management
 Chemotherapy
 Moderate/Conscious Sedation
 Coronary Care
 Critical Care
 Intravenous Therapy
 Neonatal Advanced Life Support
 Pediatric Advanced Life Support
 Phlebotomy
 Peritoneal Dialysis
 Rehabilitation
 None
 Other (please specify): _____

6. Which of the following administrative roles do you perform within your current nursing position? (Select **ALL** that apply)

- None of the following administrative roles are included in my current position
 Charge nurse
 Coordinator
 House supervisor
 Team leader
 Unit/area manager
 Director of nursing
 Other (please specify): _____

7. Approximately what percentage of your time at work is spent performing the administrative roles you marked in question 6?

- None of the administrative roles listed in question 6 are performed in my current position
 0-19%
 20-39%
 40-59%
 60-79%
 80-100%

Section 3: Work Environment

1. Which of the following **best** describes the condition of **most** of the clients to whom you provided care **on the last day you worked**? (Select **ALL that apply**)
- Well clients, possibly with minor illnesses
 - OB (Maternity) clients
 - Clients with stabilized chronic conditions
 - Clients with unstabilized chronic conditions
 - Clients with acute conditions, including clients with medical, surgical or critical conditions
 - Clients at end of life
 - Clients with behavioral/emotional problems
 - Other (please specify): _____
2. Which of the following **best** describes the ages of **most** of the clients to whom you provided care **on the last day you worked**? (Select **ALL that apply**)
- Newborns (less than 1 month)
 - Infants/children (1 month-12 years)
 - Adolescents (ages 13-18)
 - Young adult (ages 19-30)
 - Adult (ages 31-64)
 - Older adult (ages 65-85)
 - Older adult (85 years and older)
- 3a. Which of the following **best** describes your employment setting/specialty area **on the last day you worked**? If you worked mainly in one setting, fill in the appropriate oval for that one setting. If you worked in more than one setting, fill in the appropriate oval for the settings where you spent at least one-half of your time. (Select **NO MORE THAN TWO answers**)
- Critical care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, post-anesthesia recovery unit)
 - Medical-surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology)
 - Pediatrics
 - Nursery
 - Labor and delivery
 - Postpartum unit
 - Psychiatry or any of its sub-specialties (e.g., detox)
 - Assisted living
 - Operating room, including outpatient surgery and surgicenters
 - Nursing home, skilled or intermediate care
 - Other long-term care (e.g., residential care, developmental disability)
 - Rehabilitation
 - Subacute unit
 - Transitional care unit
 - Physician/APRN/Dentist office
 - Occupational health
 - Outpatient clinic
 - Home health, including visiting nurses associations
 - Public health
 - Student/school health
 - Hospice care
 - Prison/correctional facility/jail
 - Other (please specify): _____
- 3b. Which of the following **best** describes the type of facility/organization where the employment setting/specialty area identified in question 3a is located? (Select **only one**)
- Hospital
 - Long-term care facility
 - Community-based or Ambulatory care facility/organization (e.g., public health department, visiting nurses association, home health, physician/APRN/dentist office, school, prison, etc.)
 - Other (please specify): _____
4. If you worked in a hospital or nursing home **on the last day you worked**, how large is it? (Select **only one**)
- Under 50 beds
 - 50 to 99 beds
 - 100 to 299 beds
 - 300 to 499 beds
 - 500 beds or more
 - I do not know
 - I do not work in a hospital or nursing home
- 5a. Which of the following **best** describes your shift **on a typical work day**? (Select **only one**)
- Days
 - Evenings
 - Nights
 - Rotating shifts
 - Other (please specify): _____
- 5b. What is the length of your shift **on a typical work day**? (Select **only one**)
- 8 hours
 - 10 hours
 - 12 hours
 - Other (please specify): _____
6. Which of the following **best** describes the location and population of your employment setting/specialty area **on the last day you worked**?
- Urban/Metropolitan area
 - Suburban area
 - Rural area

Section 5: Demographic Information

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

1. Did you work as a nursing assistant/aide (NA), etc. prior to becoming an LPN/VN?
- Yes → Record below the total number of years and months you worked as an NA.
- No → Skip to Question 2

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

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

2. What is your gender?
- Male
- Female
3. What is your age in years?

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

4. Which of the following best describes your racial/ethnic background? (*Select only one*)
- African American
- Asian Indian
- Asian Other
- Hispanic
- Native American
- Pacific Islander
- White – Not of Hispanic Origin
- Other (please specify): _____
5. What is your primary language?
- English
- English and Another language
- Another language

6. What type of basic nursing education program qualified you to take the NCLEX-PN®? (*Select only one*)
- LPN/VN - Diploma/certificate in the U.S.
- LPN/VN - Associate degree in the U.S.
- RN - Diploma in the U.S.
- RN - Associate degree in the U.S.
- RN - Baccalaureate degree in the U.S.
- Any nursing program NOT located in the U.S.
- Other (please specify): _____

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

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

- 8a. Are you currently enrolled in a registered nurse education program?
- Yes – Answer Question 8b then Skip to Question 10
- No – Skip to Question 10
- I have applied, but am not currently enrolled – Skip to Question 9

- 8b. If yes, in which of the following programs are you enrolled? (*Select only one*)
- Registered Nurse - Diploma program
- Registered Nurse - Associate degree program
- Registered Nurse - Bachelor's degree program
- Other (please specify): _____

9. If you have applied to a registered nurse education program, please indicate the reason or reasons you are not currently enrolled? (*Select ALL that apply*)
- Currently completing pre-requisite courses
- Turned away because nursing program is full
- Unable to afford tuition
- Did not meet admission requirements
- On a waiting list for admission
- Other (please specify): _____

10. Do you have a non-nursing college degree?
- Yes
- No

Web Form 1

**NCSBN**
National Council of State Boards of Nursing

On-line Survey Progress

0%

Introductory Questions

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

LPN/VN

RN

2. Are you currently working as an LPN/VN in the U.S. or its territories?

Yes

No

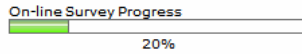
3. In your current position, do you provide direct care to clients? *Note: Faculty supervision of student clinical experiences is not considered "direct care".*

Yes, 20 or more hours per week, on average

Yes, less than 20 hours per week, on average

No

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Section 1: Nursing Activities

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

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

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

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

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

QUESTION A - FREQUENCY	QUESTION B - IMPORTANCE
N NEVER performed in work setting	1 Not Important
0 0 Times	2 Marginally Important
1 1 Time	3 Moderately Important
2 2 Times	4 Important
3 3 Times	5 Critically Important
4 4 Times	
5 5+ Times	

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

	NEVER performed in work setting	FREQUENCY						IMPORTANCE					
		0 Times	1 Time	2 Times	3 Times	4 Times	5+ Times	1 Not Important	2 Marginally Important	3 Moderately Important	4 Important	5 Critically Important	
1. Use data from various sources in making clinical decisions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Assign client care and/or related tasks (e.g., assistive personnel or LPN/VN)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Advocate for client rights and needs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Follow up with client after discharge	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Respond to the unsafe practice of a health care provider (e.g., intervene or report)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Participate in client consent process	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Participate in client data collection and referral	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Participate as a member of an interdisciplinary team	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Supervise/evaluate activities of assistive personnel	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Provide and receive report	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Evaluate the appropriateness of health care provider order for client	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Use standard/universal precautions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Implement least restrictive restraints or seclusion	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Search client belongings when indicated and intervene as appropriate	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Identify the need for and implement appropriate isolation techniques	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Assist with fetal heart monitoring for the antepartum client	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Provide care that meets the special needs of young adults aged 19 to 30 years	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Assist with monitoring a client in labor	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Discuss sexual issues with client (e.g., family planning, menopause, erectile dysfunction, gender identity)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5+ Times	Not Important	Marginally Important	Moderately Important	Important	Critically Important
20. Participate in health screening or health promotion programs	●	○	○	○	○	○	○	●	○	○	○	○
21. Collect baseline physical data (e.g., skin integrity, or height and weight)	●	○	○	○	○	○	○	●	○	○	○	○
22. Identify client use of effective and ineffective coping mechanisms	●	○	○	○	○	○	○	●	○	○	○	○
23. Identify signs and symptoms of substance abuse/chemical dependency, withdrawal or toxicity	●	○	○	○	○	○	○	●	○	○	○	○
24. Participate in client group session	●	○	○	○	○	○	○	●	○	○	○	○
25. Make adjustment to care with consideration of client spiritual or cultural beliefs	●	○	○	○	○	○	○	●	○	○	○	○
26. Assist client to cope/adapt to stressful events and changes in health status (e.g., end of life, grief and loss, life changes or physical changes)	●	○	○	○	○	○	○	●	○	○	○	○
27. Use therapeutic communication techniques with client	●	○	○	○	○	○	○	●	○	○	○	○
28. Use alternative/complementary therapy (e.g., acupuncture, music therapy or herbal therapy) in providing client care	●	○	○	○	○	○	○	●	○	○	○	○
29. Monitor and provide for nutritional needs of client (e.g., labs, calorie counts/percentages or daily weight)	●	○	○	○	○	○	○	●	○	○	○	○
30. Provide non-pharmacological measures for pain relief (e.g., imagery, massage or repositioning)	●	○	○	○	○	○	○	●	○	○	○	○
31. Provide measures to promote sleep/rest	●	○	○	○	○	○	○	●	○	○	○	○
32. Provide care to client in traction	●	○	○	○	○	○	○	●	○	○	○	○
33. Monitor client intake/output	●	○	○	○	○	○	○	●	○	○	○	○
34. Follow the rights of medication administration	●	○	○	○	○	○	○	●	○	○	○	○
35. Administer medication by oral route	●	○	○	○	○	○	○	●	○	○	○	○
36. Count narcotics/controlled substances	●	○	○	○	○	○	○	●	○	○	○	○
37. Administer intravenous piggyback (secondary) medications	●	○	○	○	○	○	○	●	○	○	○	○
38. Start peripheral intravenous (IV) access	●	○	○	○	○	○	○	●	○	○	○	○
39. Maintain medication safety practices (e.g., storage, checking for expiration dates or compatibility)	●	○	○	○	○	○	○	●	○	○	○	○
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5+ Times	Not Important	Marginally Important	Moderately Important	Important	Critically Important
40. Insert urinary catheter	●	○	○	○	○	○	○	●	○	○	○	○
41. Collect specimen (e.g., urine, stool, gastric contents or sputum for diagnostic testing)	●	○	○	○	○	○	○	●	○	○	○	○
42. Insert nasogastric (NG) tube	●	○	○	○	○	○	○	●	○	○	○	○
43. Check and monitor client vital signs	●	○	○	○	○	○	○	●	○	○	○	○
44. Implement measures to prevent complication of client condition or procedure (e.g., circulatory complication, seizure, aspiration or potential neurological disorder)	●	○	○	○	○	○	○	●	○	○	○	○
45. Perform an electrocardiogram (EKG/ECG)	●	○	○	○	○	○	○	●	○	○	○	○
46. Perform venipuncture for blood draws	●	○	○	○	○	○	○	●	○	○	○	○
47. Reinforce education to client regarding care and condition	●	○	○	○	○	○	○	●	○	○	○	○
48. Identify/intervene to control signs of hypoglycemia or hyperglycemia	●	○	○	○	○	○	○	●	○	○	○	○
49. Perform wound care and/or dressing change	●	○	○	○	○	○	○	●	○	○	○	○
50. Remove wound sutures or staples	●	○	○	○	○	○	○	●	○	○	○	○
51. Provide care to client on ventilator	●	○	○	○	○	○	○	●	○	○	○	○
52. Recognize complications of acute or chronic illness and intervene	●	○	○	○	○	○	○	●	○	○	○	○
53. Provide care to client with an ostomy (e.g., colostomy, ileostomy or urostomy)	●	○	○	○	○	○	○	●	○	○	○	○

[Previous](#) [Next](#)



	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5+ Times	Not Important	Marginally Important	Moderately Important	Important	Critically Important
20. Participate in health screening or health promotion programs	●	○	○	○	○	○	○	●	●	●	●	●
21. Collect baseline physical data (e.g., skin integrity, or height and weight)	●	○	○	○	○	○	○	●	●	●	●	●
22. Identify client use of effective and ineffective coping mechanisms	●	○	○	○	○	○	○	●	●	●	●	●
23. Identify signs and symptoms of substance abuse/chemical dependency, withdrawal or toxicity	●	○	○	○	○	○	○	●	●	●	●	●
24. Participate in client group session	●	○	○	○	○	○	○	●	●	●	●	●
25. Make adjustment to care with consideration of client spiritual or cultural beliefs	●	○	○	○	○	○	○	●	●	●	●	●
26. Assist client to cope/adapt to stressful events and changes in health status (e.g., end of life, grief and loss, life changes or physical changes)	●	○	○	○	○	○	○	●	●	●	●	●
27. Use therapeutic communication techniques with client	●	○	○	○	○	○	○	●	●	●	●	●
28. Use alternative/complementary therapy (e.g., acupuncture, music therapy or herbal therapy) in providing client care	●	○	○	○	○	○	○	●	●	●	●	●
29. Monitor and provide for nutritional needs of client (e.g., labs, calorie counts/percentages or daily weight)	●	○	○	○	○	○	○	●	●	●	●	●
30. Provide non-pharmacological measures for pain relief (e.g., imagery, massage or repositioning)	●	○	○	○	○	○	○	●	●	●	●	●
31. Provide measures to promote sleep/rest	●	○	○	○	○	○	○	●	●	●	●	●
32. Provide care to client in traction	●	○	○	○	○	○	○	●	●	●	●	●
33. Monitor client intake/output	●	○	○	○	○	○	○	●	●	●	●	●
34. Follow the rights of medication administration	●	○	○	○	○	○	○	●	●	●	●	●
35. Administer medication by oral route	●	○	○	○	○	○	○	●	●	●	●	●
36. Count narcotics/controlled substances	●	○	○	○	○	○	○	●	●	●	●	●
37. Administer intravenous piggyback (secondary) medications	●	○	○	○	○	○	○	●	●	●	●	●
38. Start peripheral intravenous (IV) access	●	○	○	○	○	○	○	●	●	●	●	●
39. Maintain medication safety practices (e.g., storage, checking for expiration dates or compatibility)	●	○	○	○	○	○	○	●	●	●	●	●
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5+ Times	Not Important	Marginally Important	Moderately Important	Important	Critically Important
40. Insert urinary catheter	●	○	○	○	○	○	○	●	●	●	●	●
41. Collect specimen (e.g., urine, stool, gastric contents or sputum for diagnostic testing)	●	○	○	○	○	○	○	●	●	●	●	●
42. Insert nasogastric (NG) tube	●	○	○	○	○	○	○	●	●	●	●	●
43. Check and monitor client vital signs	●	○	○	○	○	○	○	●	●	●	●	●
44. Implement measures to prevent complication of client condition or procedure (e.g., circulatory complication, seizure, aspiration or potential neurological disorder)	●	○	○	○	○	○	○	●	●	●	●	●
45. Perform an electrocardiogram (EKG/ECG)	●	○	○	○	○	○	○	●	●	●	●	●
46. Perform venipuncture for blood draws	●	○	○	○	○	○	○	●	●	●	●	●
47. Reinforce education to client regarding care and condition	●	○	○	○	○	○	○	●	●	●	●	●
48. Identify/intervene to control signs of hypoglycemia or hyperglycemia	●	○	○	○	○	○	○	●	●	●	●	●
49. Perform wound care and/or dressing change	●	○	○	○	○	○	○	●	●	●	●	●
50. Remove wound sutures or staples	●	○	○	○	○	○	○	●	●	●	●	●
51. Provide care to client on ventilator	●	○	○	○	○	○	○	●	●	●	●	●
52. Recognize complications of acute or chronic illness and intervene	●	○	○	○	○	○	○	●	●	●	●	●
53. Provide care to client with an ostomy (e.g., colostomy, ileostomy or urostomy)	●	○	○	○	○	○	○	●	●	●	●	●

[Previous](#) [Next](#)

On-line Survey Progress
40%

NCSBN
National Council of State Boards of Nursing

Section 2: Experience and Orientation

1. What is the total number of months you have worked in the U.S. or its territories as an LPN/VN?

2. Have you ever worked as a nurse outside the U.S. or its territories before taking the NCLEX?
 Yes
 No

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

4. If you had an orientation period, how many **days** was it?

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

- Advanced Cardiac Life Support
- Basic Life Support
- Behavioral Management
- Chemotherapy
- Moderate/Conscious Sedation
- Coronary Care
- Critical Care
- Intravenous Therapy
- Neonatal Advanced Life Support
- Pediatric Advanced Life Support
- Phlebotomy
- Peritoneal Dialysis
- Rehabilitation
- None
- Other (please specify)

6. Which of the following administrative roles do you perform within your current nursing position? **(Select ALL that apply)**

- None of the following administrative roles are included in my current position
- Charge nurse
- Coordinator
- House supervisor
- Team leader
- Unit/area manager
- Director of nursing
- Other (please specify)

7. Approximately what percentage of your time at work is spent performing the administrative roles you marked in question 6?

Section 3: Work Environment

1. Which of the following **best** describes the condition of **most** of the clients to whom you provided care **on the last day you worked?** (Select ALL that apply)
- Well clients, possibly with minor illnesses
 - OB (Maternity) clients
 - Clients with stabilized chronic conditions
 - Clients with unstabilized chronic conditions
 - Clients with acute conditions, including clients with medical, surgical or critical conditions
 - Clients at end of life
 - Clients with behavioral/emotional problems
 - Other (please specify)
-
2. Which of the following **best** describes the ages of **most** of the clients to whom you provided care **on the last day you worked?** (Select ALL that apply)
- Newborns (less than 1 month)
 - Infants/children (1 month–12 years)
 - Adolescents (ages 13–18)
 - Young adults (ages 19–30)
 - Adult (ages 31–64)
 - Older adult (ages 65–85)
 - Older adult (85 years and older)
-
- 3a. Which of the following **best** describes your employment setting/specialty area **on the last day you worked?** If you worked mainly in one setting, check the appropriate box for that one setting. If you worked in more than one setting, check the appropriate boxes for the settings where you spent at least one-half of your time. (Select NO MORE THAN TWO answers)
- Critical care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, post-anesthesia recovery unit)
 - Medical-surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology)
 - Pediatrics
 - Nursery
 - Labor and delivery
 - Postpartum unit
 - Psychiatry or any of its sub-specialties (e.g., detox)
 - Assisted living
 - Operating room, including outpatient surgery and surgicenters
 - Nursing home, skilled or intermediate care
 - Other long-term care (e.g., residential care, developmental disability)
 - Rehabilitation
 - Subacute unit
 - Transitional care unit
 - Physician/APRN/Dentist office
 - Occupational health
 - Outpatient clinic
 - Home health, including visiting nurses associations
 - Public health
 - Student/school health
 - Hospice care
 - Prison/correctional facility/jail
 - Other (please specify)
-
- 3b. Which of the following **best** describes the type of facility/organization where the employment setting/specialty area identified in question 3a is located? (Select only one)
- Hospital
 - Long-term care facility
 - Community-based or Ambulatory care facility/organization (e.g., public health department, visiting nurses association, home health, physician/APRN/dentist office, school, prison, etc.)
 - Other (please specify)
-
4. If you worked in a hospital or nursing home **on the last day you worked**, how large is it? (Select only one)
- << Select Value >>

5a. Which of the following **best** describes your shift **on a typical work day**? (Select only one)

<< Select Value >> 

5b. What is the length of your shift **on a typical work day**? (Select only one)

<< Select Value >> 

6. Which of the following **best** describes the location and population of your employment setting/specialty area **on the last day you worked**?

<< Select Value >> 

Previous

Next



On-line Survey Progress
80%

Section 5: Demographic Information

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

1. Did you work as a nursing assistant/aide (NA), etc. prior to becoming an LPN/VN?

- Yes
 No

2. What is your gender?

- Male
 Female

3. What is your age in years?

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

5. What is your primary language?

6. What type of basic nursing education program qualified you to take the NCLEX-PN®? (**Select only one**)

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

8a. Are you currently enrolled in a registered nurse education program? (Depending on your choice, additional questions may be displayed.)

10. Do you have a non-nursing college degree?

- Yes
 No

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

Name:

Daytime or Early Evening Phone Number with Area Code:

E-mail address:

[Previous](#)

[Next](#)

Web Form 2

**NCSBN**
National Council of State Boards of Nursing

On-line Survey Progress



0%

Introductory Questions

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

LPN/VN
 RN

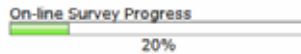
2. Are you currently working as an LPN/VN in the U.S. or its territories?

Yes
 No

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

Yes, 20 or more hours per week, on average
 Yes, less than 20 hours per week, on average
 No

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Section 1: Nursing Activities

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

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

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

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

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

QUESTION A - FREQUENCY	QUESTION B - IMPORTANCE
N NEVER performed in work setting	1 Not Important
0 0 Times	2 Marginally Important
1 1 Time	3 Moderately Important
2 2 Times	4 Important
3 3 Times	5 Critically Important
4 4 Times	
5 5+ Times	

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

	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5+ Times	1 Not Important	2 Marginally Important	3 Moderately Important	4 Important	5 Critically Important
1. Contribute to the development and/or update of the client plan of care	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Assign client care and/or related tasks (e.g., assistive personnel or LPN/VN)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Promote client self-advocacy	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Participate in staff education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Participate in client discharge or transfer	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Maintain client confidentiality	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Use information technology in client care	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Participate as a member of an interdisciplinary team	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Supervise/evaluate activities of assistive personnel	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Assure availability and safe functioning of client care equipment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Evaluate the appropriateness of health care provider order for client	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Identify client allergies and intervene as appropriate	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Use aseptic and sterile techniques	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Initiate and participate in security alert (e.g., infant abduction or flight risk)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Identify the need for and implement appropriate isolation techniques	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Provide care that meets the special needs of the newborn - less than 1 month old	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Provide care that meets the special needs of adults aged 31 to 64 years	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Monitor recovery of stable postpartum client	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Provide information for prevention of high risk behaviors	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5+ Times	Not Important	Marginally Important	Moderately Important	Important	Critically Important
20. Participate in health screening or health promotion programs	●	○	○	○	○	○	○	●	○	○	○	○
21. Identify and educate clients in need of immunizations (required and voluntary)	●	○	○	○	○	○	○	●	○	○	○	○
22. Promote positive self-esteem of client	●	○	○	○	○	○	○	●	○	○	○	○
23. Assist in or reinforce education to caregivers/family on ways to manage client with behavioral disorders	●	○	○	○	○	○	○	●	○	○	○	○
24. Assist in managing the care of angry/agitated client	●	○	○	○	○	○	○	●	○	○	○	○
25. Make adjustment to care with consideration of client spiritual or cultural beliefs	●	○	○	○	○	○	○	●	○	○	○	○
26. Use transfer assistive devices (e.g., t-belt, slide board or mechanical lift)	●	○	○	○	○	○	○	●	○	○	○	○
27. Use therapeutic communication techniques with client	●	○	○	○	○	○	○	●	○	○	○	○
28. Use alternative/complementary therapy (e.g., acupressure, music therapy or herbal therapy) in providing client care	●	○	○	○	○	○	○	●	○	○	○	○
29. Assist with activities of daily living	●	○	○	○	○	○	○	●	○	○	○	○
30. Provide non-pharmacological measures for pain relief (e.g., imagery, massage or repositioning)	●	○	○	○	○	○	○	●	○	○	○	○
31. Use measures to maintain or improve client skin integrity	●	○	○	○	○	○	○	●	○	○	○	○
32. Apply or remove immobilizing equipment (e.g., a splint or brace)	●	○	○	○	○	○	○	●	○	○	○	○
33. Reconcile and maintain medication list or medication administration record	●	○	○	○	○	○	○	●	○	○	○	○
34. Follow the rights of medication administration	●	○	○	○	○	○	○	●	○	○	○	○
35. Administer medication by gastrointestinal tube (e.g., g-tube, nasogastric (NG) tube, g-button or j-tube)	●	○	○	○	○	○	○	●	○	○	○	○
36. Regulate client intravenous (IV) rate	●	○	○	○	○	○	○	●	○	○	○	○
37. Administer intravenous piggyback (secondary) medications	●	○	○	○	○	○	○	●	○	○	○	○
38. Start peripheral intravenous (IV) access	●	○	○	○	○	○	○	●	○	○	○	○
39. Perform calculations needed for medication administration	●	○	○	○	○	○	○	●	○	○	○	○
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5+ Times	Not Important	Marginally Important	Moderately Important	Important	Critically Important
40. Insert urinary catheter	●	○	○	○	○	○	○	●	○	○	○	○
41. Monitor continuous or intermittent suction of nasogastric (NG) tube	●	○	○	○	○	○	○	●	○	○	○	○
42. Insert nasogastric (NG) tube	●	○	○	○	○	○	○	●	○	○	○	○
43. Perform neurological checks	●	○	○	○	○	○	○	●	○	○	○	○
44. Implement measures to prevent complication of client condition or procedure (e.g., circulatory complication, seizure, aspiration or potential neurological disorder)	●	○	○	○	○	○	○	●	○	○	○	○
45. Assist with the performance of a diagnostic or invasive procedure	●	○	○	○	○	○	○	●	○	○	○	○
46. Perform venipuncture for blood draws	●	○	○	○	○	○	○	●	○	○	○	○
47. Provide care for client drainage device (e.g., wound drain or chest tube)	●	○	○	○	○	○	○	●	○	○	○	○
48. Identify/intervene to control signs of hypoglycemia or hyperglycemia	●	○	○	○	○	○	○	●	○	○	○	○
49. Respond to a client life-threatening situation (e.g., cardiopulmonary resuscitation)	●	○	○	○	○	○	○	●	○	○	○	○
50. Perform check of client pacemaker	●	○	○	○	○	○	○	●	○	○	○	○
51. Provide care to client on ventilator	●	○	○	○	○	○	○	●	○	○	○	○
52. Recognize complications of acute or chronic illness and intervene	●	○	○	○	○	○	○	●	○	○	○	○
53. Identify signs and symptoms related to an acute or chronic illness	●	○	○	○	○	○	○	●	○	○	○	○

Previous Next



Section 2: Experience and Orientation

1. What is the total number of months you have worked in the U.S. or its territories as an LPN/NV?

2. Have you ever worked as a nurse outside the U.S. or its territories before taking the NCLEX?

- Yes
 No

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

4. If you had an orientation period, how many **days** was it?

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

- Advanced Cardiac Life Support
 Basic Life Support
 Behavioral Management
 Chemotherapy
 Moderate/Conscious Sedation
 Coronary Care
 Critical Care
 Intravenous Therapy
 Neonatal Advanced Life Support
 Pediatric Advanced Life Support
 Phlebotomy
 Peritoneal Dialysis
 Rehabilitation
 None
 Other (please specify)

6. Which of the following administrative roles do you perform within your current nursing position? **(Select ALL that apply)**

- None of the following administrative roles are included in my current position
 Charge nurse
 Coordinator
 House supervisor
 Team leader
 Unit/area manager
 Director of nursing
 Other (please specify)

7. Approximately what percentage of your time at work is spent performing the administrative roles you marked in question 6?

Section 3: Work Environment

1. Which of the following **best** describes the condition of **most** of the clients to whom you provided care **on the last day you worked?** (Select ALL that apply)

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

2. Which of the following **best** describes the ages of **most** of the clients to whom you provided care **on the last day you worked?** (Select ALL that apply)

- Newborns (less than 1 month)
- Infants/children (1 month–12 years)
- Adolescents (ages 13–18)
- Young adults (ages 19–30)
- Adult (ages 31–64)
- Older adult (ages 65–85)
- Older adult (85 years and older)

3a. Which of the following **best** describes your employment setting/specialty area **on the last day you worked?** If you worked mainly in one setting, check the appropriate box for that one setting. If you worked in more than one setting, check the appropriate boxes for the settings where you spent at least one-half of your time. (Select NO MORE THAN TWO answers)

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


3b. Which of the following **best** describes the type of facility/organization where the employment setting/specialty area identified in question 3a is located? (Select only one)

- Hospital
- Long-term care facility
- Community-based or Ambulatory care facility/organization (e.g., public health department, visiting nurses association, home health, physician/APRN/dentist office, school, prison, etc.)
- Other (please specify)

4. If you worked in a hospital or nursing home **on the last day you worked**, how large is it? (Select only one)

<< Select Value >>

5a. Which of the following **best** describes your shift **on a typical work day**? (Select only one)

<< Select Value >> 

5b. What is the length of your shift **on a typical work day**? (Select only one)

<< Select Value >> 

6. Which of the following **best** describes the location and population of your employment setting/specialty area **on the last day you worked**?

<< Select Value >> 

[Previous](#)

[Next](#)



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On-line Survey Progress
80%

Section 5: Demographic Information

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

1. Did you work as a nursing assistant/aide (NA), etc. prior to becoming an LPN/VN?

- Yes
 No

2. What is your gender?

- Male
 Female

3. What is your age in years?

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

5. What is your primary language?

6. What type of basic nursing education program qualified you to take the NCLEX-PN®? (**Select only one**)

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

8a. Are you currently enrolled in a registered nurse education program? (Depending on your choice, additional questions may be displayed.)

10. Do you have a non-nursing college degree?

- Yes
 No

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

Name:


Daytime or Early Evening Phone Number with Area Code:

E-mail address:

[Previous](#)

[Next](#)

Web Form 3



NCSBN
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On-line Survey Progress

0%


Introductory Questions


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

2. Are you currently working as an LPN/VN in the U.S. or its territories?
 Yes
 No

3. In your current position, do you provide direct care to clients? *Note: Faculty supervision of student clinical experiences is not considered "direct care".*
 Yes, 20 or more hours per week, on average
 Yes, less than 20 hours per week, on average
 No

PreviousNext

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NCSBN
National Council of State Boards of Nursing

On-line Survey Progress

20%

Section 1: Nursing Activities

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

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

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

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

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

QUESTION A - FREQUENCY		QUESTION B - IMPORTANCE	
N	NEVER performed in work setting	1	Not Important
0	0 Times	2	Marginally Important
1	1 Time	3	Moderately Important
2	2 Times	4	Important
3	3 Times	5	Critically Important
4	4 Times		
5	5+ Times		

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

	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5+ Times	1 Not Important	2 Marginally Important	3 Moderately Important	4 Important	5 Critically Important
1. Organize and prioritize care for assigned group of clients	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Assign client care and/or related tasks (e.g., assistive personnel or LPN/VN)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Participate in quality improvement (QI) activity (e.g., collecting data or serving on QI committee)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Participate in orientation of new employee	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Receive and process health care provider orders	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Provide for privacy needs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Apply evidence-based practice when providing care	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Participate as a member of an interdisciplinary team	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Supervise/evaluate activities of assistive personnel	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Verify the identity of client	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Evaluate the appropriateness of health care provider order for client	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Participate in preparation for internal and external disasters (e.g., fire or natural disaster)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Follow protocol for timed client monitoring (e.g., restraint, safety checks)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Acknowledge and document practice error (e.g. incident report)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Identify the need for and implement appropriate isolation techniques	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Provide care that meets the special needs of infants or children aged 1 month to 12 years	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Provide care that meets the special needs of adults aged 65 to 85 years of age	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Compare client development to norms	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Recognize barriers to communication or learning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5+ Times	Not Important	Marginally Important	Moderately Important	Important	Critically Important
20. Participate in health screening or health promotion programs	●	○	○	○	○	○	○	●	○	○	○	○
21. Provide emotional support to client and family	●	○	○	○	○	○	○	●	○	○	○	○
22. Identify significant body or lifestyle changes and other stressors that may affect recovery/health maintenance	●	○	○	○	○	○	○	●	○	○	○	○
23. Participate in behavior management program by recognizing environmental stressors and/or providing a therapeutic environment	●	○	○	○	○	○	○	●	○	○	○	○
24. Participate in reminiscence therapy, validation therapy or reality orientation	●	○	○	○	○	○	○	●	○	○	○	○
25. Make adjustment to care with consideration of client spiritual or cultural beliefs	●	○	○	○	○	○	○	●	○	○	○	○
26. Provide for mobility needs (e.g., ambulation, range of motion, transfer to chair, repositioning or the use of adaptive equipment)	●	○	○	○	○	○	○	●	○	○	○	○
27. Use therapeutic communication techniques with client	●	○	○	○	○	○	○	●	○	○	○	○
28. Use alternative/complementary therapy (e.g., acupressure, music therapy or herbal therapy) in providing client care	●	○	○	○	○	○	○	●	○	○	○	○
29. Institute bowel or bladder management	●	○	○	○	○	○	○	●	○	○	○	○
30. Provide non-pharmacological measures for pain relief (e.g., imagery, massage or repositioning)	●	○	○	○	○	○	○	●	○	○	○	○
31. Discontinue or remove peripheral intravenous (IV) line, nasogastric (NG) tube or urinary catheter	●	○	○	○	○	○	○	●	○	○	○	○
32. Assist in providing postmortem care	●	○	○	○	○	○	○	●	○	○	○	○
33. Monitor transfusion of blood product	●	○	○	○	○	○	○	●	○	○	○	○
34. Follow the rights of medication administration	●	○	○	○	○	○	○	●	○	○	○	○
35. Administer a subcutaneous (SQ), intradermal or intramuscular (IM) medication	●	○	○	○	○	○	○	●	○	○	○	○
36. Evaluate client response to medication	●	○	○	○	○	○	○	●	○	○	○	○
37. Administer intravenous piggyback (secondary) medications	●	○	○	○	○	○	○	●	○	○	○	○
38. Start peripheral intravenous (IV) access	●	○	○	○	○	○	○	●	○	○	○	○
39. Perform risk monitoring and provide follow up	●	○	○	○	○	○	○	●	○	○	○	○
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5+ Times	Not Important	Marginally Important	Moderately Important	Important	Critically Important
40. Insert urinary catheter	●	○	○	○	○	○	○	●	○	○	○	○
41. Monitor diagnostic or laboratory test results	●	○	○	○	○	○	○	●	○	○	○	○
42. Insert nasogastric (NG) tube	●	○	○	○	○	○	○	●	○	○	○	○
43. Perform circulatory checks	●	○	○	○	○	○	○	●	○	○	○	○
44. Implement measures to prevent complication of client condition or procedure (e.g., circulatory complication, seizure, aspiration or potential neurological disorder)	●	○	○	○	○	○	○	●	○	○	○	○
45. Administer and check proper use of compression stockings/sequential compression devices (SCD)	●	○	○	○	○	○	○	●	○	○	○	○
46. Perform venipuncture for blood draws	●	○	○	○	○	○	○	●	○	○	○	○
47. Remove client wound drainage device	●	○	○	○	○	○	○	●	○	○	○	○
48. Identify/intervene to control signs of hypoglycemia or hyperglycemia	●	○	○	○	○	○	○	●	○	○	○	○
49. Intervene to improve client respiratory status (e.g., breathing treatment, suctioning or repositioning)	●	○	○	○	○	○	○	●	○	○	○	○
50. Perform care for client after surgical procedure	●	○	○	○	○	○	○	●	○	○	○	○
51. Provide care to client on ventilator	●	○	○	○	○	○	○	●	○	○	○	○
52. Recognize complications of acute or chronic illness and intervene	●	○	○	○	○	○	○	●	○	○	○	○

Previous Next

On-line Survey Progress
40%

NCSBN
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Section 2: Experience and Orientation

1. What is the total number of months you have worked in the U.S. or its territories as an LPN/VN?

2. Have you ever worked as a nurse outside the U.S. or its territories before taking the NCLEX?
 Yes
 No

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

4. If you had an orientation period, how many **days** was it?

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

- Advanced Cardiac Life Support
- Basic Life Support
- Behavioral Management
- Chemotherapy
- Moderate/Conscious Sedation
- Coronary Care
- Critical Care
- Intravenous Therapy
- Neonatal Advanced Life Support
- Pediatric Advanced Life Support
- Phlebotomy
- Peritoneal Dialysis
- Rehabilitation
- None
- Other (please specify)

6. Which of the following administrative roles do you perform within your current nursing position? **(Select ALL that apply)**

- None of the following administrative roles are included in my current position
- Charge nurse
- Coordinator
- House supervisor
- Team leader
- Unit/area manager
- Director of nursing
- Other (please specify)

7. Approximately what percentage of your time at work is spent performing the administrative roles you marked in question 6?

Section 3: Work Environment

1. Which of the following **best** describes the condition of **most** of the clients to whom you provided care **on the last day you worked?** (Select ALL that apply)

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

2. Which of the following **best** describes the ages of **most** of the clients to whom you provided care **on the last day you worked?** (Select ALL that apply)

- Newborns (less than 1 month)
- Infants/children (1 month–12 years)
- Adolescents (ages 13–18)
- Young adults (ages 19–30)
- Adult (ages 31–64)
- Older adult (ages 65–85)
- Older adult (85 years and older)

3a. Which of the following **best** describes your employment setting/specialty area **on the last day you worked?** If you worked mainly in one setting, check the appropriate box for that one setting. If you worked in more than one setting, check the appropriate boxes for the settings where you spent at least one-half of your time. (Select NO MORE THAN TWO answers)

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

3b. Which of the following **best** describes the type of facility/organization where the employment setting/specialty area identified in question 3a is located? (Select only one)

- Hospital
- Long-term care facility
- Community-based or Ambulatory care facility/organization (e.g., public health department, visiting nurses association, home health, physician/APRN/dentist office, school, prison, etc.)
- Other (please specify)

4. If you worked in a hospital or nursing home **on the last day you worked**, how large is it? (Select only one)

<< Select Value >>


5a. Which of the following **best** describes your shift **on a typical work day**? (Select only one)

<< Select Value >> 

5b. What is the length of your shift **on a typical work day**? (Select only one)

<< Select Value >> 

6. Which of the following **best** describes the location and population of your employment setting/specialty area **on the last day you worked**?

<< Select Value >> 

Previous

Next



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On-line Survey Progress
80%

Section 5: Demographic Information

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

1. Did you work as a nursing assistant/aide (NA), etc. prior to becoming an LPN/VN?

- Yes
 No

2. What is your gender?

- Male
 Female

3. What is your age in years?

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

<< Select Value >>

5. What is your primary language?

<< Select Value >>

6. What type of basic nursing education program qualified you to take the NCLEX-RN®? (**Select only one**)

<< Select Value >>

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

8a. Are you currently enrolled in a registered nurse education program? (Depending on your choice, additional questions may be displayed.)

<< Select Value >>

10. Do you have a non-nursing college degree?

- Yes
 No

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

Name:

Daytime or Early Evening Phone Number with Area Code:

E-mail address:

Previous

Next

Web Form 4

 **NCSBN**
National Council of State Boards of Nursing

On-line Survey Progress

0%

Introductory Questions

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

LPN/VN
 RN

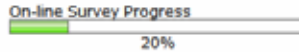
2. Are you currently working as an LPN/VN in the U.S. or its territories?

Yes
 No

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

Yes, 20 or more hours per week, on average
 Yes, less than 20 hours per week, on average
 No

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Section 1: Nursing Activities

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

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

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

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

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

QUESTION A - FREQUENCY		QUESTION B - IMPORTANCE	
N	NEVER performed in work setting	1	Not Important
0	0 Times	2	Marginally Important
1	1 Time	3	Moderately Important
2	2 Times	4	Important
3	3 Times	5	Critically Important
4	4 Times		
5+	5+ Times		

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

	FREQUENCY							IMPORTANCE				
	NEVER performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5+ Times	1 Not Important	2 Marginally Important	3 Moderately Important	4 Important	5 Critically Important
1. Recognize and report staff conflict	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Assign client care and/or related tasks (e.g., assistive personnel or LPN/VN)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Involve client in care decision making	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Recognize task/assignment you are not prepared to perform and seek assistance	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Follow regulation/policy for reporting specific issues (e.g., abuse, neglect, gunshot wound or communicable disease)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Provide information about advance directives	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Participate in providing cost effective care	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Participate as a member of an interdisciplinary team	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Supervise/evaluate activities of assistive personnel	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Use safe client handling (e.g. body mechanics)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Evaluate the appropriateness of health care provider order for client	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Identify and address hazardous conditions in health care environment (e.g., chemical, smoking or biohazard)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Assist in or reinforce education to client about safety precautions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Provide care and resources for beginning of life and/or end of life issues and choices	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Identify the need for and implement appropriate isolation techniques	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Provide care that meets the special needs of adolescents aged 13 to 18 years	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Provide care that meets the special needs of adults aged greater than 85 years of age	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Assist client with expected life transition (e.g., attachment to newborn, parenting or retirement)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Collect data for health history	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5+ Times	Not Important	Marginally Important	Moderately Important	Important	Critically Important
20. Participate in health screening or health promotion programs	●	○	○	○	○	○	○	●	○	○	○	○
21. Collect data regarding client psychosocial functioning	●	○	○	○	○	○	○	●	○	○	○	○
22. Collect data on client potential for violence	●	○	○	○	○	○	○	●	○	○	○	○
23. Explore why client is refusing or not following treatment plan	●	○	○	○	○	○	○	●	○	○	○	○
24. Assist in the care of the cognitively impaired client	●	○	○	○	○	○	○	●	○	○	○	○
25. Make adjustment to care with consideration of client spiritual or cultural beliefs	●	○	○	○	○	○	○	●	○	○	○	○
26. Provide feeding and/or care for client with enteral tubes	●	○	○	○	○	○	○	●	○	○	○	○
27. Use therapeutic communication techniques with client	●	○	○	○	○	○	○	●	○	○	○	○
28. Use alternative/complementary therapy (e.g., acupressure, music therapy or herbal therapy) in providing client care	●	○	○	○	○	○	○	●	○	○	○	○
29. Evaluate pain using a rating scale	●	○	○	○	○	○	○	●	○	○	○	○
30. Provide non-pharmacological measures for pain relief (e.g., imagery, massage or repositioning)	●	○	○	○	○	○	○	●	○	○	○	○
31. Perform an irrigation of urinary catheter, bladder, wound, ear, nose or eye	●	○	○	○	○	○	○	●	○	○	○	○
32. Assist in the care and comfort for a client with a visual and/or hearing impairment	●	○	○	○	○	○	○	●	○	○	○	○
33. Monitor and maintain client intravenous (IV) site and flow rate	●	○	○	○	○	○	○	●	○	○	○	○
34. Follow the rights of medication administration	●	○	○	○	○	○	○	●	○	○	○	○
35. Administer medication by ear, eye, nose, rectum, vagina or skin route	●	○	○	○	○	○	○	●	○	○	○	○
36. Reinforce education to client regarding medications	●	○	○	○	○	○	○	●	○	○	○	○
37. Administer intravenous piggyback (secondary) medications	●	○	○	○	○	○	○	●	○	○	○	○
38. Start peripheral intravenous (IV) access	●	○	○	○	○	○	○	●	○	○	○	○
39. Check for urinary retention (e.g., ultrasound, palpation)	●	○	○	○	○	○	○	●	○	○	○	○
	Never performed in work setting	0 Times	1 Time	2 Times	3 Times	4 Times	5+ Times	Not Important	Marginally Important	Moderately Important	Important	Critically Important
40. Insert urinary catheter	●	○	○	○	○	○	○	●	○	○	○	○
41. Identify signs or symptoms of potential prenatal complication	●	○	○	○	○	○	○	●	○	○	○	○
42. Insert nasogastric (NG) tube	●	○	○	○	○	○	○	●	○	○	○	○
43. Evaluate client respiratory status by measuring oxygen (O ₂) saturation	●	○	○	○	○	○	○	●	○	○	○	○
44. Implement measures to prevent complication of client condition or procedure (e.g., circulatory complication, seizure, aspiration or potential neurological disorder)	●	○	○	○	○	○	○	●	○	○	○	○
45. Provide care for client before surgical procedure including reinforcing teaching	●	○	○	○	○	○	○	●	○	○	○	○
46. Perform venipuncture for blood draws	●	○	○	○	○	○	○	●	○	○	○	○
47. Provide cooling/warming measures to restore normal temperature	●	○	○	○	○	○	○	●	○	○	○	○
48. Identify/intervene to control signs of hypoglycemia or hyperglycemia	●	○	○	○	○	○	○	●	○	○	○	○
49. Provide care for a client with a tracheostomy	●	○	○	○	○	○	○	●	○	○	○	○
50. Recognize and report basic abnormalities on a client cardiac monitor strip	●	○	○	○	○	○	○	●	○	○	○	○
51. Provide care to client on ventilator	●	○	○	○	○	○	○	●	○	○	○	○
52. Recognize complications of acute or chronic illness and intervene	●	○	○	○	○	○	○	●	○	○	○	○

[Previous](#) [Next](#)





Section 2: Experience and Orientation

1. What is the total number of months you have worked in the U.S. or its territories as an LPN/NV?

2. Have you ever worked as a nurse outside the U.S. or its territories before taking the NCLEX?

- Yes
 No

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

4. If you had an orientation period, how many **days** was it?

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

- Advanced Cardiac Life Support
 Basic Life Support
 Behavioral Management
 Chemotherapy
 Moderate/Conscious Sedation
 Coronary Care
 Critical Care
 Intravenous Therapy
 Neonatal Advanced Life Support
 Pediatric Advanced Life Support
 Phlebotomy
 Peritoneal Dialysis
 Rehabilitation
 None
 Other (please specify)

6. Which of the following administrative roles do you perform within your current nursing position? **(Select ALL that apply)**

- None of the following administrative roles are included in my current position
 Charge nurse
 Coordinator
 House supervisor
 Team leader
 Unit/area manager
 Director of nursing
 Other (please specify)

7. Approximately what percentage of your time at work is spent performing the administrative roles you marked in question 6?

Section 3: Work Environment

1. Which of the following **best** describes the condition of **most** of the clients to whom you provided care **on the last day you worked**? (Select ALL that apply)

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

2. Which of the following **best** describes the ages of **most** of the clients to whom you provided care **on the last day you worked**? (Select ALL that apply)

- Newborns (less than 1 month)
- Infants/children (1 month–12 years)
- Adolescents (ages 13–18)
- Young adults (ages 19–30)
- Adult (ages 31–64)
- Older adult (ages 65–85)
- Older adult (85 years and older)

3a. Which of the following **best** describes your employment setting/specialty area **on the last day you worked**? If you worked mainly in one setting, check the appropriate box for that one setting. If you worked in more than one setting, check the appropriate boxes for the settings where you spent at least one-half of your time. (Select NO MORE THAN TWO answers)

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


3b. Which of the following **best** describes the type of facility/organization where the employment setting/specialty area identified in question 3a is located? (Select only one)

- Hospital
- Long-term care facility
- Community-based or Ambulatory care facility/organization (e.g., public health department, visiting nurses association, home health, physician/APRN/dentist office, school, prison, etc.)
- Other (please specify)


4. If you worked in a hospital or nursing home **on the last day you worked**, how large is it? (Select only one)

<< Select Value >>

5a. Which of the following **best** describes your shift **on a typical work day**? (Select only one)

<< Select Value >> 

5b. What is the length of your shift **on a typical work day**? (Select only one)

<< Select Value >> 

6. Which of the following **best** describes the location and population of your employment setting/specialty area **on the last day you worked**?


<< Select Value >> 

[Previous](#)

[Next](#)



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Solutions through Innovation



NCSBN
National Council of State Boards of Nursing

On-line Survey Progress
80%

Section 5: Demographic Information

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

1. Did you work as a nursing assistant/aide (NA), etc. prior to becoming an LPN/VN?
 - Yes
 - No

2. What is your gender?
 - Male
 - Female

3. What is your age in years?

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

<< Select Value >>

5. What is your primary language?

<< Select Value >>

6. What type of basic nursing education program qualified you to take the NCLEX-PN®? **(Select only one)**

<< Select Value >>

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

- 8a. Are you currently enrolled in a registered nurse education program? (Depending on your choice, additional questions may be displayed.)

<< Select Value >>

10. Do you have a non-nursing college degree?
 - Yes
 - No


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

Name:

Daytime or Early Evening Phone Number with Area Code:

E-mail address:

[Previous](#)
[Next](#)



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APPENDIX D: ACTIVITIES RANK ORDERED BY AVERAGE SETTING-SPECIFIC FREQUENCY⁶

Activities Rank Ordered by Average Setting-Specific Frequency				
Activity #	Activity	Average Frequency (Setting-Specific)		
		N	Avg	Std. Err.
146	Respond to a client life-threatening situation (e.g., cardiopulmonary resuscitation)	430	0.74	0.07
42	Insert nasogastric (NG) tube	577	0.81	0.06
148	Perform check of client pacemaker	325	0.86	0.09
63	Provide care to client in traction	237	0.95	0.11
149	Recognize and report basic abnormalities on a client cardiac monitor strip	242	1.05	0.11
64	Assist in providing postmortem care	345	1.08	0.09
83	Remove wound sutures or staples	367	1.17	0.09
55	Participate in client group session	253	1.32	0.12
41	Discuss sexual issues with client (e.g., family planning, menopause, erectile dysfunction, gender identity)	234	1.33	0.11
87	Recognize and report staff conflict	495	1.34	0.07
66	Monitor transfusion of blood product	207	1.34	0.13
139	Identify signs or symptoms of potential prenatal complication	140	1.40	0.16
6	Follow up with client after discharge	283	1.41	0.11
36	Assist with monitoring a client in labor	71	1.42	0.23
10	Respond to the unsafe practice of a health care provider (e.g., intervene or report)	453	1.44	0.08
138	Monitor continuous or intermittent suction of nasogastric (NG) tube	304	1.44	0.11
7	Participate in orientation of new employee	429	1.45	0.08
51	Provide care to client on ventilator	559	1.46	0.08
147	Provide care for a client with a tracheostomy	360	1.47	0.10
95	Provide information about advance directives	441	1.48	0.09
31	Assist with fetal heart monitoring for the antepartum client	83	1.52	0.22
80	Remove client wound drainage device	329	1.52	0.11
26	Search client belongings when indicated and intervene as appropriate	379	1.53	0.09
38	Start peripheral intravenous (IV) access	632	1.54	0.08
143	Provide care for client before surgical procedure including reinforcing teaching	302	1.55	0.11
111	Assist client with expected life transition (e.g., attachment to newborn, parenting or retirement)	285	1.55	0.11
144	Provide care for client drainage device (e.g., wound drain or chest tube)	359	1.57	0.10
137	Check for urinary retention (e.g., ultrasound, palpation)	438	1.63	0.09
110	Monitor recovery of stable postpartum client	131	1.64	0.18
22	Participate in preparation for internal and external disasters (e.g., fire or natural disaster)	509	1.65	0.08
106	Provide care that meets the special needs of the newborn - less than 1 month old	135	1.67	0.18

Activities Rank Ordered by Average Setting-Specific Frequency				
Activity #	Activity	Average Frequency (Setting-Specific)		
		N	Avg	Std. Err.
104	Initiate and participate in security alert (e.g., infant abduction or flight risk)	411	1.68	0.10
142	Assist with the performance of a diagnostic or invasive procedure	369	1.68	0.10
117	Collect data on client potential for violence	465	1.68	0.09
28	Use alternative/complementary therapy (e.g., acupressure, music therapy or herbal therapy) in providing client care	870	1.69	0.06
145	Provide cooling/warming measures to restore normal temperature	448	1.70	0.09
77	Perform an electrocardiogram (EKG/ECG)	211	1.70	0.14
46	Perform venipuncture for blood draws	673	1.70	0.08
29	Acknowledge and document practice error (e.g., incident report)	531	1.72	0.08
93	Follow regulation/policy for reporting specific issues (e.g., abuse, neglect, gunshot wound or communicable disease)	466	1.76	0.10
40	Insert urinary catheter	1108	1.81	0.06
105	Provide care and resources for beginning of life and/or end of life issues and choices	442	1.83	0.09
5	Participate in quality improvement (QI) activity (e.g., collecting data or serving on QI committee)	388	1.85	0.10
128	Apply or remove immobilizing equipment (e.g., a splint or brace)	492	1.88	0.09
20	Participate in health screening or health promotion programs	961	1.91	0.06
53	Identify signs and symptoms of substance abuse/chemical dependency, withdrawal or toxicity	423	1.92	0.10
118	Assist in or reinforce education to caregivers/family on ways to manage client with behavioral disorders	477	1.93	0.09
62	Discontinue or remove peripheral intravenous (IV) line, nasogastric (NG) tube or urinary catheter	446	1.95	0.09
25	Make adjustment to care with consideration of client spiritual or cultural beliefs	1190	1.95	0.06
127	Perform an irrigation of urinary catheter, bladder, wound, ear, nose or eye	485	1.96	0.09
37	Administer intravenous piggyback (secondary) medications	636	1.97	0.08
56	Participate in reminiscence therapy, validation therapy or reality orientation	361	2.02	0.10
101	Identify and address hazardous conditions in health care environment (e.g., chemical, smoking or biohazard)	504	2.04	0.09
107	Provide care that meets the special needs of adolescents aged 13 to 18 years	188	2.06	0.15
91	Recognize task/assignment you are not prepared to perform and seek assistance	542	2.08	0.07
114	Identify and educate clients in need of immunizations (required and voluntary)	477	2.10	0.09
84	Perform care for client after surgical procedure	414	2.12	0.10
23	Implement least restrictive restraints or seclusion	409	2.18	0.10
92	Participate in client discharge or transfer	506	2.21	0.09
112	Provide information for prevention of high risk behaviors	471	2.22	0.09
85	Provide care to client with an ostomy (e.g., colostomy, ileostomy or urostomy)	453	2.23	0.10

Activities Rank Ordered by Average Setting-Specific Frequency				
Activity #	Activity	Average Frequency (Setting-Specific)		
		N	Avg	Std. Err.
134	Regulate client intravenous (IV) rate	347	2.24	0.12
90	Participate in staff education	528	2.26	0.08
15	Identify the need for and implement appropriate isolation techniques	1168	2.32	0.06
32	Provide care that meets the special needs of infants or children aged 1 month to 12 years	162	2.32	0.17
131	Monitor and maintain client intravenous (IV) site and flow rate	373	2.34	0.11
119	Explore why client is refusing or not following treatment plan	540	2.35	0.08
54	Participate in behavior management program by recognizing environmental stressors and/or providing a therapeutic environment	467	2.37	0.09
115	Collect data regarding client psychosocial functioning	495	2.40	0.09
73	Collect specimen (e.g., urine, stool, gastric contents or sputum for diagnostic testing)	542	2.42	0.09
122	Use transfer assistive devices (e.g., t-belt, slide board or mechanical lift)	482	2.44	0.09
57	Assist client to cope/adapt to stressful events and changes in health status (e.g., end of life, grief and loss, life changes or physical changes)	518	2.48	0.08
52	Recognize complications of acute or chronic illness and intervene	1269	2.53	0.05
8	Participate as a member of an interdisciplinary team	1013	2.55	0.07
136	Perform calculations needed for medication administration	539	2.58	0.09
13	Participate in client consent process	479	2.62	0.09
140	Perform neurological checks	532	2.64	0.09
120	Assist in managing the care of angry/agitated client	563	2.68	0.08
33	Provide care that meets the special needs of young adults aged 19 to 30 years	259	2.71	0.13
150	Identify signs and symptoms related to an acute or chronic illness	565	2.76	0.08
78	Administer and check proper use of compression stockings/sequential compression devices (SCD)	478	2.77	0.09
50	Identify significant body or lifestyle changes and other stressors that may affect recovery/health maintenance	557	2.77	0.08
113	Collect data for health history	512	2.80	0.09
49	Identify client use of effective and ineffective coping mechanisms	546	2.83	0.08
96	Use information technology in client care	511	2.84	0.09
16	Participate in client data collection and referral	499	2.86	0.08
60	Institute bowel or bladder management	507	2.89	0.09
123	Provide feeding and/or care for client with enteral tubes	447	2.92	0.10
72	Perform risk monitoring and provide follow up	523	2.92	0.09
132	Administer medication by gastrointestinal tube (e.g., g-tube, nasogastric (NG) tube, g-button or j-tube)	454	2.93	0.10
39	Compare client development to norms	461	2.93	0.09
86	Contribute to the development and/or update of the client plan of care	533	2.94	0.08
100	Identify client allergies and intervene as appropriate	572	2.95	0.09
11	Evaluate the appropriateness of health care provider order for client	1212	2.96	0.05

Activities Rank Ordered by Average Setting-Specific Frequency				
Activity #	Activity	Average Frequency (Setting-Specific)		
		N	Avg	Std. Err.
30	Provide non-pharmacological measures for pain relief (e.g., imagery, massage or repositioning)	1207	3.07	0.05
129	Assist in the care and comfort for a client with a visual and/or hearing impairment	530	3.07	0.08
97	Participate in providing cost effective care	504	3.10	0.09
88	Promote client self-advocacy	560	3.10	0.07
43	Recognize barriers to communication or learning	577	3.14	0.07
74	Monitor diagnostic or laboratory test results	559	3.17	0.08
61	Provide measures to promote sleep/rest	525	3.21	0.08
24	Follow protocol for timed client monitoring (e.g., restraint, safety checks)	495	3.24	0.09
44	Implement measures to prevent complication of client condition or procedure (e.g., circulatory complication, seizure, aspiration or potential neurological disorder)	1271	3.27	0.05
48	Identify/intervene to control signs of hypoglycemia or hyperglycemia	1304	3.28	0.05
81	Perform wound care and/or dressing change	555	3.31	0.08
82	Intervene to improve client respiratory status (e.g., breathing treatment, suctioning or repositioning)	559	3.35	0.08
121	Assist in the care of the cognitively impaired client	540	3.35	0.08
9	Supervise/evaluate activities of assistive personnel	1138	3.38	0.05
133	Administer medication by ear, eye, nose, rectum, vagina or skin route	536	3.39	0.08
135	Reinforce education to client regarding medications	555	3.42	0.08
79	Reinforce education to client regarding care and condition	557	3.43	0.08
59	Monitor and provide for nutritional needs of client (e.g., labs, calorie counts/percentages or daily weight)	534	3.44	0.08
89	Involve client in care decision making	544	3.44	0.07
47	Provide emotional support to client and family	594	3.45	0.07
1	Use data from various sources in making clinical decisions	567	3.47	0.06
4	Advocate for client rights and needs	569	3.48	0.07
76	Perform circulatory checks	564	3.49	0.08
103	Assist in or reinforce education to client about safety precautions	560	3.51	0.07
2	Assign client care and/or related tasks (e.g., assistive personnel or LPN/VN)	1190	3.55	0.05
98	Assure availability and safe functioning of client care equipment	572	3.56	0.07
17	Apply evidence-based practice when providing care	566	3.61	0.07
116	Promote positive self-esteem of client	587	3.74	0.07
18	Provide and receive report	582	3.76	0.07
69	Count narcotics/controlled substances	534	3.77	0.07
58	Provide for mobility needs (e.g., ambulation, range of motion, transfer to chair, repositioning or the use of adaptive equipment)	573	3.80	0.07
65	Monitor client intake/output	516	3.81	0.08
124	Assist with activities of daily living	528	3.84	0.07
141	Evaluate client respiratory status by measuring oxygen (O ₂) saturation	544	3.85	0.07
12	Receive and process health care provider orders	595	3.88	0.07

Activities Rank Ordered by Average Setting-Specific Frequency				
Activity #	Activity	Average Frequency (Setting-Specific)		
		N	Avg	Std. Err.
27	Use therapeutic communication techniques with client	1338	3.92	0.04
68	Administer a subcutaneous (SQ), intradermal or intramuscular (IM) medication	581	3.93	0.07
45	Collect baseline physical data (e.g., skin integrity, or height and weight)	586	3.93	0.07
102	Use aseptic and sterile techniques	593	3.94	0.07
3	Organize and prioritize care for assigned group of clients	554	4.00	0.06
108	Provide care that meets the special needs of adults aged 31 to 64 years	507	4.04	0.07
125	Evaluate pain using a rating scale	560	4.05	0.07
126	Use measures to maintain or improve client skin integrity	559	4.05	0.06
99	Use safe client handling (e.g., body mechanics)	566	4.13	0.06
109	Provide care that meets the special needs of adults aged greater than 85 years of age	517	4.17	0.07
130	Reconcile and maintain medication list or medication administration record	582	4.27	0.06
14	Provide for privacy needs	606	4.47	0.05
70	Evaluate client response to medication	604	4.48	0.05
67	Administer medication by oral route	564	4.52	0.05
75	Check and monitor client vital signs	588	4.53	0.05
35	Provide care that meets the special needs of adults aged 65 to 85 years of age	569	4.55	0.05
71	Maintain medication safety practices (e.g., storage, checking for expiration dates or compatibility)	587	4.55	0.05
94	Maintain client confidentiality	594	4.62	0.04
19	Verify the identity of client	599	4.68	0.04
34	Follow the rights of medication administration	1369	4.77	0.02
21	Use standard/universal precautions	586	4.80	0.03

6 Average importances for all activities are listed in Table 16 of this report.

APPENDIX E: ACTIVITIES RANK ORDERED BY AVERAGE TOTAL GROUP FREQUENCY⁷

Activities Rank Ordered by Average Total Group Frequency				
Activity #	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
36	Assist with monitoring a client in labor	598	0.17	0.03
31	Assist with fetal heart monitoring for the antepartum client	594	0.21	0.04
42	Insert nasogastric (NG) tube	1387	0.34	0.03
139	Identify signs or symptoms of potential prenatal complication	575	0.34	0.05
110	Monitor recovery of stable postpartum client	598	0.36	0.05
106	Provide care that meets the special needs of the newborn - less than 1 month old	601	0.37	0.05
63	Provide care to client in traction	598	0.38	0.05
149	Recognize and report basic abnormalities on a client cardiac monitor strip	581	0.44	0.05
66	Monitor transfusion of blood product	614	0.45	0.05
148	Perform check of client pacemaker	600	0.47	0.05
41	Discuss sexual issues with client (e.g., family planning, menopause, erectile dysfunction, gender identity)	595	0.52	0.05
146	Respond to a client life-threatening situation (e.g., cardiopulmonary resuscitation)	600	0.53	0.05
55	Participate in client group session	592	0.57	0.06
51	Provide care to client on ventilator	1381	0.59	0.04
77	Perform an electrocardiogram (EKG/ECG)	596	0.60	0.06
64	Assist in providing postmortem care	614	0.60	0.06
32	Provide care that meets the special needs of infants or children aged 1 month to 12 years	614	0.61	0.06
107	Provide care that meets the special needs of adolescents aged 13 to 18 years	585	0.66	0.06
6	Follow up with client after discharge	593	0.67	0.06
38	Start peripheral intravenous (IV) access	1392	0.70	0.04
83	Remove wound sutures or staples	598	0.72	0.06
138	Monitor continuous or intermittent suction of nasogastric (NG) tube	600	0.73	0.06
111	Assist client with expected life transition (e.g., attachment to newborn, parenting or retirement)	579	0.76	0.06
143	Provide care for client before surgical procedure including reinforcing teaching	578	0.81	0.06
46	Perform venipuncture for blood draws	1391	0.82	0.04
80	Remove client wound drainage device	602	0.83	0.07
37	Administer intravenous piggyback (secondary) medications	1396	0.90	0.05
147	Provide care for a client with a tracheostomy	580	0.91	0.07
144	Provide care for client drainage device (e.g., wound drain or chest tube)	594	0.95	0.07
26	Search client belongings when indicated and intervene as appropriate	589	0.98	0.07
7	Participate in orientation of new employee	611	1.02	0.06
142	Assist with the performance of a diagnostic or invasive procedure	597	1.04	0.07

Activities Rank Ordered by Average Total Group Frequency				
Activity #	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
28	Use alternative/complementary therapy (e.g., acupressure, music therapy or herbal therapy) in providing client care	1393	1.06	0.05
10	Respond to the unsafe practice of a health care provider (e.g., intervene or report)	595	1.10	0.07
95	Provide information about advance directives	575	1.14	0.07
87	Recognize and report staff conflict	582	1.14	0.06
104	Initiate and participate in security alert (e.g., infant abduction or flight risk)	604	1.14	0.08
33	Provide care that meets the special needs of young adults aged 19 to 30 years	592	1.18	0.08
5	Participate in quality improvement (QI) activity (e.g., collecting data or serving on QI committee)	599	1.20	0.07
56	Participate in reminiscence therapy, validation therapy or reality orientation	605	1.21	0.07
137	Check for urinary retention (e.g., ultrasound, palpation)	581	1.23	0.07
134	Regulate client intravenous (IV) rate	594	1.31	0.08
145	Provide cooling/warming measures to restore normal temperature	581	1.31	0.08
20	Participate in health screening or health promotion programs	1393	1.31	0.05
117	Collect data on client potential for violence	582	1.35	0.08
22	Participate in preparation for internal and external disasters (e.g., fire or natural disaster)	611	1.37	0.07
53	Identify signs and symptoms of substance abuse/chemical dependency, withdrawal or toxicity	593	1.37	0.08
105	Provide care and resources for beginning of life and/or end of life issues and choices	577	1.40	0.08
62	Discontinue or remove peripheral intravenous (IV) line, nasogastric (NG) tube or urinary catheter	613	1.42	0.08
93	Follow regulation/policy for reporting specific issues (e.g., abuse, neglect, gunshot wound or communicable disease)	578	1.42	0.08
84	Perform care for client after surgical procedure	611	1.44	0.08
40	Insert urinary catheter	1392	1.44	0.05
29	Acknowledge and document practice error (e.g., incident report)	612	1.49	0.08
23	Implement least restrictive restraints or seclusion	595	1.50	0.08
131	Monitor and maintain client intravenous (IV) site and flow rate	578	1.51	0.09
118	Assist in or reinforce education to caregivers/family on ways to manage client with behavioral disorders	599	1.54	0.08
128	Apply or remove immobilizing equipment (e.g., a splint or brace)	599	1.54	0.08
127	Perform an irrigation of urinary catheter, bladder, wound, ear, nose or eye	582	1.64	0.08
114	Identify and educate clients in need of immunizations (required and voluntary)	599	1.67	0.08
25	Make adjustment to care with consideration of client spiritual or cultural beliefs	1387	1.68	0.05
85	Provide care to client with an ostomy (e.g., colostomy, ileostomy or urostomy)	601	1.68	0.08
112	Provide information for prevention of high risk behaviors	598	1.75	0.08

Activities Rank Ordered by Average Total Group Frequency				
Activity #	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
101	Identify and address hazardous conditions in health care environment (e.g., chemical, smoking or biohazard)	580	1.77	0.09
54	Participate in behavior management program by recognizing environmental stressors and/or providing a therapeutic environment	609	1.82	0.08
8	Participate as a member of an interdisciplinary team	1381	1.87	0.06
92	Participate in client discharge or transfer	598	1.87	0.08
15	Identify the need for and implement appropriate isolation techniques	1387	1.95	0.06
122	Use transfer assistive devices (e.g., t-belt, slide board or mechanical lift)	598	1.97	0.09
91	Recognize task/assignment you are not prepared to perform and seek assistance	570	1.97	0.07
90	Participate in staff education	593	2.01	0.08
115	Collect data regarding client psychosocial functioning	581	2.04	0.08
13	Participate in client consent process	590	2.13	0.09
57	Assist client to cope/adapt to stressful events and changes in health status (e.g., end of life, grief and loss, life changes or physical changes)	595	2.16	0.08
78	Administer and check proper use of compression stockings/sequential compression devices (SCD)	611	2.17	0.09
119	Explore why client is refusing or not following treatment plan	576	2.20	0.08
73	Collect specimen (e.g., urine, stool, gastric contents or sputum for diagnostic testing)	596	2.20	0.09
132	Administer medication by gastrointestinal tube (e.g., g-tube, nasogastric (NG) tube, g-button or j-tube)	601	2.21	0.09
39	Compare client development to norms	607	2.23	0.09
123	Provide feeding and/or care for client with enteral tubes	581	2.24	0.09
52	Recognize complications of acute or chronic illness and intervene	1382	2.33	0.05
136	Perform calculations needed for medication administration	595	2.34	0.08
140	Perform neurological checks	595	2.36	0.08
16	Participate in client data collection and referral	592	2.41	0.08
60	Institute bowel or bladder management	606	2.42	0.09
96	Use information technology in client care	593	2.45	0.09
113	Collect data for health history	576	2.49	0.09
72	Perform risk monitoring and provide follow up	606	2.52	0.09
120	Assist in managing the care of angry/agitated client	594	2.54	0.08
50	Identify significant body or lifestyle changes and other stressors that may affect recovery/health maintenance	608	2.54	0.08
11	Evaluate the appropriateness of health care provider order for client	1383	2.59	0.05
150	Identify signs and symptoms related to an acute or chronic illness	599	2.60	0.08
49	Identify client use of effective and ineffective coping mechanisms	593	2.61	0.08
24	Follow protocol for timed client monitoring (e.g., restraint, safety checks)	611	2.63	0.09
86	Contribute to the development and/or update of the client plan of care	596	2.63	0.08
30	Provide non-pharmacological measures for pain relief (e.g., imagery, massage or repositioning)	1386	2.67	0.05

Activities Rank Ordered by Average Total Group Frequency				
Activity #	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
97	Participate in providing cost effective care	578	2.70	0.09
9	Supervise/evaluate activities of assistive personnel	1391	2.76	0.06
100	Identify client allergies and intervene as appropriate	598	2.82	0.09
129	Assist in the care and comfort for a client with a visual and/or hearing impairment	574	2.84	0.08
61	Provide measures to promote sleep/rest	587	2.87	0.08
74	Monitor diagnostic or laboratory test results	609	2.91	0.08
88	Promote client self-advocacy	592	2.94	0.08
43	Recognize barriers to communication or learning	606	2.99	0.08
44	Implement measures to prevent complication of client condition or procedure (e.g., circulatory complication, seizure, aspiration or potential neurological disorder)	1389	2.99	0.05
2	Assign client care and/or related tasks (e.g., assistive personnel or LPN/VN)	1393	3.03	0.05
82	Intervene to improve client respiratory status (e.g., breathing treatment, suctioning or repositioning)	612	3.06	0.08
48	Identify/intervene to control signs of hypoglycemia or hyperglycemia	1391	3.08	0.05
59	Monitor and provide for nutritional needs of client (e.g., labs, calorie counts/percentages or daily weight)	593	3.10	0.08
81	Perform wound care and/or dressing change	592	3.10	0.08
121	Assist in the care of the cognitively impaired client	577	3.14	0.08
133	Administer medication by ear, eye, nose, rectum, vagina or skin route	578	3.15	0.08
76	Perform circulatory checks	612	3.21	0.08
79	Reinforce education to client regarding care and condition	591	3.23	0.08
135	Reinforce education to client regarding medications	578	3.29	0.08
89	Involve client in care decision making	570	3.29	0.07
65	Monitor client intake/output	595	3.30	0.09
1	Use data from various sources in making clinical decisions	595	3.31	0.07
17	Apply evidence-based practice when providing care	607	3.36	0.07
4	Advocate for client rights and needs	588	3.37	0.07
47	Provide emotional support to client and family	606	3.38	0.07
124	Assist with activities of daily living	598	3.39	0.08
108	Provide care that meets the special needs of adults aged 31 to 64 years	604	3.39	0.09
69	Count narcotics/controlled substances	592	3.40	0.08
103	Assist in or reinforce education to client about safety precautions	575	3.42	0.08
98	Assure availability and safe functioning of client care equipment	595	3.42	0.08
58	Provide for mobility needs (e.g., ambulation, range of motion, transfer to chair, repositioning or the use of adaptive equipment)	611	3.56	0.08
141	Evaluate client respiratory status by measuring oxygen (O2) saturation	580	3.61	0.08
3	Organize and prioritize care for assigned group of clients	610	3.63	0.07
116	Promote positive self-esteem of client	600	3.66	0.07
18	Provide and receive report	597	3.67	0.07

Activities Rank Ordered by Average Total Group Frequency				
Activity #	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
109	Provide care that meets the special needs of adults aged greater than 85 years of age	580	3.72	0.08
68	Administer a subcutaneous (SQ), intradermal or intramuscular (IM) medication	609	3.75	0.07
12	Receive and process health care provider orders	612	3.78	0.07
27	Use therapeutic communication techniques with client	1382	3.80	0.05
126	Use measures to maintain or improve client skin integrity	597	3.80	0.07
45	Collect baseline physical data (e.g., skin integrity, or height and weight)	598	3.85	0.07
102	Use aseptic and sterile techniques	601	3.88	0.07
125	Evaluate pain using a rating scale	581	3.90	0.07
99	Use safe client handling (e.g., body mechanics)	578	4.05	0.07
130	Reconcile and maintain medication list or medication administration record	600	4.14	0.07
35	Provide care that meets the special needs of adults aged 65 to 85 years of age	610	4.24	0.07
67	Administer medication by oral route	588	4.34	0.06
70	Evaluate client response to medication	611	4.43	0.05
14	Provide for privacy needs	610	4.44	0.05
71	Maintain medication safety practices (e.g., storage, checking for expiration dates or compatibility)	594	4.50	0.05
75	Check and monitor client vital signs	591	4.50	0.05
19	Verify the identity of client	610	4.59	0.05
94	Maintain client confidentiality	597	4.60	0.05
34	Follow the rights of medication administration	1389	4.70	0.03
21	Use standard/universal precautions	592	4.75	0.04

7 Average importances for all activities are listed in Table 16 of this report.

APPENDIX F: ACTIVITIES RANK ORDERED BY AVERAGE SETTING-SPECIFIC IMPORTANCE⁸

Activities Rank Ordered by Average Setting-Specific Importance				
Activity #	Activity	Setting-Specific Importance		
		N	Avg	Std. Err.
41	Discuss sexual issues with client (e.g., family planning, menopause, erectile dysfunction, gender identity)	235	3.57	0.07
6	Follow up with client after discharge	275	3.60	0.07
28	Use alternative/complementary therapy (e.g., acupressure, music therapy or herbal therapy) in providing client care	830	3.66	0.03
26	Search client belongings when indicated and intervene as appropriate	368	3.66	0.06
5	Participate in quality improvement (QI) activity (e.g., collecting data or serving on QI committee)	377	3.67	0.06
55	Participate in client group session	243	3.71	0.06
7	Participate in orientation of new employee	408	3.74	0.06
87	Recognize and report staff conflict	473	3.74	0.05
56	Participate in reminiscence therapy, validation therapy or reality orientation	351	3.76	0.05
64	Assist in providing postmortem care	330	3.85	0.06
97	Participate in providing cost effective care	493	3.88	0.05
96	Use information technology in client care	491	3.89	0.04
20	Participate in health screening or health promotion programs	917	3.91	0.03
111	Assist client with expected life transition (e.g., attachment to newborn, parenting or retirement)	270	3.91	0.05
83	Remove wound sutures or staples	343	3.93	0.05
8	Participate as a member of an interdisciplinary team	975	3.95	0.03
92	Participate in client discharge or transfer	485	3.95	0.04
2	Assign client care and/or related tasks (e.g., assistive personnel or LPN/VN)	1161	3.96	0.03
128	Apply or remove immobilizing equipment (e.g., a splint or brace)	468	3.97	0.04
39	Compare client development to norms	443	3.98	0.05
54	Participate in behavior management program by recognizing environmental stressors and/or providing a therapeutic environment	447	4.00	0.04
49	Identify client use of effective and ineffective coping mechanisms	529	4.02	0.04
63	Provide care to client in traction	222	4.03	0.06
23	Implement least restrictive restraints or seclusion	396	4.03	0.05
25	Make adjustment to care with consideration of client spiritual or cultural beliefs	1146	4.03	0.03
16	Participate in client data collection and referral	489	4.04	0.04
62	Discontinue or remove peripheral intravenous (IV) line, nasogastric (NG) tube or urinary catheter	427	4.05	0.04
50	Identify significant body or lifestyle changes and other stressors that may affect recovery/health maintenance	550	4.06	0.03
118	Assist in or reinforce education to caregivers/family on ways to manage client with behavioral disorders	456	4.07	0.04
42	Insert nasogastric (NG) tube	532	4.07	0.04

Activities Rank Ordered by Average Setting-Specific Importance				
Activity #	Activity	Setting-Specific Importance		
		N	Avg	Std. Err.
46	Perform venipuncture for blood draws	637	4.07	0.04
9	Supervise/evaluate activities of assistive personnel	1109	4.08	0.03
90	Participate in staff education	512	4.08	0.04
115	Collect data regarding client psychosocial functioning	474	4.08	0.04
114	Identify and educate clients in need of immunizations (required and voluntary)	458	4.08	0.04
80	Remove client wound drainage device	307	4.09	0.05
61	Provide measures to promote sleep/rest	515	4.09	0.04
78	Administer and check proper use of compression stockings/sequential compression devices (SCD)	461	4.11	0.04
86	Contribute to the development and/or update of the client plan of care	517	4.12	0.04
30	Provide non-pharmacological measures for pain relief (e.g., imagery, massage or repositioning)	1170	4.13	0.02
95	Provide information about advance directives	423	4.14	0.04
105	Provide care and resources for beginning of life and/or end of life issues and choices	428	4.14	0.04
142	Assist with the performance of a diagnostic or invasive procedure	351	4.15	0.05
107	Provide care that meets the special needs of adolescents aged 13 to 18 years	174	4.15	0.07
1	Use data from various sources in making clinical decisions	563	4.17	0.03
85	Provide care to client with an ostomy (e.g., colostomy, ileostomy or urostomy)	433	4.17	0.04
124	Assist with activities of daily living	516	4.17	0.04
31	Assist with fetal heart monitoring for the antepartum client	83	4.18	0.13
43	Recognize barriers to communication or learning	571	4.18	0.04
60	Institute bowel or bladder management	490	4.19	0.04
40	Insert urinary catheter	1054	4.19	0.03
129	Assist in the care and comfort for a client with a visual and/or hearing impairment	514	4.19	0.03
106	Provide care that meets the special needs of the newborn - less than 1 month old	124	4.20	0.08
57	Assist client to cope/adapt to stressful events and changes in health status (e.g., end of life, grief and loss, life changes or physical changes)	504	4.21	0.04
88	Promote client self-advocacy	547	4.21	0.03
33	Provide care that meets the special needs of young adults aged 19 to 30 years	257	4.21	0.06
73	Collect specimen (e.g., urine, stool, gastric contents or sputum for diagnostic testing)	526	4.21	0.03
127	Perform an irrigation of urinary catheter, bladder, wound, ear, nose or eye	463	4.21	0.04
112	Provide information for prevention of high risk behaviors	448	4.22	0.04
117	Collect data on client potential for violence	440	4.23	0.04
120	Assist in managing the care of angry/agitated client	539	4.23	0.03
143	Provide care for client before surgical procedure including reinforcing teaching	279	4.23	0.05

Activities Rank Ordered by Average Setting-Specific Importance				
Activity #	Activity	Setting-Specific Importance		
		N	Avg	Std. Err.
116	Promote positive self-esteem of client	572	4.24	0.03
110	Monitor recovery of stable postpartum client	120	4.24	0.08
119	Explore why client is refusing or not following treatment plan	525	4.24	0.04
144	Provide care for client drainage device (e.g., wound drain or chest tube)	339	4.24	0.05
32	Provide care that meets the special needs of infants or children aged 1 month to 12 years	156	4.25	0.08
17	Apply evidence-based practice when providing care	556	4.25	0.03
145	Provide cooling/warming measures to restore normal temperature	418	4.26	0.04
79	Reinforce education to client regarding care and condition	544	4.26	0.03
13	Participate in client consent process	470	4.26	0.04
36	Assist with monitoring a client in labor	70	4.27	0.12
53	Identify signs and symptoms of substance abuse/chemical dependency, withdrawal or toxicity	402	4.28	0.04
27	Use therapeutic communication techniques with client	1312	4.28	0.02
121	Assist in the care of the cognitively impaired client	520	4.28	0.03
137	Check for urinary retention (e.g., ultrasound, palpation)	416	4.29	0.04
77	Perform an electrocardiogram (EKG/ECG)	199	4.29	0.06
122	Use transfer assistive devices (e.g., t-belt, slide board or mechanical lift)	460	4.29	0.04
72	Perform risk monitoring and provide follow up	505	4.30	0.04
148	Perform check of client pacemaker	294	4.30	0.05
89	Involve client in care decision making	530	4.30	0.03
38	Start peripheral intravenous (IV) access	585	4.31	0.04
138	Monitor continuous or intermittent suction of nasogastric (NG) tube	280	4.31	0.05
3	Organize and prioritize care for assigned group of clients	551	4.32	0.03
113	Collect data for health history	491	4.33	0.04
58	Provide for mobility needs (e.g., ambulation, range of motion, transfer to chair, repositioning or the use of adaptive equipment)	561	4.34	0.03
47	Provide emotional support to client and family	584	4.34	0.03
22	Participate in preparation for internal and external disasters (e.g., fire or natural disaster)	489	4.35	0.04
37	Administer intravenous piggyback (secondary) medications	593	4.36	0.04
29	Acknowledge and document practice error (e.g., incident report)	516	4.37	0.04
59	Monitor and provide for nutritional needs of client (e.g., labs, calorie counts/percentages or daily weight)	519	4.37	0.03
11	Evaluate the appropriateness of health care provider order for client	1174	4.37	0.02
108	Provide care that meets the special needs of adults aged 31 to 64 years	492	4.38	0.03
133	Administer medication by ear, eye, nose, rectum, vagina or skin route	520	4.39	0.03
84	Perform care for client after surgical procedure	388	4.40	0.04
139	Identify signs or symptoms of potential prenatal complication	130	4.40	0.08
104	Initiate and participate in security alert (e.g., infant abduction or flight risk)	391	4.40	0.04
65	Monitor client intake/output	504	4.41	0.03

Activities Rank Ordered by Average Setting-Specific Importance				
Activity #	Activity	Setting-Specific Importance		
		N	Avg	Std. Err.
81	Perform wound care and/or dressing change	543	4.41	0.03
125	Evaluate pain using a rating scale	545	4.41	0.03
147	Provide care for a client with a tracheostomy	333	4.42	0.05
4	Advocate for client rights and needs	562	4.42	0.03
45	Collect baseline physical data (e.g., skin integrity, or height and weight)	570	4.43	0.03
149	Recognize and report basic abnormalities on a client cardiac monitor strip	223	4.44	0.06
74	Monitor diagnostic or laboratory test results	543	4.45	0.03
135	Reinforce education to client regarding medications	539	4.45	0.03
24	Follow protocol for timed client monitoring (e.g., restraint, safety checks)	481	4.45	0.03
76	Perform circulatory checks	551	4.47	0.03
134	Regulate client intravenous (IV) rate	322	4.47	0.04
91	Recognize task/assignment you are not prepared to perform and seek assistance	531	4.48	0.03
14	Provide for privacy needs	595	4.49	0.03
10	Respond to the unsafe practice of a health care provider (e.g., intervene or report)	439	4.51	0.04
123	Provide feeding and/or care for client with enteral tubes	426	4.51	0.03
51	Provide care to client on ventilator	518	4.51	0.04
132	Administer medication by gastrointestinal tube (e.g., g-tube, nasogastric (NG) tube, g-button or j-tube)	431	4.52	0.03
98	Assure availability and safe functioning of client care equipment	558	4.52	0.03
101	Identify and address hazardous conditions in health care environment (e.g., chemical, smoking or biohazard)	481	4.52	0.03
109	Provide care that meets the special needs of adults aged greater than 85 years of age	496	4.52	0.03
66	Monitor transfusion of blood product	196	4.53	0.06
131	Monitor and maintain client intravenous (IV) site and flow rate	352	4.53	0.04
15	Identify the need for and implement appropriate isolation techniques	1134	4.53	0.02
103	Assist in or reinforce education to client about safety precautions	544	4.53	0.03
150	Identify signs and symptoms related to an acute or chronic illness	541	4.56	0.03
126	Use measures to maintain or improve client skin integrity	548	4.58	0.03
52	Recognize complications of acute or chronic illness and intervene	1212	4.59	0.02
18	Provide and receive report	573	4.59	0.03
140	Perform neurological checks	503	4.60	0.03
35	Provide care that meets the special needs of adults aged 65 to 85 years of age	561	4.60	0.03
68	Administer a subcutaneous (SQ), intradermal or intramuscular (IM) medication	570	4.61	0.03
99	Use safe client handling (e.g., body mechanics)	551	4.62	0.03
67	Administer medication by oral route	553	4.63	0.03

Activities Rank Ordered by Average Setting-Specific Importance				
Activity #	Activity	Setting-Specific Importance		
		N	Avg	Std. Err.
44	Implement measures to prevent complication of client condition or procedure (e.g., circulatory complication, seizure, aspiration or potential neurological disorder)	1232	4.64	0.02
69	Count narcotics/controlled substances	527	4.65	0.03
141	Evaluate client respiratory status by measuring oxygen (O2) saturation	527	4.65	0.03
12	Receive and process health care provider orders	586	4.66	0.02
136	Perform calculations needed for medication administration	521	4.67	0.03
93	Follow regulation/policy for reporting specific issues (e.g., abuse, neglect, gunshot wound or communicable disease)	441	4.67	0.03
82	Intervene to improve client respiratory status (e.g., breathing treatment, suctioning or repositioning)	541	4.67	0.03
75	Check and monitor client vital signs	578	4.68	0.02
70	Evaluate client response to medication	597	4.69	0.02
71	Maintain medication safety practices (e.g., storage, checking for expiration dates or compatibility)	578	4.71	0.02
130	Reconcile and maintain medication list or medication administration record	562	4.73	0.02
100	Identify client allergies and intervene as appropriate	555	4.75	0.02
48	Identify/intervene to control signs of hypoglycemia or hyperglycemia	1271	4.75	0.02
94	Maintain client confidentiality	581	4.76	0.02
146	Respond to a client life-threatening situation (e.g., cardiopulmonary resuscitation)	395	4.80	0.03
102	Use aseptic and sterile techniques	583	4.82	0.02
19	Verify the identity of client	593	4.83	0.02
21	Use standard/universal precautions	581	4.85	0.02
34	Follow the rights of medication administration	1347	4.90	0.01

8 Average frequencies for all activities are listed in Table 15 of this report.

APPENDIX G: ACTIVITIES RANK ORDERED BY AVERAGE TOTAL GROUP IMPORTANCE⁹

Activities Rank Ordered by Average Total Group Importance				
Activity #	Activity	Total Group Importance		
		N	Avg	Std. Err.
6	Follow up with client after discharge	518	3.21	0.06
41	Discuss sexual issues with client (e.g., family planning, menopause, erectile dysfunction, gender identity)	501	3.26	0.06
55	Participate in client group session	484	3.32	0.06
28	Use alternative/complementary therapy (e.g., acupuncture, music therapy or herbal therapy) in providing client care	1216	3.39	0.03
5	Participate in quality improvement (QI) activity (e.g., collecting data or serving on QI committee)	541	3.45	0.05
26	Search client belongings when indicated and intervene as appropriate	519	3.45	0.05
56	Participate in reminiscence therapy, validation therapy or reality orientation	533	3.45	0.05
7	Participate in orientation of new employee	547	3.55	0.05
64	Assist in providing postmortem care	533	3.63	0.05
63	Provide care to client in traction	489	3.66	0.06
111	Assist client with expected life transition (e.g., attachment to newborn, parenting or retirement)	492	3.67	0.05
87	Recognize and report staff conflict	543	3.67	0.05
36	Assist with monitoring a client in labor	465	3.68	0.07
8	Participate as a member of an interdisciplinary team	1251	3.69	0.03
20	Participate in health screening or health promotion programs	1232	3.71	0.03
83	Remove wound sutures or staples	507	3.72	0.05
96	Use information technology in client care	550	3.74	0.05
32	Provide care that meets the special needs of infants or children aged 1 month to 12 years	507	3.75	0.06
31	Assist with fetal heart monitoring for the antepartum client	473	3.77	0.07
46	Perform venipuncture for blood draws	1162	3.77	0.04
42	Insert nasogastric (NG) tube	1135	3.77	0.04
97	Participate in providing cost effective care	552	3.78	0.05
92	Participate in client discharge or transfer	555	3.78	0.05
107	Provide care that meets the special needs of adolescents aged 13 to 18 years	464	3.80	0.06
23	Implement least restrictive restraints or seclusion	538	3.81	0.05
54	Participate in behavior management program by recognizing environmental stressors and/or providing a therapeutic environment	549	3.81	0.05
39	Compare client development to norms	542	3.82	0.05
2	Assign client care and/or related tasks (e.g., assistive personnel or LPN/VN)	1310	3.83	0.03
80	Remove client wound drainage device	506	3.85	0.05
77	Perform an electrocardiogram (EKG/ECG)	493	3.85	0.06
106	Provide care that meets the special needs of the newborn - less than 1 month old	472	3.86	0.06

Activities Rank Ordered by Average Total Group Importance				
Activity #	Activity	Total Group Importance		
		N	Avg	Std. Err.
33	Provide care that meets the special needs of young adults aged 19 to 30 years	506	3.86	0.06
128	Apply or remove immobilizing equipment (e.g., a splint or brace)	546	3.86	0.04
110	Monitor recovery of stable postpartum client	478	3.87	0.06
16	Participate in client data collection and referral	552	3.92	0.04
143	Provide care for client before surgical procedure including reinforcing teaching	493	3.92	0.05
9	Supervise/evaluate activities of assistive personnel	1292	3.92	0.03
62	Discontinue or remove peripheral intravenous (IV) line, nasogastric (NG) tube or urinary catheter	548	3.93	0.05
142	Assist with the performance of a diagnostic or invasive procedure	524	3.94	0.05
38	Start peripheral intravenous (IV) access	1152	3.95	0.04
90	Participate in staff education	568	3.97	0.04
78	Administer and check proper use of compression stockings/sequential compression devices (SCD)	560	3.97	0.04
25	Make adjustment to care with consideration of client spiritual or cultural beliefs	1279	3.97	0.03
95	Provide information about advance directives	525	3.98	0.05
114	Identify and educate clients in need of immunizations (required and voluntary)	544	3.98	0.04
49	Identify client use of effective and ineffective coping mechanisms	563	3.98	0.04
115	Collect data regarding client psychosocial functioning	533	3.99	0.04
37	Administer intravenous piggyback (secondary) medications	1153	3.99	0.04
61	Provide measures to promote sleep/rest	561	4.00	0.04
118	Assist in or reinforce education to caregivers/family on ways to manage client with behavioral disorders	541	4.00	0.04
30	Provide non-pharmacological measures for pain relief (e.g., imagery, massage or repositioning)	1293	4.01	0.03
85	Provide care to client with an ostomy (e.g., colostomy, ileostomy or urostomy)	534	4.02	0.05
139	Identify signs or symptoms of potential prenatal complication	470	4.02	0.06
138	Monitor continuous or intermittent suction of nasogastric (NG) tube	501	4.02	0.05
144	Provide care for client drainage device (e.g., wound drain or chest tube)	506	4.03	0.05
105	Provide care and resources for beginning of life and/or end of life issues and choices	525	4.03	0.04
50	Identify significant body or lifestyle changes and other stressors that may affect recovery/health maintenance	582	4.03	0.04
112	Provide information for prevention of high risk behaviors	547	4.04	0.04
40	Insert urinary catheter	1259	4.07	0.03
86	Contribute to the development and/or update of the client plan of care	566	4.07	0.04
60	Institute bowel or bladder management	557	4.07	0.04
53	Identify signs and symptoms of substance abuse/chemical dependency, withdrawal or toxicity	528	4.09	0.05

Activities Rank Ordered by Average Total Group Importance				
Activity #	Activity	Total Group Importance		
		N	Avg	Std. Err.
124	Assist with activities of daily living	560	4.11	0.04
137	Check for urinary retention (e.g., ultrasound, palpation)	524	4.12	0.05
1	Use data from various sources in making clinical decisions	585	4.12	0.04
127	Perform an irrigation of urinary catheter, bladder, wound, ear, nose or eye	531	4.12	0.04
129	Assist in the care and comfort for a client with a visual and/or hearing impairment	545	4.12	0.04
66	Monitor transfusion of blood product	495	4.13	0.06
57	Assist client to cope/adapt to stressful events and changes in health status (e.g., end of life, grief and loss, life changes or physical changes)	556	4.13	0.04
13	Participate in client consent process	553	4.14	0.04
117	Collect data on client potential for violence	525	4.14	0.04
122	Use transfer assistive devices (e.g., t-belt, slide board or mechanical lift)	546	4.14	0.04
43	Recognize barriers to communication or learning	588	4.14	0.04
145	Provide cooling/warming measures to restore normal temperature	516	4.15	0.04
88	Promote client self-advocacy	569	4.15	0.04
73	Collect specimen (e.g., urine, stool, gastric contents or sputum for diagnostic testing)	563	4.15	0.04
148	Perform check of client pacemaker	494	4.16	0.05
120	Assist in managing the care of angry/agitated client	562	4.18	0.04
72	Perform risk monitoring and provide follow up	560	4.18	0.04
84	Perform care for client after surgical procedure	525	4.19	0.05
17	Apply evidence-based practice when providing care	579	4.21	0.04
149	Recognize and report basic abnormalities on a client cardiac monitor strip	485	4.21	0.06
119	Explore why client is refusing or not following treatment plan	550	4.21	0.04
79	Reinforce education to client regarding care and condition	566	4.22	0.03
116	Promote positive self-esteem of client	578	4.22	0.03
108	Provide care that meets the special needs of adults aged 31 to 64 years	566	4.23	0.04
121	Assist in the care of the cognitively impaired client	543	4.24	0.04
134	Regulate client intravenous (IV) rate	502	4.24	0.05
3	Organize and prioritize care for assigned group of clients	596	4.24	0.04
51	Provide care to client on ventilator	1127	4.24	0.04
89	Involve client in care decision making	551	4.25	0.04
22	Participate in preparation for internal and external disasters (e.g., fire or natural disaster)	567	4.25	0.04
104	Initiate and participate in security alert (e.g., infant abduction or flight risk)	542	4.25	0.05
147	Provide care for a client with a tracheostomy	502	4.25	0.05
113	Collect data for health history	538	4.26	0.04
59	Monitor and provide for nutritional needs of client (e.g., labs, calorie counts/percentages or daily weight)	564	4.26	0.04

Activities Rank Ordered by Average Total Group Importance				
Activity #	Activity	Total Group Importance		
		N	Avg	Std. Err.
27	Use therapeutic communication techniques with client	1340	4.26	0.02
58	Provide for mobility needs (e.g., ambulation, range of motion, transfer to chair, repositioning or the use of adaptive equipment)	588	4.27	0.04
11	Evaluate the appropriateness of health care provider order for client	1298	4.27	0.03
24	Follow protocol for timed client monitoring (e.g., restraint, safety checks)	568	4.29	0.04
29	Acknowledge and document practice error (e.g., incident report)	581	4.31	0.04
123	Provide feeding and/or care for client with enteral tubes	529	4.32	0.04
65	Monitor client intake/output	559	4.32	0.04
133	Administer medication by ear, eye, nose, rectum, vagina or skin route	552	4.32	0.04
47	Provide emotional support to client and family	594	4.32	0.03
132	Administer medication by gastrointestinal tube (e.g., g-tube, nasogastric (NG) tube, g-button or j-tube)	540	4.35	0.04
81	Perform wound care and/or dressing change	566	4.36	0.03
131	Monitor and maintain client intravenous (IV) site and flow rate	508	4.36	0.05
74	Monitor diagnostic or laboratory test results	576	4.38	0.03
125	Evaluate pain using a rating scale	558	4.40	0.03
76	Perform circulatory checks	582	4.41	0.04
4	Advocate for client rights and needs	574	4.41	0.03
135	Reinforce education to client regarding medications	554	4.42	0.04
109	Provide care that meets the special needs of adults aged greater than 85 years of age	542	4.42	0.04
45	Collect baseline physical data (e.g., skin integrity, or height and weight)	579	4.42	0.03
15	Identify the need for and implement appropriate isolation techniques	1285	4.44	0.03
91	Recognize task/assignment you are not prepared to perform and seek assistance	554	4.44	0.04
101	Identify and address hazardous conditions in health care environment (e.g., chemical, smoking or biohazard)	542	4.45	0.04
14	Provide for privacy needs	598	4.47	0.03
10	Respond to the unsafe practice of a health care provider (e.g., intervene or report)	546	4.47	0.04
140	Perform neurological checks	548	4.49	0.04
98	Assure availability and safe functioning of client care equipment	574	4.51	0.03
103	Assist in or reinforce education to client about safety precautions	554	4.52	0.03
126	Use measures to maintain or improve client skin integrity	570	4.52	0.03
150	Identify signs and symptoms related to an acute or chronic illness	561	4.52	0.03
35	Provide care that meets the special needs of adults aged 65 to 85 years of age	590	4.54	0.03
52	Recognize complications of acute or chronic illness and intervene	1285	4.55	0.02
68	Administer a subcutaneous (SQ), intradermal or intramuscular (IM) medication-	590	4.57	0.03
18	Provide and receive report	581	4.58	0.03
136	Perform calculations needed for medication administration	564	4.59	0.03

Activities Rank Ordered by Average Total Group Importance				
Activity #	Activity	Total Group Importance		
		N	Avg	Std. Err.
93	Follow regulation/policy for reporting specific issues (e.g., abuse, neglect, gunshot wound or communicable disease)	530	4.59	0.03
44	Implement measures to prevent complication of client condition or procedure (e.g., circulatory complication, seizure, aspiration or potential neurological disorder)	1304	4.60	0.02
99	Use safe client handling (e.g., body mechanics)	559	4.60	0.03
69	Count narcotics/controlled substances	567	4.60	0.03
141	Evaluate client respiratory status by measuring oxygen (O ₂) saturation	555	4.61	0.03
67	Administer medication by oral route	567	4.61	0.03
82	Intervene to improve client respiratory status (e.g., breathing treatment, suctioning or repositioning)	580	4.62	0.03
12	Receive and process health care provider orders	601	4.63	0.03
75	Check and monitor client vital signs	579	4.67	0.02
70	Evaluate client response to medication	603	4.68	0.02
146	Respond to a client life-threatening situation (e.g., cardiopulmonary resuscitation)	524	4.69	0.04
48	Identify/intervene to control signs of hypoglycemia or hyperglycemia	1324	4.70	0.02
71	Maintain medication safety practices (e.g., storage, checking for expiration dates or compatibility)	582	4.71	0.02
130	Reconcile and maintain medication list or medication administration record	574	4.71	0.03
100	Identify client allergies and intervene as appropriate	575	4.72	0.03
94	Maintain client confidentiality	584	4.76	0.02
102	Use aseptic and sterile techniques	590	4.80	0.02
19	Verify the identity of client	601	4.81	0.02
21	Use standard/universal precautions	586	4.84	0.02
34	Follow the rights of medication administration	1361	4.89	0.01

9 Average frequencies for all activities are listed in Table 15 of this report.

APPENDIX H: 2009 LPN/VN PRACTICE ANALYSIS SURVEY NONRESPONDER STUDY

Introduction

NCSBN conducts practice analysis studies every three years to assess the practice environment and emerging practice changes. Although the response rate for the 2009 LPN/VN Practice Analysis Survey had an adequate return rate of approximately 21.2%¹⁰, many individuals did not respond to the survey. Out of the 12,000 newly-licensed LPN/VNs who were invited to take the survey, only 2,431 were returned. NCSBN wanted to contact a sample of the invitees who chose not to participate in the survey and compare a sample of activity statements, as well as demographic information, against the LPN/VN practice survey responders.

Background of Study

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

The findings from the 2009 LPN/VN Practice Analysis Nonresponder Study will provide possible reasons why individuals do not participate in surveys, and the differences between survey responders and nonresponders to determine if the nonresponders were systematically different in terms of demographics and ratings of the activity statements. This study was conducted to determine if the results for the practice analysis were somehow biased.

Methodology

Sample Selection

A random sample of newly-licensed LPN/VNs who were invited, but did not respond to the RN practice survey were contacted via telephone. The sample

was derived from the 11,489¹¹ invitees who were mailed the paper and pencil forms of the RN activity survey or received an e-mail invitation for the Web forms.

Survey Instrument and Process

A total of 50 nonresponders were contacted via telephone numbers provided by NCSBN. First, nonresponders were asked about their reasons for not completing the survey. In order to facilitate the gathering of data from nonresponders, NCSBN developed a list of possible reasons why invitees may not have responded to the survey based on prior research. Possible reasons included too busy, did not care, do not like/trust surveys, did not receive or other. Second, nonresponders were asked for demographic information in order to provide background, such as employment setting/specialty and length of time since they graduated with a nursing degree. In addition, nonresponders were asked to rate the frequency of performance and importance of 10 activities that were listed in the LPN/VN practice analysis survey. Nonresponders were thanked for their time and their data was recorded in a Microsoft Excel 2007 spreadsheet.

Nonresponder Results

Reasons for Not Responding

Reasons for not responding included did not receive (23 responses or 46.0%), too busy (14 responses or 28.0%), other (12 responses or 24.0%) and did not care (1 response or 2.0%). None of the nonresponders indicated do not like/trust surveys as a reason for not returning the survey.

Time at Your Current Position

Nonresponders were asked how many months they have been in their current position. Nonresponders averaged 9.6 months of work experience, while responders averaged 8.7 months. Overall,

¹⁰ This averages the response rates for the paper and Web surveys. While the paper survey had a response rate of approximately 28.0%, the Web survey had a much lower response rate of 14.0%.

¹¹ This reflects the number of potential responders after the bad addresses were removed from the original sample of 12,000 individuals.

nonresponders averaged a longer time in their position compared to original survey responders because they were contacted about a month after the LPN/VN practice analysis was completed.

Employment Setting/Specialty

Nonresponders were asked to provide their setting/specialty area. The largest percentage (50.0% or 25 nonresponders) worked in nursing homes. Other long-term care was also frequently cited by 18.0% or nine nonresponders. These results are similar to the LPN/VN practice survey responders, which found the largest percentage of responders worked in nursing homes (52.1%) and a large percentage worked in other long-term care (11.6%). See *Table H-1*.

Importance Ratings

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

Frequency Ratings

Frequency ratings were provided by the nonresponders and compared to the average response rating of the practice survey responders. See *Table H-3*.

Summary

The nonresponder study suggests that the main reasons individuals did not complete the study were they were either too busy or did not receive the survey. Overall, these results provide important information about why individuals do not complete surveys. More importantly, the ratings of the activity statements were quite similar, which indicates that the results of the survey are not systematically biased. The nonresponder study provides support for the validity of the 2009 LPN/VN practice analysis results.

Table H-1. Employment Setting/Specialty

Job Title	Nonresponders		Responders	
	Frequency	%	Frequency	%
Critical care	2	4.0	45	3.2
Medical-surgical	2	4.0	143	10.2
Pediatrics	1	2.0	64	4.6
Nursery	0	0.0	5	0.4
Labor and delivery	1	2.0	2	0.1
Postpartum unit	0	0.0	11	0.8
Psychiatry or any of its sub-specialties	0	0.0	58	4.1
Assisted living ¹	N/A	N/A	121	8.6
Operating room	0	0.0	6	0.4
Nursing home, skilled or intermediate care	25	50.0	732	52.1
Other long-term care	9	18.0	163	11.6
Rehabilitation	4	8.0	203	14.4
Subacute unit	0	0.0	51	3.6
Transitional care unit	0	0.0	18	1.3
Physician/APRN/Dentist office	0	0.0	72	5.1
Occupational health	0	0.0	4	0.3
Outpatient clinic	0	0.0	68	4.8
Home health	0	0.0	97	6.9
Public health	0	0.0	20	1.4
Student/school health	3	6.0	9	0.6
Hospice care	0	0.0	73	5.2
Prison/correctional facility/jail	0	0.0	23	1.6
Other	12	24.0	63	4.5

¹ The assisted living category was not provided as an option to nonresponders during phone interviews.

Note: The percentages in the table do not equal 100 because individuals may have indicated multiple responses.

Activity #	Activity Statement	Nonresponder Rating	Responder Rating
3	Organize and prioritize care for assigned group of clients	4.74 (N=50)	4.24 (N=596)
91	Recognize task/assignment you are not prepared to perform and seek assistance	4.53 (N=49)	4.44 (N=554)
11	Evaluate the appropriateness of health care provider order for client	4.40 (N=50)	4.27 (N=1298)
21	Use standard/universal precautions	4.92 (N=50)	4.84 (N=586)
15	Identify the need for and implement appropriate isolation techniques	4.78 (N=50)	4.44 (N=1285)
27	Use therapeutic communication techniques with client	4.64 (N=50)	4.26 (N=1340)
34	Follow the rights of medication administration	5.00 (N=50)	4.89 (N=1361)
74	Monitor diagnostic or laboratory test results	4.60 (N=50)	4.38 (N=576)
44	Implement measures to prevent complication of client condition or procedure (e.g., circulatory complication, seizure, aspiration or potential neurological disorder)	4.74 (N=50)	4.60 (N=1304)
52	Recognize complications of acute or chronic illness and intervene	4.80 (N=50)	4.55 (N=1285)

Note: The activity statements appear in the order in which they were asked.

Activity #	Activity Statement	Nonresponder Rating	Responder Rating
3	Organize and prioritize care for assigned group of clients	4.14 (N=50)	3.63 (N=610)
91	Recognize task/assignment you are not prepared to perform and seek assistance	2.20 (N=50)	1.97 (N=570)
11	Evaluate the appropriateness of health care provider order for client	3.32 (N=50)	2.59 (N=1383)
21	Use standard/universal precautions	4.68 (N=50)	4.75 (N=592)
15	Identify the need for and implement appropriate isolation techniques	3.26 (N=50)	1.95 (N=1387)
27	Use therapeutic communication techniques with client	4.30 (N=50)	3.80 (N=1382)
34	Follow the rights of medication administration	4.80 (N=50)	4.70 (N=1389)
74	Monitor diagnostic or laboratory test results	3.52 (N=50)	2.91 (N=609)
44	Implement measures to prevent complication of client condition or procedure (e.g., circulatory complication, seizure, aspiration or potential neurological disorder)	3.92 (N=50)	2.99 (N=1389)
52	Recognize complications of acute or chronic illness and intervene	3.92 (N=50)	2.33 (N=1382)

Note: The activity statements appear in the order in which they were asked.