NCSBN

National Council of State Boards of Nursing

Report of Findings
from the
2011 RN Nursing
Knowledge Survey

Report of Findings from the 2011 RN Nursing Knowledge Survey

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

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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 member board territories, for the preparation of psychometrically sound and legally defensible licensure examinations. Practice analysis studies assist NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure examination. Because changes can occur in registered nurse (RN) practice, NCSBN conducts practice analysis studies every three years.

The primary purpose of this study is to identify the knowledge needed by newly licensed RNs. The results of this study (i.e., the important knowledge statements) will be used to inform item development. As with other new NCSBN research projects, there is a possibility that the knowledge statements may become an integral part of other processes (e.g., test specifications). At this time, however, these knowledge statements will be used solely to inform item development.

Methodology

A number of steps are necessary to perform an analysis of the knowledge needed by newly licensed RNs. This section provides a description of the methodology used to conduct the 2011 Knowledge of Newly Licensed RNs Survey. Descriptions of the subject matter expert (SME) panel processes, survey development, sample selection and data collection procedures are provided, as well as information about confidentiality, response rates, and the degree to which participants were representative of the sample of Newly Licensed RNs, RN Educators and RN Supervisors (as categorized).

Methodology Reviewers

Three methodology reviewers, chosen for their psychometric 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 testing standards.

SMEs

A panel of eight RN SMEs was assembled to assist with the creation of the knowledge statements and survey. Panel members taught RN students, supervised newly licensed RNs or were newly licensed RNs themselves. The panelists also represented the four NCSBN geographic areas, as well as the major nursing specialties and practice settings.

Survey Development

A number of processes were used to create, evaluate and refine the survey instrument used for the 2011 Knowledge of Newly Licensed RNs Survey. In the initial meetings for the triennial practice analysis a panel of nurses, representing different geographic regions of the country, nursing specialties and practice settings, met and developed nursing activity statements that were intended to represent entry-level RN practice. These activity statements and the category structure developed by the SMEs provided a categorical structure for the creation of the knowledge statements. Following the work of the first panel, a second group of SMEs was convened with two panelists bridging the two groups.

This second panel reviewed the activity statements and then developed knowledge statements for each activity statement. The knowledge statements were reviewed and edited by the NCLEX® Examination Committee (NEC). The resulting 215 knowledge statements were incorporated into a survey format.

The final version of the survey contained several initial questions to identify responder characteristics and then four sections. The first section focused on the knowledge necessary for entry-level RN practice, asking responders to rate the importance of each knowledge statement by using a five-point scale. Section two identified the participant's work environment, including area of practice, ages of client and employment setting/specialty. Section three focused on demographic information, such as racial/ethnic background, highest obtained education degree and gender. The final section provided space for responders to write comments or suggestions about the survey.

Survey Process

Sample Selection

Newly Licensed RNs: A random sample of 2,150 RNs was selected from a list of candidates who passed the NCLEX-RN® Examination between Dec. 15, 2010, and March 15, 2011, and did not participate in the RN Practice Analysis Survey. Only candidates with a U.S. mailing address within the jurisdiction in which they were seeking licensure were included in the sample. This strategy was intended to minimize the number of incorrect addresses to which the survey would be sent.

Educators of RNs (RN Educators): In addition, surveys were sent to 2,100 nursing educators at 700 different nursing programs. Three surveys were sent to each dean/director of 700 nursing programs with instructions for them to distribute one survey to: (1) a medical/surgical nursing instructor; (2) an obstetrics-gynecology/pediatric (OB-GYN/Peds) nursing instructor; and (3) a mental health or community health nursing instructor. Each of the programs in the sample had a minimum of nine NCLEX® candidates within the last two calendar years (2009 and 2010). In the event that there were faculty members unable to complete the survey, the dean/directors were asked to give the survey to additional medical/surgical faculty members.

Supervisors of Newly Licensed RNs (RN Supervisors): Finally, 2,100 employers (700 in nursing homes, 700 in hospitals and 700 in home health agencies) of newly licensed RNs were surveyed. This list came from a substantially larger mailing list, but the selection of employers to be included in the survey was also based upon the number of RN employees working in the facility. This criterion was applied in order to maximize the likelihood that the employer would have newly licensed RNs and supervisors of newly licensed RNs. Surveys were mailed to the directors of nursing or an equivalent title at 2,100 health care facilities mentioned previously. Directors of nursing were asked to complete the survey if they directly supervised newly licensed RNs. If they did not supervise newly licensed RNs, the directors of nursing were asked to give the survey to a nurse who did.

Representativeness

The percentage of responders from the various NCSBN member board jurisdictions is similar to the sample composition.

Mailing Procedure

The survey forms were mailed to a total of 6,350 potential responders (2,150 Newly Licensed RNs; 700 nursing programs, which included surveys for three educators [2,100 RN Educators in total]; and 700 nursing homes, 700 hospitals and 700 home health agencies [2,100 potential RN Supervisors]).

A five-stage mailing process was used to engage the participants in the study. A presurvey letter was sent to each person or facility selected for the sample. One week later, the survey(s), along with a cover letter and a postage-paid return envelope, were mailed. A postcard was sent to all participants or facilities reiterating the importance of the study and urging participation 11 days later. Approximately one week after the first postcard, a second reminder postcard was sent. A final reminder was sent to nonresponders approximately one week after the second reminder. The survey was conducted from April through June 2011.

Confidentiality

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

Return Rates

There were 2,150 Newly Licensed RNs invited to complete the survey and of those, 27 surveys were undeliverable due to incorrect addresses. There were 572 surveys returned by Newly Licensed RNs for an adjusted return rate of 26.9%. A total of 2,100 RN Educators were invited to complete the survey and 39 of those were undeliverable due to incorrect addresses. A total of 818 surveys were returned by RN Educators for a 39.7% adjusted return rate. There

were 2,100 surveys sent to RN Supervisors; 248 surveys were returned due to incorrect addresses. RN Supervisors returned 310 surveys for an adjusted return rate of 16.7%. Of the 1,700 surveys received, 18 responders did not report holding either an advanced practice registered nursing (APRN) or RN license. With the implementation of quality control procedures, the analyzable return rates were 26.7% for Newly Licensed RNs, 39.3% for RN Educators and 16.4% for RN Supervisors. There were 1,682 analyzable surveys or a return rate of 27.9% for the total group.

Knowledge Survey Nonresponder Study

In order to ensure the validity of the results, NCSBN conducted a telephone survey of nonresponders to determine if those RNs not responding would have rated the knowledge statements differently than the survey responders. If there are no systematic differences in responders versus nonresponders, it would seem that the results are not biased and there is evidence to support the validity of the survey results. Of the RNs not participating in the survey, a stratified random sample of Newly Licensed RNs, RN Educators and RN Supervisors was contacted via telephone. Of the potential contacts, a telephone interview was obtained from 80 participants: 30 Newly Licensed RNs, 26 RN Educators and 24 RN Supervisors. The study found that the majority of nonresponders were either too busy, did not receive the survey or did not respond for other reasons. More importantly, the study found that nonresponders rated the knowledge statements similar to how responders rated them; this similarity supports the validity of the results of this study.

Summary

A panel of RNs experienced in the practices of newly licensed RNs met and created a list of 215 knowledge statements that are important for a newly licensed RN to possess. A data collection instrument was developed and mailed. The surveyed RNs were divided into the following categories: 2,150 Newly Licensed RNs, 2,100 RN Educators (obtained by sending three surveys to 700 nursing programs) and 2,100 RN Supervisors (obtained by sending a survey to 700 nursing homes, 700 home health agencies and 700 hospitals). A 27.9% response rate of analyzable surveys was obtained for the total group. This analysis contains the responses of 567 Newly Licensed RNs, 811 RN Educators and 304 RN Supervisors.

Demographics, Experiences and Practice Environments of Participants

Nursing Licenses Held

Respondents were included in analysis if they reported holding either an RN or APRN license. RN was the most frequent nursing license for all three job titles: 99.8% (Newly Licensed RNs), 89.3% (RN Educators) and 98.0% (RN Supervisors).

Gender

The majority of survey responders (94.7%) reported their gender as female: 92.2% of Newly Licensed RNs, 95.6% of RN Educators and 96.7% of RN Supervisors reported being female.

Survey Adequacy

Responders were asked to rate how well the knowledge statements represented the knowledge areas a newly licensed RN should possess by choosing one of four options: "Poorly," "Adequately," "Well" or "Very Well." The majority of survey responders within each job title reported the survey covered the important knowledge areas of a newly licensed RN "Well" or "Very Well." Approximately 94.1% of Newly Licensed RNs, 88.7% of RN Educators and 91.8% of RN Supervisors rated the survey as covering knowledge "Well" or "Very Well."

Age

Newly Licensed RNs had an average age of 31.8 years (SD=9.23); RN educators' average age was 52.2 years (SD=8.62); and RN Supervisors' average age was 51.4 years (SD=8.70).

Race/Ethnic Background

White-Not of Hispanic Origin was the ethnic background identified most frequently by Newly Licensed RNs (73.7%), RN Educators (89.6%) and RN Supervisors (89.2%).

Education Background

The majority of Newly Licensed RNs (61.0%) reported having an associate degree. Approximately 29.9% of RN Educators listed their degree as a generic master's degree in the U.S. or a master's degree as a clinical nurse specialist (19.8%). The most frequent response for RN Supervisors was a baccalaureate degree (28.0%).

Primary Language

The majority of Newly Licensed RNs (86.1%), RN Educators (96.4%) and RN Supervisors (95.3%) reported English as their primary language.

Years of Experience

Newly Licensed RNs reported an average of 7.0 months since graduation. RN Educators spent an average of 12.6 years in their jobs, which was similar to RN Supervisors who spent an average of 12.8 years in their jobs.

Facilities

The majority of Newly Licensed RNs (71.5%) and RN Educators (69.6%) worked in hospitals. RN Supervisors worked primarily in long-term care (43.3%) and hospitals (41.5%).

Client Health Conditions

The majority of Newly Licensed RNs (59.3%), RN Educators (59.3%) and RN Supervisors (71.4%) reported working with clients exhibiting acute conditions. Due to nurses often working with clients with varying conditions, responders were allowed to give multiple answers, resulting in percentages within each job title totaling more than 100%.

Client Ages

The most frequent response for Newly Licensed RNs (68.1%) and RN Educators (80.3%) was caring for adult clients aged 18 to 64. The most frequent response for RN Supervisors (91.1%) was caring for older adults aged 65-85. The ability to provide multiple answers allows for percentages to equal more than 100%.

Employment Setting/Specialty

The employment setting most frequently given by Newly Licensed RNs (38.1%) and RN Educators (40.2%) was medical/surgical units. RN Supervisors (45.1%) most frequently answered nursing homes. On average for all job titles, the least reported employment settings were occupational health (0.1%) and prison (0.5%). Responders were able to answer up to two employment settings allowing for percentages totaling more than 100%.

Summary

The average Newly Licensed RN responder was an English-speaking White female with an average age of 31.8 years. She held an associate degree from a college/university within the U.S. She primarily worked in hospitals caring for adult clients (ages 18-85) exhibiting acute and chronic health conditions.

The average RN Educator responder was an English-speaking White female with an average age of 52.2 years. She held a generic master's degree from a college/university within the U.S. On average, she had been an RN Educator for 12.6 years.

The average RN Supervisor responder was an English-speaking White female with an average age of 51.4 years. She held a baccalaureate degree from a college/university within the U.S. She worked in long-term care facilities caring for older clients (ages 65-85+) exhibiting acute, chronic and end-of-life conditions. On average, she exhibited the most work experience in her job title, having worked as an RN Supervisor for 12.8 years.

KNOWLEDGE STATEMENTS

The 2011 Knowledge of Newly Licensed RNs Survey asked responders to rate the importance of knowledge statements necessary for a newly licensed RN to practice safely and effectively. Responders were asked to rate the overall importance of each knowledge statement considering safe and effective professional practice, regardless of practice setting. Importance was rated by using a five-point scale.

SME Validation of Survey Findings

The SME panel for the 2011 Knowledge of Newly Licensed RNs Survey was asked to provide independent ratings of the 215 knowledge statements. In order to validate the results of the survey, the importance ratings estimated by SMEs were compared to the average importance ratings from the knowledge survey. There was, in general, consistency among the highest importance ratings for Newly Licensed RNs, RN Educators, RN Supervisors and SMEs. Additionally, there was consistency among the lowest importance knowledge statements among Newly Licensed RNs, RN Educators, RN Supervisors and SMEs. There seems to be evidence from several sources that provide convergent validity on the knowledge needed by newly licensed RNs in order to practice safely and effectively. The importance ratings of SMEs compared to the ratings of each subgroup were very similar. In fact, the only knowledge statement rating that was one point different between SMEs and Newly Licensed RNs is ventilator management. The SMEs rated the importance of this knowledge statement at 2.88, while Newly Licensed RNs rated the same statement 3.95. No other knowledge statements had more than a one point difference between SMEs and Newly Licensed RNs, RN Educators and RN Supervisors. Again, the information on knowledge needed by newly licensed RNs from multiple sources provides a more accurate description than a single source.

Representativeness of Knowledge Statements

The participants were asked whether the knowledge areas listed on the survey represented knowledge a newly licensed RN should possess. A large percentage of Newly Licensed RNs (57.4%), RN Educators (53.6%) and RN Supervisors (57.0%) responded that the survey represented the necessary knowledge "Very Well." Moreover, 94.1% of Newly Licensed RNs, 88.7% of RN Educators and 91.8% of RN Supervisors noted that the knowledge statements covered the knowledge of a newly licensed RN "Well" or "Very Well."

Reliability of Instrument

A reliability index (coefficient alpha) was calculated to evaluate the measurement error associated with the survey and the internal consistency of the survey instrument. Alpha coefficients range from 0 to 1; a value of 0.7 or greater is considered adequate (Cronbach, 1951). The resulting value of 0.99 for this survey instrument suggests this survey is reliably measuring the knowledge a newly licensed RN needs for safe and effective practice.

Importance of Knowledge Statements

The safe and effective practice of newly licensed RNs was determined by participants' responses based on an importance rating scale. In other words, the responders were asked, "How important is the possession of this knowledge by a newly licensed RN for safe and effective professional practice, regardless of specific practice setting?" Importance ratings were recorded using a five-point scale: 1=Not Important, 2=Marginally Important, 3=Moderately Important, 4=Important and 5=Critically Important. Average importance ratings were calculated by including all importance ratings regardless of practice setting. SME panel ratings and survey respondent ratings of the 215 knowledge statements yielded very similar results. All of the groups (Newly Licensed RNs, RN Educators, RN Supervisors and SMEs) rated "rights of medication administration" among the five most important knowledge statements. In terms of least important knowledge statements, all groups rated "phototherapy" and "preschool client care" among the five least important knowledge statements.

Knowledge Statement Subgroup Analysis

Primary Job Title

The average knowledge statement importance ratings of Newly Licensed RNs, RN Educators and RN Supervisors were cross-analyzed for meaningful differences between these job titles. The least important knowledge statement for Newly Licensed RNs and RN Educators was "phototherapy," with an average value of 3.11 and 2.90. RN Supervisors rated "preschool client care" the lowest with an average value of 2.66. The most important knowledge statement for Newly Licensed RNs was "medication error prevention" with an average value of 4.70. RN Educators rated "client safety" the highest with an

average value of 4.80. For RN Supervisors, "rights of medication administration" was the most important with an average rating of 4.70. In general, there were few differences in importance ratings based on job title.

Facility

The average importance ratings of the knowledge statements of responders from hospitals, long-term care and other facilities were cross-analyzed for meaningful differences. Responders answering hospital and community-based facility rated "phototherapy" as the least important knowledge statement, with average values of 2.92 and 2.91, respectively. Responders answering long-term care facility and "other" for their facility rated "preschool client care" the lowest, with an average value of 2.75 and 3.03, respectively. The most important knowledge statement for responders working in hospitals, community-based facilities and "other" facilities was "medication error prevention," with average values of 4.73, 4.71 and 4.77, respectively. Individuals working in long-term care facilities rated "rights of medication administration" highest with an average value of 4.71.

Summary

Responders to the 2011 Knowledge of Newly Licensed RNs Survey found the statements listed in the survey to be representative of the knowledge necessary for safe and effective professional practice of newly licensed RNs. There were similar importance ratings of the knowledge statements for Newly Licensed RNs, RN Educators, RN Supervisors and SMEs.

CONCLUSION

Based on the reliability of the knowledge statement instrument; the survey of the nonresponders; the validation of the knowledge statement importance ratings by SMEs; and the similarity of knowledge statement importance ratings by Newly Licensed RNs, RN Educators and RN Supervisors, the results of this survey can be used to inform item development.

Report of Findings from the
2011 RN Nursing Knowledge Survey

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BACKGROUND OF STUDY

The National Council of State Boards of Nursing (NCSBN®) is responsible to its members, the boards of nursing in the U.S. and member board territories, for the preparation of psychometrically sound and legally defensible licensure examinations (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999). Practice analysis studies assist NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure examination. Because changes can occur in registered nurse (RN) practice, NCSBN conducts practice analysis studies every three years.

The primary purpose of this study is to identify the knowledge needed by newly licensed RNs. The results of this study (i.e., the important knowledge statements) will be used to inform item development. As with other new NCSBN research projects, there is a possibility that the knowledge statements may become an integral part of other processes (e.g., test specifications). However, at this time, these knowledge statements will be used solely to inform item development.

Methodology

A number of steps are necessary to perform an analysis of the knowledge needed by newly licensed RNs. This section provides a description of the methodology used to conduct the 2011 Knowledge of Newly Licensed RNs Survey. Descriptions of subject matter expert (SME) panel processes, survey development, sample selection and data collection procedures are provided, as well as information about confidentiality, response rates and the degree to which participants are representative of the sample of Newly Licensed RNs, RN Educators and RN Supervisors (as categorized).

Methodology Reviewers

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

Panel of SMEs

A panel of eight RN SMEs was assembled to assist with the creation of the knowledge statements and survey. Panel members taught RN students, supervised newly licensed RNs or were newly licensed RNs themselves. The panelists also represented the four NCSBN geographic areas, as well as the major nursing specialties and practice settings. *See Appendix B for a listing of panel members.*

Survey Development

A number of processes were used to create, evaluate and refine the survey instrument used for the 2011 Knowledge of Newly Licensed RNs Survey. In the initial meetings for the triennial practice analysis, a panel of nurses, representing different geographic regions of the country, nursing specialties and practice settings, met and developed nursing activity statements that were intended to represent entry-level RN practice. These activity statements and the category structure developed by the SMEs provided a categorical structure for the creation of the knowledge statements. Following the work of the first panel, a second group of SMEs was convened with two panelists bridging the two groups.

This second panel reviewed the activity statements and then developed knowledge statements for each activity statement. The link between knowledge statements and activity statements can be seen in Appendix K, which was developed by the SME panelists during the meeting. Subsequent to their meeting, some of the knowledge statements were recategorized by the NCLEX® Examination Committee (NEC). The knowledge statements were then reviewed and edited by the NEC. The statements in Appendix K reflect the knowledge statements developed by the SMEs. The resulting 215 knowledge statements were incorporated into a survey format.

The final version of the survey contained four sections. Following the initial identification of responder characteristics, the first section focused on the knowledge necessary for entry-level RN practice, asking responders to rate the importance of each knowledge statement by using a five-point scale. Section two identified the participant's work environment, including area of practice, type of client and employment setting/specialty. Section three focused on demographic information, such as racial/ethnic background, highest obtained education degree and gender. The final section provided space for responders to write comments or suggestions about the survey. The survey used in the 2011 Knowledge of Newly Licensed RNs Survey may be found in Appendix C.

Survey Process

Sample Selection

Newly Licensed RNs: A random sample of 2,150 RNs was selected from a list of candidates who passed the NCLEX-RN® Examination between Dec. 15, 2010, and March 15, 2011, and did not participate in the RN Practice Analysis Survey. Only candidates with a U.S. mailing address within the jurisdiction in which they were seeking licensure were included in the sample. This strategy was intended to minimize the number of incorrect addresses to which the survey would be sent.

Educators of RNs (RN Educators): In addition, surveys were sent to 2,100 nursing educators at 700 different nursing programs. Three surveys were sent to each dean/director of 700 nursing programs, with instructions for them to distribute one survey to: (1) a medical/surgical nursing instructor; (2) an obstetrics-gynecology/pediatric (OB-GYN/ Peds) nursing instructor; and (3) a mental health or community health nursing instructor. Each of the programs in the sample had a minimum of nine NCLEX candidates within the last two calendar years (2009 and 2010). In the event that there were faculty members unable to complete the survey, the dean/ directors were asked to give the survey to additional medical/surgical faculty members.

Supervisors of Newly Licensed RNs (RN Supervisors): Finally, 2,100 employers (700 in nursing homes, 700 in hospitals and 700 in home health agencies) of newly licensed RNs were surveyed. This list came from a substantially larger mailing list, but the selection of employers to be included in the survey was also based upon the number of RN employees working in the company. This criterion was applied in order to maximize the likelihood that the employer would have newly licensed RNs and supervisors of newly licensed RNs. Surveys were mailed to the directors of nursing or an equivalent title at 2,100 health care facilities mentioned previously. Directors of nursing were asked to complete the survey if they directly supervised newly licensed RNs. If they did not supervise newly licensed RNs, the directors of nursing were asked to give the survey to a nurse who did.

Representativeness

Table 1 presents the correspondence of sample and responders within each primary job title by NCSBN jurisdiction. Because multiple surveys were mailed to RN Educators, all responders from an institution were counted only as one. As shown in Table 1, the percentage of responders from different jurisdictions is similar to the sample composition.

Mailing Procedure

The survey forms were mailed to a total of 6,350 potential responders (2,150 Newly Licensed RNs; 700 nursing programs, which included surveys for three educators [2,100 RN Educators in total]; and 700 nursing homes, 700 hospitals and 700 home health agencies [2,100 potential RN Supervisors]).

A five-stage mailing process was used to engage the participants in the study. A presurvey letter was sent to each person or facility selected for the sample. One week later, the survey(s), with a cover letter and a postage-paid return envelope, were mailed. A postcard was sent to all participants or facilities reiterating the importance of the study and urging participation 11 days later. Approximately one week after the first postcard, a second reminder postcard was sent. A final reminder was sent to nonresponders approximately one week after the second reminder. The survey was conducted from April through June 2011.

Table 1. Representativeness of Responders by NCSBN Jurisdiction											
	Newly Licensed RN				RN Educator				RN Supervisor			
	Sample		Responders		Sample		Responders		Sample		Responders	
Jurisdiction	N	%	N	%	N	%	N	%	N	%	N	%
Alabama	32	1.5	12	2.1	16	2.3	11	2.9	31	1.5	1	0.3
Alaska	8	0.4	0	0.0	1	0.1	1	0.3	2	0.1	0	0.0
American Samoa	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Arizona	64	3.0	12	2.1	5	0.7	4	1.1	28	1.3	4	1.3
Arkansas	32	1.5	13	2.3	10	1.4	6	1.6	16	0.8	1	0.3
California RN	234	10.9	64	11.3	45	6.4	25	6.6	165	7.9	13	4.3
Colorado	44	2.0	10	1.8	15	2.1	8	2.1	34	1.6	5	1.6
Connecticut	17	0.8	5	0.9	4	0.6	3	0.8	54	2.6	6	2.0
Delaware	6	0.3	3	0.5	4	0.6	1	0.3	8	0.4	0	0.0
District of Columbia	1	0.0	0	0.0	2	0.3	0	0.0	7	0.3	1	0.3
Florida	117	5.4	32	5.6	24	3.4	13	3.5	110	5.2	8	2.6
Georgia RN	62	2.9	15	2.6	16	2.3	11	2.9	51	2.4	6	2.0
Guam	0	0.0	0	0.0	1	0.1	0	0.0	1	0.0	1	0.3
Hawaii	11	0.5	3	0.5	4	0.6	3	0.8	10	0.5	2	0.7
Idaho	13	0.6	2	0.4	3	0.4	2	0.5	3	0.1	0	0.0
Illinois	90	4.2	33	5.8	36	5.1	19	5.1	129	6.1	24	7.9
Indiana	53	2.5	13	2.3	22	3.1	15	4.0	40	1.9	5	1.6
Iowa	28	1.3	9	1.6	9	1.3	7	1.9	21	1.0	1	0.3
Kansas	33	1.5	7	1.2	18	2.6	12	3.2	17	0.8	3	1.0
Kentucky	34	1.6	12	2.1	9	1.3	3	0.8	39	1.9	5	1.6
Louisiana RN	75	3.5	15	2.6	12	1.7	4	1.1	22	1.0	1	0.3
Maine	11	0.5	2	0.4	6	0.9	4	1.1	7	0.3	2	0.7
Maryland	41	1.9	10	1.8	11	1.6	5	1.3	38	1.8	7	2.3
Massachusetts	53	2.5	14	2.5	13	1.9	4	1.1	94	4.5	9	3.0
Michigan	69	3.2	15	2.6	23	3.3	15	4.0	83	4.0	14	4.6
Minnesota	52	2.4	19	3.4	20	2.9	11	2.9	36	1.7	7	2.3
Mississippi	29	1.3	5	0.9	5	0.7	2	0.5	19	0.9	2	0.7
Missouri	54	2.5	10	1.8	19	2.7	9	2.4	34	1.6	4	1.3
Montana	14	0.7	3	0.5	2	0.3	0	0.0	4	0.2	1	0.3
Nebraska	13	0.6	2	0.4	6	0.9	5	1.3	13	0.6	2	0.7
Nevada	18	0.8	7	1.2	1	0.1	1	0.3	8	0.4	2	0.7
New Hampshire	5	0.2	0	0.0	8	1.1	2	0.5	16	0.8	4	1.3
New Jersey	26	1.2	8	1.4	19	2.7	12	3.2	81	3.9	13	4.3
New Mexico	12	0.6	3	0.5	7	1.0	3	0.8	6	0.3	0	0.0
New York	74	3.4	26	4.6	36	5.1	18	4.8	172	8.2	35	11.5
North Carolina	58	2.7	16	2.8	32	4.6	19	5.1	73	3.5	18	5.9
North Dakota	4	0.2	1	0.2	2	0.3	1	0.3	4	0.2	0	0.0
Northern Mariana Islands	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Ohio	98	4.6	30	5.3	27	3.9	14	3.7	103	4.9	23	7.6
Oklahoma	23	1.1	8	1.4	25	3.6	12	3.2	21	1.0	2	0.7

Table 1. Representativeness of Responders by NCSBN Jurisdiction											
	Newly Licensed RN				RN Educator				RN Supervisor			
	Sample		Responders		Sample		Responders		Sample		Responders	
Jurisdiction	N	%	N	%	N	%	N	%	N	%	N	%
Oregon	9	0.4	4	0.7	8	1.1	3	0.8	16	0.8	0	0.0
Pennsylvania	65	3.0	13	2.3	27	3.9	11	2.9	151	7.2	25	8.2
Puerto Rico *	0	0.0	0	0.0	0	0.0	0	0.0	6	0.3	0	0.0
Rhode Island	6	0.3	0	0.0	2	0.3	1	0.3	15	0.7	3	1.0
South Carolina	33	1.5	10	1.8	9	1.3	5	1.3	23	1.1	2	0.7
South Dakota	6	0.3	0	0.0	4	0.6	1	0.3	10	0.5	1	0.3
Tennessee	55	2.6	14	2.5	18	2.6	10	2.7	40	1.9	4	1.3
Texas	178	8.3	37	6.5	37	5.3	20	5.3	82	3.9	8	2.6
Utah	28	1.3	7	1.2	6	0.9	3	0.8	11	0.5	2	0.7
Vermont	0	0.0	0	0.0	2	0.3	1	0.3	9	0.4	5	1.6
Virgin Islands	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Virginia	52	2.4	11	1.9	25	3.6	13	3.5	36	1.7	3	1.0
Washington	35	1.6	9	1.6	10	1.4	6	1.6	35	1.7	6	2.0
West Virginia RN	10	0.5	1	0.2	14	2.0	5	1.3	14	0.7	2	0.7
Wisconsin	64	3.0	22	3.9	17	2.4	9	2.4	49	2.3	11	3.6
Wyoming	1	0.0	0	0.0	3	0.4	3	0.8	3	0.1	0	0.0
Total	2150	100.0	567	100.0	700	100.0	376	100.0	2100	100.0	304	100.0

* Puerto Rico is no longer a NCSBN member and the responses that indicated Puerto Rico jurisdiction were not included in the analysis.

Confidentiality

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

Return Rates

There were 2,150 Newly Licensed RNs invited to complete the survey and of those, 27 surveys were undeliverable due to incorrect addresses. There were 572 surveys returned by Newly Licensed RNs for an adjusted return rate of 26.9%. A total of 2,100 RN Educators were invited to complete the survey and 39 of those were undeliverable due to incorrect addresses. A total of 818 surveys were returned by RN Educators for a 39.7% adjusted return rate. There were 2,100 surveys sent to RN Supervisors, with 248 surveys were returned due to incorrect addresses. RN Supervisors returned 310 surveys for an adjusted

return rate of 16.7%. The total number of surveys delivered was 6,036, with an adjusted return rate of 28.2%, as seen in Table 2.

Of the 1,700 surveys received, 18 responders did not report holding either an advanced practice registered nursing (APRN) or RN license. With the implementation of quality control procedures, the analyzable return rates were 26.7%, 39.3% and 16.4% for Newly Licensed RNs, RN Educators and RN Supervisors, respectively. *See Table 3.* There were 1,682 analyzable surveys or a return rate of 27.9% for the total group.

Knowledge Survey Nonresponder Study

In order to ensure the validity of the results, NCSBN conducted a telephone survey of nonresponders to determine if those RNs not responding would have rated the knowledge statements differently. If there are no systematic differences in responders versus nonresponders, it would seem that the results are not biased and we have evidence to support the validity of the results. Of the RNs not participating in the survey, a stratified random sample of Newly

Table 2. Adjusted Return Rates

Job Title	Sample	Bad Address	Surveys Sent	Adjusted Responses	Adjusted Return Rate %
Newly Licensed RNs	2,150	27	2,123	572	26.9
RN Educators	2,100	39	2,061	818	39.7
RN Supervisors	2,100	248	1,852	310	16.7
Total	6,350	314	6,036	1,700	28.2

Table 3. Analyzable Return Rates

Job Title	Surveys Sent	Invalid Responses	Analyzable Responses	Analyzable Return Rates %
Newly Licensed RNs	2,123	5	567	26.7
RN Educators	2,061	7	811	39.3
RN Supervisors	1,852	6	304	16.4
Total	6,036	18	1682	27.9

Licensed RNs, RN Educators and RN Supervisors was contacted via telephone. Of the potential contacts, a telephone interview was obtained from 80 participants: 30 Newly Licensed RNs, 26 RN Educators and 24 RN Supervisors. The study found that the majority of the nonresponders were either too busy, did not receive the survey or did not respond for other reasons. More importantly, the study found that nonresponders rated the knowledge statements similar to how responders rated them; this similarity supports the validity of the results of this study. *See Appendix J.*

Summary

A panel of RNs experienced in the practices of newly licensed RNs met and created a list of 215 knowledge statements that are important for a newly licensed RN to possess. A data collection instrument was developed, piloted and revised prior to being mailed. The surveyed RNs were divided into the following categories: 2,150 Newly Licensed RNs, 2,100 RN Educators (obtained by sending three surveys to 700 nursing programs) and 2,100 RN Supervisors (obtained by sending a survey to 700 nursing homes, 700 home health agencies and 700 hospitals). A 27.9% response rate of analyzable surveys was obtained for the total group. This analysis contains the responses of 567 Newly Licensed RNs, 811 RN Educators and 304 RN Supervisors.

DEMOGRAPHICS, EXPERIENCES AND PRACTICE ENVIRONMENTS OF PARTICIPANTS

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

Nursing Licenses Held

Respondents were included in the analysis if they reported holding either an RN or APRN license. RN was the most frequent nursing license of all three job titles: 99.8% (Newly Licensed RNs), 89.3% (RN Educators) and 98.0% (RN Supervisors). *See Figure 1.* Responders were allowed to select all that apply, so percentages may not equal 100%. These figures were close to those from the 2008 survey figures, which were 100.0% (Newly Licensed RNs), 86.3% (RN Educators) and 97.4% (RN Supervisors).

Gender

The majority of survey responders (94.7%) reported their gender as female: 92.2% of Newly Licensed RNs, 95.6% of RN Educators and 96.7% of RN Supervisors reported being female. *See Figure 2.* In 2008, 93.7% of the respondents were female.

Survey Adequacy

The responders were asked to rate how well the knowledge statements represented the knowledge areas a newly licensed RN should possess choosing one of four options: "Poorly," "Adequately," "Well" or "Very Well." The majority of survey responders within each job title reported the survey covered the important knowledge areas of a newly licensed RN "Well" or "Very Well." Approximately 94.1% of Newly Licensed RNs, 88.7% of RN Educators and 91.8% of RN Supervisors rated the survey as covering knowledge "Well" or "Very Well." *See Figure 3.*

Age

Newly Licensed RNs had an average age of 31.8 years (SD=9.23), RN Educators' average age was 52.2 years (SD=8.62) and RN Supervisors' average age was 51.4 years (SD=8.70). In 2008, the average ages for the three groups were 33.5 years, 51.6 years and 50.1 years, respectively.

Race/Ethnic Background

White-Not of Hispanic Origin was the most frequently identified ethnic background by Newly Licensed RNs (73.7%), RN Educators (89.6%) and RN Supervisors (89.2%). The responses were similar to what was indicated in 2008 for Newly Licensed RNs (73.0%), RN Educators (90.5%) and RN Supervisors (88.1%). *See Figure 4.*

Education Background

The majority of Newly Licensed RNs (61.0%) reported having an associate degree, an increase of 4.1% from 2008. Approximately 29.9% of RN Educators listed their degree as a generic master's degree in the U.S. or a master's degree as a clinical nurse specialist (19.8%). The most frequent response for RN Supervisors (28.0%) was a baccalaureate degree, a decrease of 6.0% from 2008. *See Figure 5.*

Primary Language

The majority of Newly Licensed RNs (86.1%), RN Educators (96.4%) and RN Supervisors (95.3%) reported English as their primary language. *See Figure 6.* In 2008, 82.7% of Newly Licensed RNs reported English as their primary language.

Years of Experience

Newly Licensed RNs reported an average of 7.0 months since graduation. RN Educators spent an average of 12.6 years at their job, similar to RN Supervisors, who spent an average of 12.8 years in their jobs. In 2008, Newly Licensed RNs reported an average of 1.2 years since graduation; RN Educators spent an average of 14.7 years at their jobs compared to RN Supervisors with an average of 13.6 years at their jobs.

Figure 1. Licenses by Primary Job Title

Legend: Newly Licensed RN   RN Educator   RN Supervisor
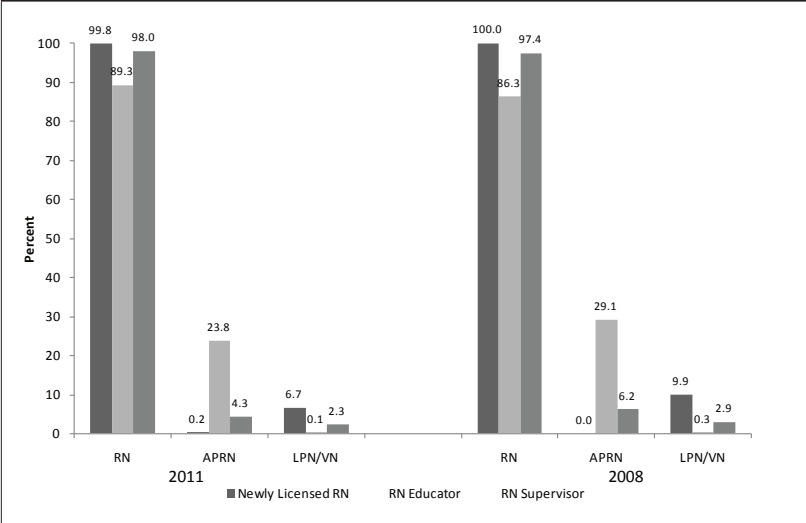
Figure 2. Gender by Primary Job Title

Legend: Newly Licensed RN   RN Educator   RN Supervisor
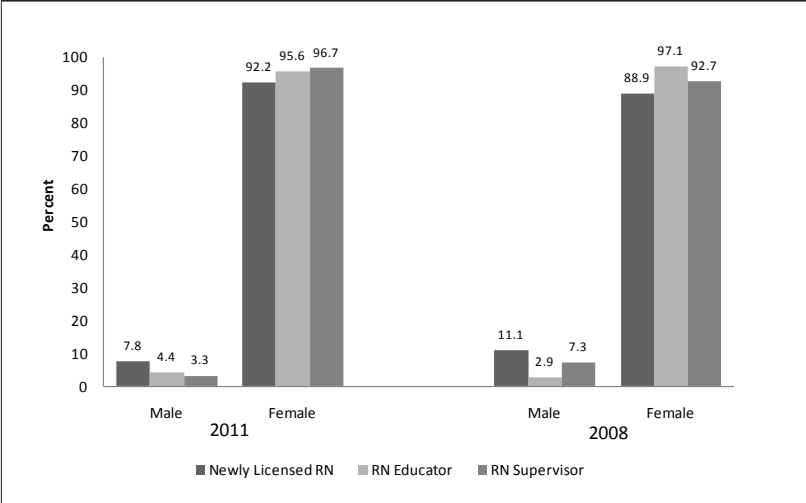
Figure 3. Survey Adequacy by Primary Job Title

Legend: Newly Licensed RN   RN Educator   RN Supervisor
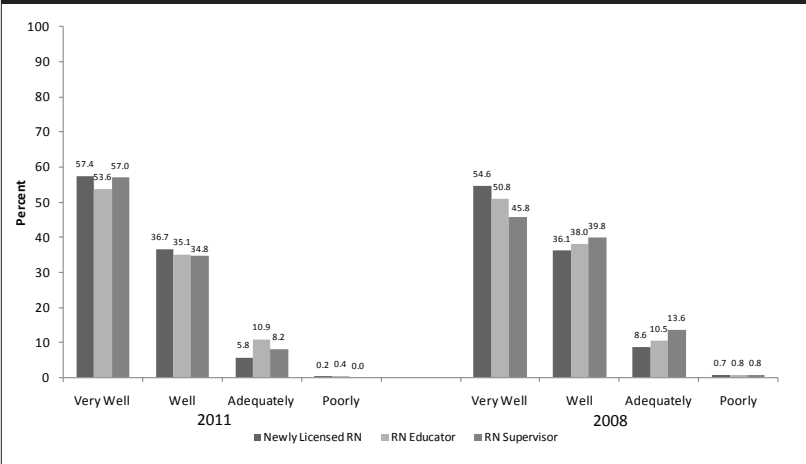
Figure 4. Race/Ethnic Background by Primary Job Title
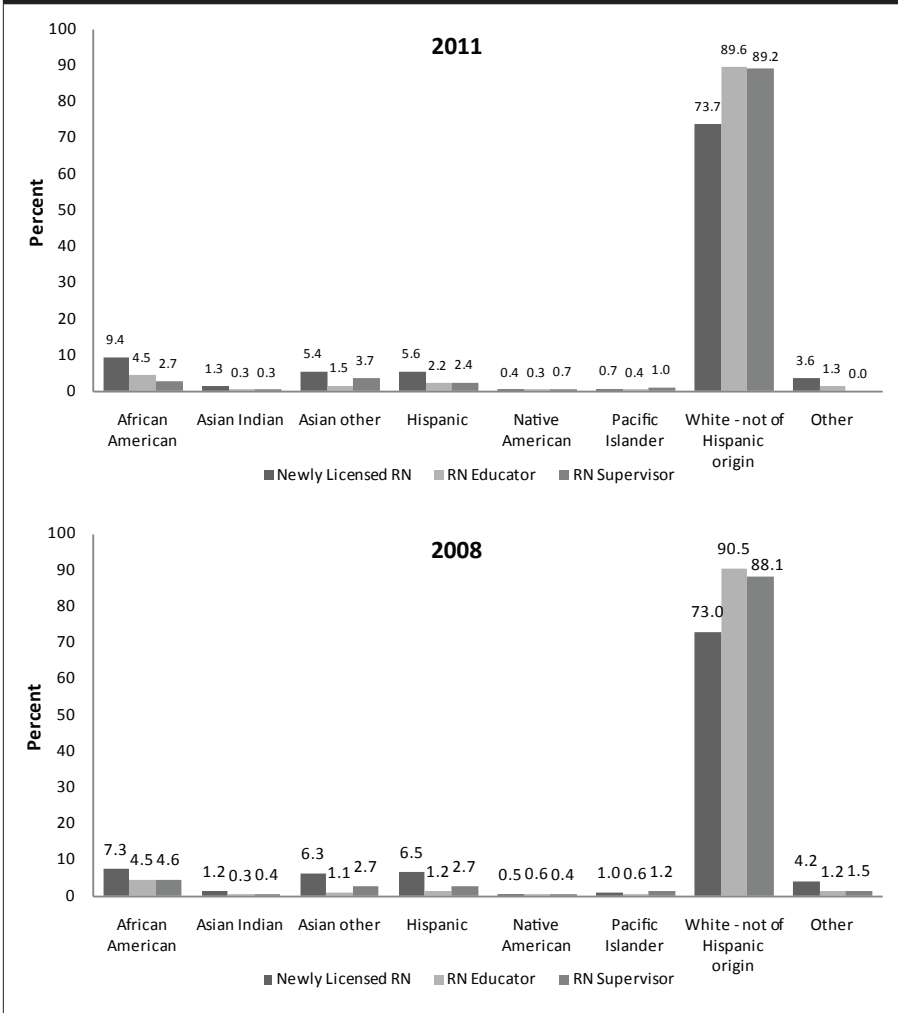
2011

	African American	Asian Indian	Asian other	Hispanic	Native American	Pacific Islander	White - not of Hispanic origin	Other
Newly Licensed RN	9.4	1.3	5.4	5.6	0.4	0.7	73.7	3.6
RN Educator	4.5	0.3	1.5	2.2	0.3	0.4	89.6	1.3
RN Supervisor	2.7	0.3	3.7	2.4	0.7	1.0	89.2	0.0

2008

	African American	Asian Indian	Asian other	Hispanic	Native American	Pacific Islander	White - not of Hispanic origin	Other
Newly Licensed RN	7.3	1.2	6.3	6.5	0.5	1.0	73.0	4.2
RN Educator	4.5	0.3	1.1	1.2	0.6	0.6	90.5	1.2
RN Supervisor	4.6	0.4	2.7	2.7	0.4	1.2	88.1	1.5

Facilities

The majority of Newly Licensed RNs (71.5%) and RN Educators (69.6%) worked in hospitals. RN Supervisors worked primarily in long-term care (43.3%) and hospitals (41.5%). *See Figure 7.*

Client Health Conditions

The majority of Newly Licensed RNs (59.3%), RN Educators (59.3%) and RN Supervisors (71.4%) reported working with clients exhibiting acute conditions. As nurses often work with clients with varying conditions, responders were allowed to give multiple answers, resulting in percentages within each job title totaling more than 100%. *See Figure 8.*

Client Ages

The most frequent response for Newly Licensed RNs (68.1%) and RN Educators (80.3%) was caring for adult clients aged 18 to 64. The most frequent response for RN Supervisors (91.1%) was caring for older adults aged 65-85. The ability to give multiple answers allows for percentages to equal more than 100% (note that client ages were reported in different categories in the two years). *See Figure 9.*

Employment Setting/Specialty

The employment settings most frequently given by Newly Licensed RNs (38.1%) and RN Educators (40.2%) were medical/surgical units. RN Supervisors (45.1%) most frequently answered nursing homes.

Figure 5. Educational Background by Primary Job Title

2011

2008
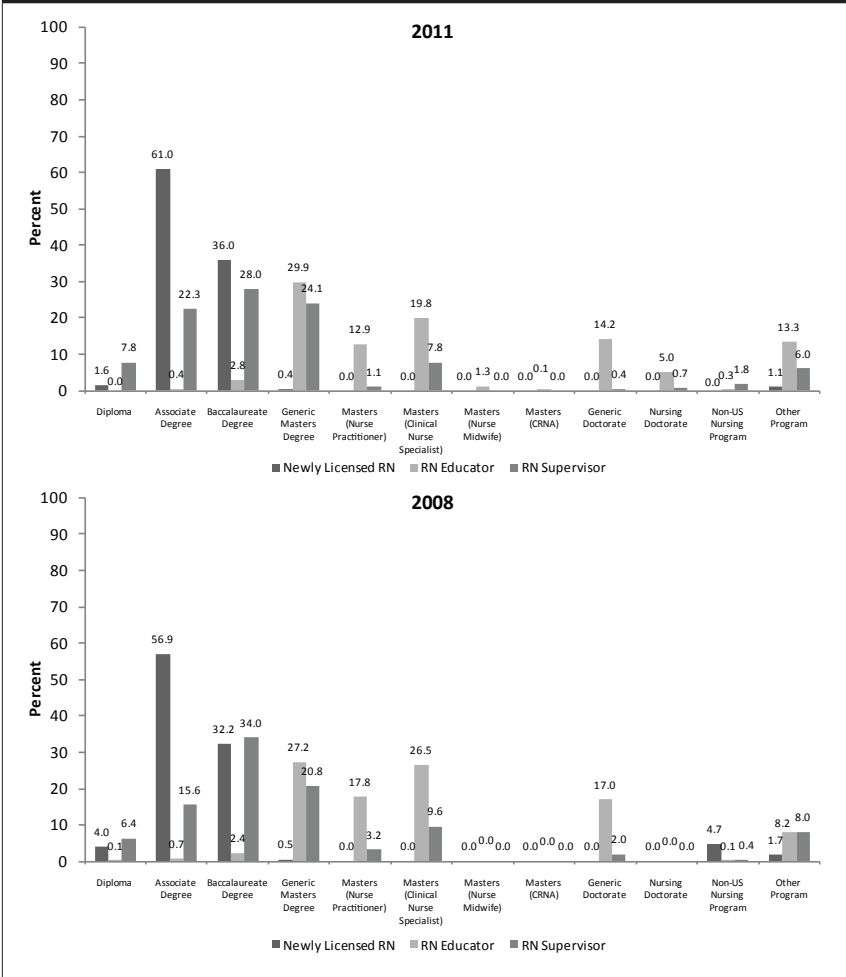
Figure 6. Primary Language by Primary Job Title
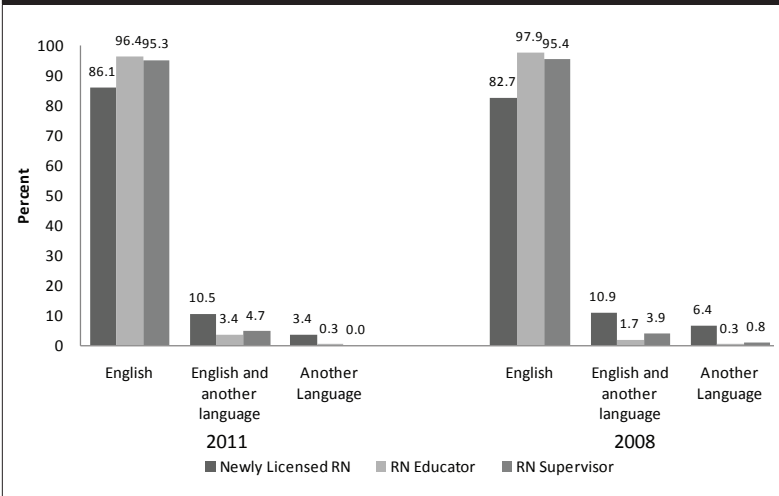
Figure 7. Facility by Primary Job Title
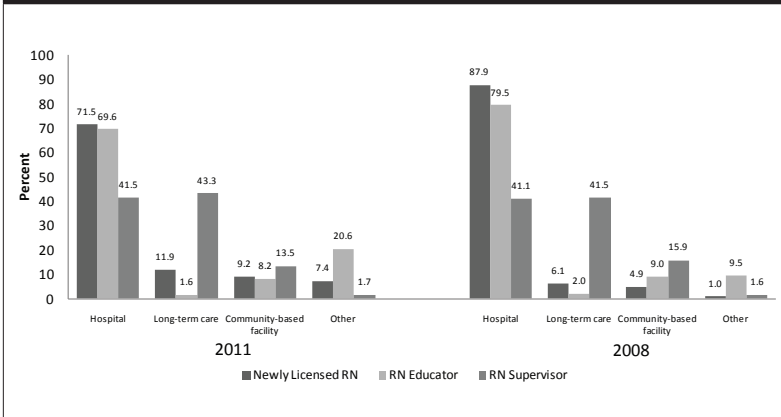
Figure 8. Client Health Conditions by Primary Job Title
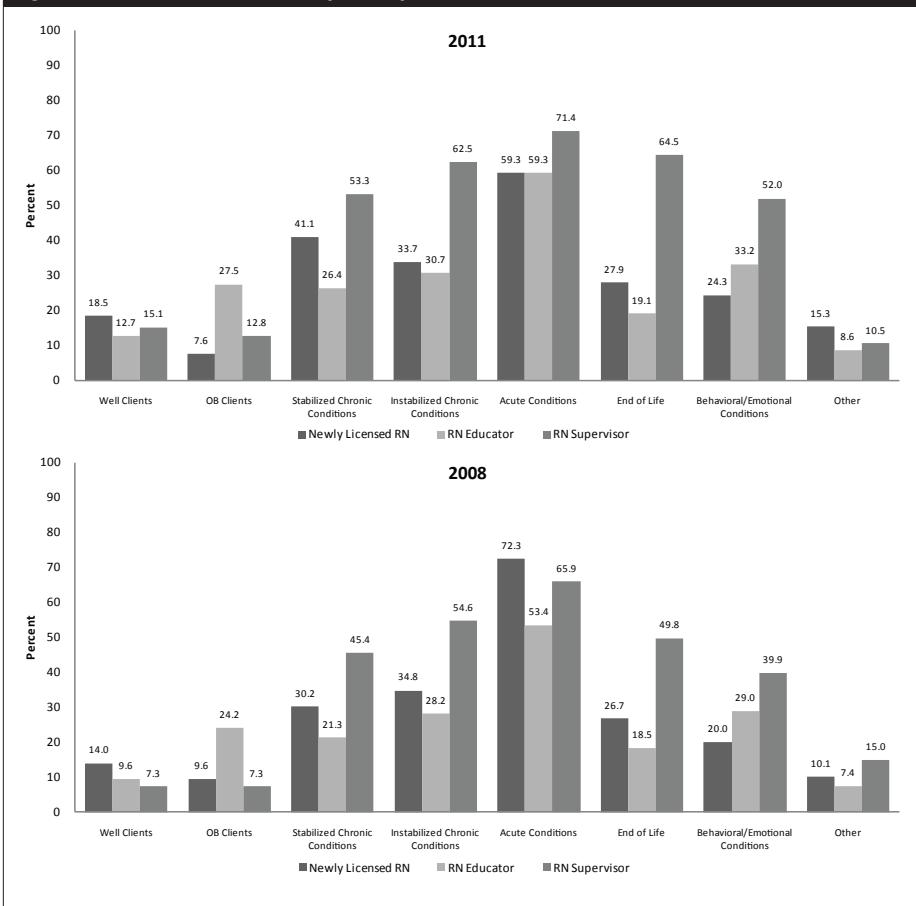
Figure 9. Client Ages by Primary Job Title

2011

Newly Licensed RN | RN Educator | RN Supervisor

Client Age	Newly Licensed RN	RN Educator	RN Supervisor
Newborn (less than 1 month)	10.1	28.1	12.5
Infant/toddler (1 month-2 years)	9.2	16.3	10.2
Preschool (ages 3-5)	9.3	15.7	9.9
School Age (ages 6-12)	9.9	17.5	10.5
Adolescent (ages 13-17)	13.9	27.1	13.5
Adult (ages 18-64)	68.1	80.3	56.9
Adult (ages 65-85)	66.0	56.4	91.1
Adult (over age 85)	44.3	32.4	65.1

2008

Newly Licensed RN | RN Educator | RN Supervisor

Client Age	Newly Licensed RN	RN Educator	RN Supervisor
Newborn (less than 1 month)	13.7	25.0	12.5
Children (1 mo-12yrs)	15.3	18.8	13.2
Adolescent (13-18)	18.0	26.4	12.1
Young Adult (19-30)	33.8	46.2	21.6
Adult (31-64)	66.0	65.5	47.6
Older Adult (ages 65-85)	64.0	53.0	81.7
Older Adult (over 85)	36.1	27.1	53.5

Table 4. Employment Setting/Specialty

Employment Setting	Year	Newly Licensed RN N	%	RN Educator N	%	RN Supervisor N	%	Total N	%
Critical care	2011	132	23.3	140	17.3	57	18.8	329	19.6
	2008	210	34.7	150	15.9	44	16.1	404	22.2
Medical-surgical unit	2011	216	38.1	326	40.2	86	28.3	628	37.3
	2008	248	40.9	357	37.8	70	25.6	675	37.0
Pediatrics	2011	21	3.7	96	11.8	17	5.6	134	8.0
	2008	37	6.1	125	13.2	12	4.4	174	9.5
Nursery	2011	12	2.1	70	8.6	7	2.3	89	5.3
	2008	20	3.3	85	9.0	3	1.1	108	5.9
Labor and delivery	2011	20	3.5	106	13.1	12	3.9	138	8.2
	2008	27	4.5	130	13.8	4	1.5	161	8.8
Postpartum unit	2011	17	3.0	117	14.4	8	2.6	142	8.4
	2008	23	3.8	146	15.5	3	1.1	172	9.4

Table 4. Employment Setting/Specialty

Employment Setting	Year	Newly Licensed RN N	Newly Licensed RN %	RN Educator N	RN Educator %	RN Supervisor N	RN Supervisor %	Total N	Total %
Psychiatric	2011	18	3.2	190	23.4	6	2.0	214	12.7
	2008	13	2.1	211	22.4	5	1.8	229	12.6
Operating room	2011	15	2.6	11	1.4	8	2.6	34	2.0
	2008	27	4.5	13	1.4	6	2.2	46	2.5
Assisted living	2011	9	1.6	5	0.6	11	3.6	25	1.5
	2008	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nursing home	2011	61	10.8	47	5.8	137	45.1	245	14.6
	2008	38	6.3	38	4.0	108	39.6	184	10.1
Other long term care	2011	16	2.8	3	0.4	7	2.3	26	1.5
	2008	9	1.5	4	0.4	5	1.8	18	1.0
Rehabilitation	2011	35	6.2	7	0.9	43	14.1	85	5.1
	2008	22	3.6	19	2.0	30	11.0	71	3.9
Subacute unit	2011	16	2.8	9	1.1	36	11.8	61	3.6
	2008	12	2.0	13	1.4	29	10.6	54	3.0
Transitional care unit	2011	5	0.9	4	0.5	10	3.3	19	1.1
	2008	9	1.5	10	1.1	6	2.2	25	1.4
Physician/dentist's office	2011	14	2.5	8	1.0	0	0.0	22	1.3
	2008	8	1.3	9	1.0	2	0.7	19	1.0
Occupational health	2011	0	0.0	1	0.1	0	0.0	1	0.1
	2008	3	0.5	2	0.2	1	0.4	6	0.3
Outpatient clinic	2011	12	2.1	19	2.3	2	0.7	33	2.0
	2008	8	1.3	17	1.8	2	0.7	27	1.5
Home health	2011	18	3.2	11	1.4	46	15.1	75	4.5
	2008	3	0.5	30	3.2	42	15.4	75	4.1
Public health	2011	2	0.4	21	2.6	7	2.3	30	1.8
	2008	6	1.0	42	4.4	4	1.5	52	2.9
Student/school health	2011	5	0.9	21	2.6	1	0.3	27	1.6
	2008	3	0.5	22	2.3	2	0.7	27	1.5
Hospice care	2011	7	1.2	8	1.0	24	7.9	39	2.3
	2008	10	1.7	16	1.7	12	4.4	38	2.1
Prison/correctional facility/jail	2011	2	0.4	5	0.6	1	0.3	8	0.5
	2008	2	0.3	1	0.1	0	0.0	3	0.2
Other	2011	50	8.8	142	17.5	20	6.6	212	12.6
	2008	21	3.5	95	10.1	17	6.2	133	7.3

On average for all job titles, the least reported employment settings were occupational health (0.1%) and prison/correctional facility/jail (0.5%). Responders were able to answer up to two employment settings allowing for percentages to total more than 100%. *See Table 4.*

Summary

The average Newly Licensed RN responder was an English-speaking White female with an average age of 31.8 years. She held an associate degree from a college/university within the U.S., and primarily worked in hospitals caring for adult clients (ages 18-85) exhibiting acute and chronic health conditions.

The average RN Educator responder was an English-speaking White female with an average age of 52.2 years. She held a generic master's degree from a college/university within the U.S. On average, she had been an RN Educator for 12.6 years.

The average RN Supervisor responder was an English-speaking White female with an average age of 51.4 years. She held a baccalaureate degree from a college/university within the U.S. She worked in long-term care facilities caring for older clients (ages 65-85+) exhibiting acute, chronic and end-of-life conditions. On average, she exhibited the most work experience in her job title, having worked as an RN Supervisor for 12.8 years.

KNOWLEDGE STATEMENT FINDINGS

Overview of Methods

The 2011 Knowledge of Newly Licensed RNs Survey asked responders to rate the importance of knowledge statements necessary for a newly licensed RN to practice safely and effectively. Responders were asked to rate the overall importance of each knowledge statement considering safe and effective professional RN practice, regardless of practice setting. Importance was rated by using a five-point (1-5) scale.

SME Panel Validation of Survey Findings

The SME Panel for the 2011 Knowledge of Newly Licensed RNs Survey was asked to provide independent ratings of the 215 knowledge statements. *See Appendix D.* In order to validate the results of the survey, the importance ratings estimated by SMEs were compared to the average importance ratings from the knowledge survey. As can be seen in Table 5, there was, in general, consistency among the highest importance ratings for Newly Licensed RNs, RN Educators, RN Supervisors and SMEs. Additionally, there was consistency among the lowest importance knowledge statements among Newly Licensed RNs, RN Educators, RN Supervisors and SMEs. There seems to be evidence from several sources that provide convergent validity on the knowledge needed by newly licensed RNs in order to practice safely and effectively. The ratings of SMEs compared to survey responder ratings, categorized by job titles, are presented in Appendices E, F and G.

The importance ratings of SMEs compared to the ratings of each subgroup were very similar. In fact, the only knowledge statement rating that was one point different between SMEs and Newly Licensed RNs is ventilator management. The SMEs rated the importance of this knowledge statement at 2.88, while Newly Licensed RNs rated the same statement 3.95. There were no other knowledge statements with more than one point difference between the SMEs and Newly Licensed RNs, RN Educators and RN Supervisors. Again, the information on knowledge needed by newly licensed RNs from multiple sources provides a more accurate description than a single source.

Representativeness of Knowledge Statements

The participants were asked whether the knowledge areas listed on the survey represented knowledge a newly licensed RN should possess. A large percentage of Newly Licensed RNs (57.4%), RN Educators (53.6%) and RN Supervisors (57.0%) responded that the survey represented the necessary knowledge "Very Well." Moreover, 94.1% of Newly Licensed RNs, 88.7% of RN Educators and 91.8% of RN Supervisors noted that the knowledge statements covered the knowledge that a newly licensed RN should posses "Well" or "Very Well."

Reliability of Instrument

A reliability index (coefficient alpha) was calculated to evaluate the measurement error associated with the survey and internal consistency of the survey instrument. Alpha coefficients range from 0 to 1; a value of 0.7 or greater is considered adequate (Cronbach, 1951). The resulting value of 0.99 for this survey instrument suggests this survey is reliably measuring the knowledge that a newly licensed RN needs for safe and effective practice.

Knowledge Statements

Importance of Knowledge Statements

The safe and effective practice of newly licensed RNs was determined by participants' responses based on an importance rating scale. In other words, the responders were asked, "How important is the possession of this knowledge by a newly licensed RN for safe and effective professional practice, regardless of specific practice setting?" Importance ratings were recorded using a five-point scale: 1=Not Important, 2=Marginally Important, 3=Moderately Important, 4=Important and 5=Critically Important. Average importance ratings were calculated by including all importance ratings regardless of practice setting. The SME panel

ratings and survey respondent ratings of the 215 knowledge statements yielded very similar results.

The five least important and the five most important knowledge statements for all groups are shown in Table 5, along with the ratings they received. All of the groups (Newly Licensed RNs, RN Educators, RN Supervisors and SMEs) rated "rights of medication administration" among the five most important knowledge statements. In terms of the least important knowledge statements, all groups rated "phototherapy" and "preschool client care" among the five least important. These groups of statements

are contrasted in Tables 6 and 7 with those from the 2008 survey.

The average importance of ratings sorted by primary job title (Newly Licensed RN, RN Educator and RN Supervisor) for all of the knowledge statements are presented in Table 8. Additionally, Appendices E, F and G present the information in rank order of importance for each of the primary job titles as compared to ratings of SMEs. Since a different set of statements were used in 2008, individual comparisons between the two years could not be made.

Table 5. Most Important and Least Important Knowledge Statements with Ratings

Most Important Knowledge Statements

Newly Licensed RN		RN Educator		RN Supervisor		SMEs	
Knowledge Statement	Avg. (1-5 scale)	Knowledge Statement	Avg. (1-5 scale)	Knowledge Statement	Avg. (1-5 scale)	Knowledge Statement	Avg. (1-5 scale)
Medication error prevention	4.70	Client safety	4.80	Rights of medication administration	4.70	Allergic reaction interventions	4.88
Proper client identification	4.65	Proper client identification	4.80	Infection control standards	4.67	Client prioritization	4.88
Rights of medication administration	4.64	Rights of medication administration	4.79	Pain management	4.66	Proper client identification	4.88
Blood product complications	4.62	Medication error prevention	4.77	Infection transmission	4.62	Rights of medication administration	4.88
Allergic reaction interventions	4.60	Medication calculations	4.72	Pain management techniques	4.61	Scope of practice	4.88

Least Important Knowledge Statements

Newly Licensed RN		RN Educator		RN Supervisor		SMEs	
Knowledge Statement	Avg. (1-5 scale)	Knowledge Statement	Avg. (1-5 scale)	Knowledge Statement	Avg. (1-5 scale)	Knowledge Statement	Avg. (1-5 scale)
Phototherapy	3.11	Phototherapy	2.90	Preschool client care	2.66	Preschool client care	2.38
Body image changes	3.21	Peritoneal dialysis care	2.95	Phototherapy	2.72	Phototherapy	2.57
Preschool client care	3.23	Organ donation process	2.95	School age client care	2.78	School age client care	2.63
Postmortem care	3.32	Preschool client care	3.05	Maternal fetal monitoring	2.85	Prenatal care	2.71
Organ donation process	3.34	Pacing devices	3.06	Newborn care	2.90	Ventilator management	2.88

Table 6. Most Important Knowledge Statements from 2011 and 2008 Surveys

Newly Licensed RN		RN Educator		RN Supervisor	
2011	2008	2011	2008	2011	2008
Medication error prevention	Critical signs and symptoms (identify and intervene)	Client safety	Rights of medication administration (identify and apply)	Rights of medication administration	Critical signs and symptoms (identify and intervene)
Proper client identification	Recognizing/ activating/providing care in emergencies (e.g., cardiac arrest, respiratory arrest, stroke)	Proper client identification	Critical signs and symptoms (identify and intervene)	Infection control standards	Vital sign measurement, interventions related to changes
Rights of medication administration	Signs/symptoms/ treatments of impaired ventilation/ oxygenation	Rights of medication administration	Client and care prioritization (who to see first, what to do first)	Pain management	Rights of medication administration (identify and apply)
Blood product complications	Client and care prioritization (who to see first, what to do first)	Medication error prevention	Medications (e.g., therapeutic effects, side effects, common cross allergies, interactions)	Infection transmission	Recognizing/ activating/providing care in emergencies (e.g., cardiac arrest, respiratory arrest, stroke)
Allergic reaction interventions	Rights of medication administration (identify and apply)	Medication calculations	Vital sign measurement, interventions related to changes	Pain management techniques	Signs/symptoms/ treatments of impaired ventilation/ oxygenation

Table 7. Least Important Knowledge Statements from 2011 and 2008 Surveys

Newly Licensed RN		RN Educator		RN Supervisor	
2011	2008	2011	2008	2011	2008
Phototherapy	Available genetic resources for client referral	Phototherapy	Available genetic resources for client referral	Preschool client care	Available genetic resources for client referral
Body image changes	Alternative/ complementary therapies (e.g., music/relaxation techniques, herbal therapies)	Peritoneal dialysis care	Supply and resource management (e.g., obtain and reconcile supplies)	Phototherapy	Phototherapy indications, techniques, equipment and safety precautions
Preschool client care	Supply and resource management (e.g., obtain and reconcile supplies)	Organ donation process	Postmortem care (institutional policy and procedures)	School age client care	Supply and resource management (e.g. obtain and reconcile supplies)
Postmortem care	Phototherapy indications, techniques, equipment and safety precautions	Preschool client care	Peritoneal dialysis techniques, methods and equipment	Maternal fetal monitoring	Alternative/ complementary therapies (e.g., music/relaxation techniques, herbal therapies)
Organ donation process	Group dynamics	Pacing devices	Hemodialysis techniques, methods and equipment	Newborn care	Targeted screening assessment tools/ techniques (e.g., scoliosis, vision and hearing assessments, skin cancer screening)

| Table 8. Knowledge Statement Importance Ratings | | | | | | | | | |
| Survey Position # | Knowledge of: | Newly Licensed RN | | | RN Educator | | | RN Supervisor | | |
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
1	Activities of Daily Living	559	3.96	0.03	802	4.12	0.03	303	4.17	0.04
2	Adolescent Client Care	557	3.54	0.04	797	3.65	0.03	299	3.02	0.07
3	Adult Client Care	555	4.26	0.03	797	4.42	0.02	303	4.29	0.04
4	Advance Directives	553	3.98	0.04	796	4.03	0.03	296	4.35	0.05
5	Aging Process	559	4.00	0.04	796	4.20	0.03	302	4.31	0.04
6	Allergic Reaction Interventions	560	4.60	0.03	801	4.59	0.02	301	4.50	0.04
7	Allergies	556	4.41	0.03	798	4.30	0.03	304	4.35	0.04
8	Alteration in Hemodynamics	552	4.41	0.03	798	4.38	0.03	300	4.32	0.04
9	Altered Elimination Interventions	552	3.99	0.03	802	4.05	0.03	303	4.10	0.04
10	Alternatives to Restraints	556	3.70	0.04	803	3.97	0.03	301	4.01	0.06
11	Anatomy and Physiology	551	4.27	0.03	799	4.35	0.03	303	4.47	0.04
12	Appropriate Use of Abbreviations	555	4.02	0.04	801	4.15	0.03	299	4.12	0.05
13	Arterial Line Complications	558	4.04	0.04	802	3.32	0.04	303	3.39	0.07
14	Arterial Line Site Assessment	555	4.06	0.04	795	3.46	0.04	299	3.42	0.07
15	Assistive Devices	555	3.55	0.04	801	3.59	0.03	301	3.64	0.05
16	Barriers to Learning	557	3.61	0.04	801	3.86	0.03	304	3.81	0.05
17	Basic Cardiac Rhythms	556	4.15	0.04	797	3.75	0.03	301	3.74	0.06
18	Behavior Modification Techniques	554	3.40	0.04	804	3.48	0.03	303	3.62	0.05
19	Behavioral Health Issues	559	3.48	0.04	799	3.76	0.03	301	3.67	0.05
20	Behavioral Management Techniques	557	3.51	0.04	795	3.71	0.03	303	3.71	0.05
21	Biohazardous Material Disposal	555	3.83	0.04	803	3.84	0.04	304	3.73	0.06
22	Biohazardous Material Handling	558	3.99	0.04	803	3.97	0.04	301	3.82	0.06
23	Biohazardous Materials	556	3.92	0.04	798	3.89	0.03	299	3.75	0.06
24	Blood Product Administration	557	4.57	0.03	799	4.32	0.03	303	3.89	0.07
25	Blood Product Complications	558	4.62	0.03	800	4.41	0.03	303	4.01	0.07
26	Blood Product Types	556	4.24	0.04	793	4.01	0.04	303	3.78	0.07
27	Blood Specimen Collection Techniques	556	3.99	0.04	800	3.51	0.04	300	3.66	0.06
28	Body Image Changes	555	3.21	0.04	799	3.52	0.03	300	3.30	0.05

Survey Position #	Knowledge of:	Newly Licensed RN			RN Educator			RN Supervisor		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
29	Body Mechanics	554	3.86	0.04	796	4.25	0.03	302	4.29	0.04
30	Characteristics of a Therapeutic Environment	557	3.57	0.04	801	3.99	0.03	300	3.70	0.05
31	Client Advocacy	558	4.32	0.03	802	4.38	0.02	304	4.08	0.05
32	Client Coping Mechanisms	555	3.79	0.03	802	4.06	0.03	303	3.89	0.04
33	Client Diagnostic Results	557	4.13	0.03	801	4.19	0.03	303	4.07	0.04
34	Client Diet Types	556	3.72	0.04	802	3.78	0.03	304	3.68	0.04
35	Client Education	552	4.18	0.03	801	4.37	0.02	303	4.09	0.04
36	Client Identifiers	551	4.26	0.04	800	4.41	0.03	296	4.06	0.06
37	Client Intake and Output	556	4.10	0.04	802	4.21	0.03	301	4.02	0.05
38	Client Lab Results	550	4.42	0.03	794	4.35	0.02	299	4.25	0.04
39	Client Needs Assessment	556	4.12	0.03	793	4.32	0.03	303	4.27	0.04
40	Client Positioning	552	4.07	0.03	799	4.11	0.03	300	4.11	0.04
41	Client Prioritization	555	4.47	0.03	796	4.62	0.02	300	4.26	0.05
42	Client Responsibilities	555	3.73	0.04	797	3.93	0.03	303	3.79	0.05
43	Client Rights	554	4.23	0.03	799	4.43	0.02	303	4.29	0.04
44	Client Risk Assessment	556	4.22	0.03	798	4.41	0.02	302	4.27	0.04
45	Client Risk Factors	560	4.06	0.03	798	4.24	0.02	302	4.06	0.05
46	Client Safety	562	4.60	0.03	799	4.80	0.02	301	4.49	0.04
47	Client Safety Precautions	561	4.40	0.03	794	4.64	0.02	301	4.32	0.04
48	Client Sleep/Rest Requirements	558	3.64	0.04	799	3.79	0.03	300	3.64	0.05
49	Code of Ethics	561	4.20	0.03	801	4.48	0.02	303	4.35	0.04
50	Communicable Diseases	560	4.27	0.03	800	4.06	0.03	300	4.09	0.05
51	Community Resources	559	3.52	0.04	800	3.64	0.03	298	3.37	0.05
52	Complications of Hypo/Hyperthermia	560	3.94	0.04	800	3.76	0.03	302	3.65	0.06
53	Complications of Phototherapy	558	3.39	0.05	801	3.31	0.04	301	3.00	0.06
54	Comprehensive Health History	562	4.20	0.03	798	4.37	0.03	302	4.33	0.04
55	Comprehensive Physical Assessment	560	4.49	0.03	802	4.55	0.02	303	4.57	0.03
56	Confidentiality and Privacy Requirements	559	4.35	0.03	798	4.54	0.02	301	4.34	0.05
57	Conflict Resolution Process	562	3.64	0.04	799	3.79	0.03	303	3.84	0.05

Table 8. Knowledge Statement Importance Ratings

Table 8. Knowledge Statement Importance Ratings									
Survey Position #	Knowledge of:	Newly Licensed RN			RN Educator			RN Supervisor		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
58	Conflict Resolution Techniques	558	3.66	0.04	797	3.82	0.03	301	3.85	0.05
59	Controlled Substances	559	4.06	0.03	800	4.10	0.03	301	4.13	0.05
60	Coping Mechanisms	557	3.68	0.03	798	3.89	0.03	302	3.80	0.05
61	Cost Effective Measures	560	3.47	0.04	800	3.56	0.03	301	3.51	0.05
62	Cultural Awareness	560	3.79	0.04	801	4.12	0.03	302	3.90	0.05
63	Cultural Factors Affecting Care	559	3.85	0.04	800	4.15	0.03	300	3.91	0.05
64	Data Collection	556	3.88	0.04	802	4.03	0.03	301	3.70	0.05
65	Delegation	559	4.01	0.03	802	4.15	0.03	302	3.87	0.05
66	Diagnostic Tests	560	4.12	0.03	803	4.08	0.03	301	4.08	0.04
67	Disclosure of Errors	560	4.16	0.03	801	4.48	0.03	302	4.33	0.04
68	Disease Process	562	4.32	0.03	800	4.34	0.02	302	4.42	0.04
69	Documentation Process	560	4.34	0.03	803	4.39	0.02	302	4.50	0.04
70	Drainage Device Care	560	3.81	0.04	801	3.64	0.03	302	3.75	0.05
71	Dressing Change Techniques	561	4.04	0.03	800	3.91	0.03	302	4.05	0.04
72	Effects of Substance Abuse	559	3.74	0.04	802	3.84	0.03	301	3.63	0.05
73	Emergency Care Procedures	560	4.41	0.03	801	4.21	0.03	301	4.16	0.05
74	Emergency Response Plans	560	4.26	0.04	802	3.92	0.03	299	3.99	0.05
75	End-of-life Care	558	3.92	0.04	803	3.90	0.03	302	4.17	0.04
76	Ethical Principles	561	4.04	0.04	801	4.43	0.02	301	4.27	0.04
77	Evidence-based Practice	560	4.05	0.04	802	4.36	0.03	302	4.18	0.04
78	Family Dynamics	561	3.46	0.04	797	3.75	0.03	299	3.70	0.05
79	Fluid and Electrolyte Imbalance	562	4.50	0.03	801	4.43	0.02	302	4.34	0.04
80	Focused Assessment	559	4.39	0.03	796	4.46	0.02	302	4.22	0.04
81	Gastric Tube Insertion	560	3.72	0.04	801	3.42	0.04	302	3.50	0.06
82	Generic and Trade Medication Names	561	4.09	0.04	801	4.10	0.03	303	4.02	0.05
83	Grief Process	559	3.52	0.04	801	3.76	0.03	303	3.77	0.04
84	Handoff or Handovers	560	3.94	0.04	795	4.24	0.03	298	4.00	0.06
85	Health Promotion and Maintenance Recommendations	562	3.83	0.03	799	3.94	0.03	303	3.58	0.05
86	Hemodialysis Care	558	3.73	0.04	796	3.09	0.04	303	3.26	0.06
87	Hemostasis	557	4.01	0.04	798	3.91	0.03	302	3.78	0.05
88	High Risk Health Behaviors	559	3.79	0.04	799	3.89	0.03	303	3.67	0.05

Survey Position #	Knowledge of:	Newly Licensed RN			RN Educator			RN Supervisor		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
89	Incident Reporting	561	4.00	0.04	799	4.12	0.03	299	4.13	0.05
90	Infant Care	555	3.63	0.05	799	3.47	0.04	299	3.04	0.07
91	Infection Control Standards	559	4.54	0.03	802	4.58	0.02	302	4.67	0.03
92	Infection Transmission	559	4.56	0.03	803	4.55	0.02	303	4.62	0.04
93	Informed Consent	560	4.40	0.03	798	4.47	0.02	301	4.33	0.04
94	Infusion Delivery Devices	560	4.07	0.04	799	3.73	0.03	298	3.82	0.05
95	Interdisciplinary Resources	559	3.59	0.04	796	3.57	0.03	300	3.67	0.04
96	Intraoperative Care	560	3.64	0.04	801	3.17	0.04	300	3.11	0.06
97	Invasive Procedures	559	3.97	0.04	797	3.62	0.03	301	3.51	0.06
98	Irrigation Techniques	558	3.72	0.04	796	3.44	0.03	298	3.57	0.05
99	Isolation Guidelines	561	4.25	0.03	798	4.26	0.03	298	4.24	0.05
100	Labor Process	560	3.39	0.05	799	3.27	0.04	300	2.94	0.07
101	Learning Strategies	561	3.45	0.04	798	3.63	0.03	300	3.48	0.05
102	Learning Styles	559	3.35	0.04	800	3.51	0.03	302	3.38	0.05
103	Life Transitions	558	3.34	0.04	798	3.41	0.03	301	3.28	0.05
104	Material Safety Data Sheet (MSDS)	561	3.42	0.05	799	3.26	0.04	298	3.45	0.06
105	Maternal Fetal Monitoring	557	3.52	0.05	801	3.10	0.04	301	2.85	0.07
106	Medical Terminology	562	4.23	0.03	800	4.30	0.03	295	4.32	0.04
107	Medication Allergies	560	4.58	0.03	799	4.54	0.02	300	4.47	0.04
108	Medication Calculations	558	4.60	0.03	797	4.72	0.02	298	4.40	0.05
109	Medication Classifications	556	4.25	0.03	799	4.38	0.02	299	4.15	0.05
110	Medication Contraindications	559	4.50	0.03	799	4.50	0.02	300	4.35	0.04
111	Medication Error Prevention	560	4.70	0.02	801	4.77	0.02	301	4.59	0.04
112	Medication Incompatibilities	560	4.52	0.03	799	4.45	0.03	299	4.31	0.04
113	Medication Interactions	557	4.47	0.03	800	4.41	0.03	297	4.33	0.04
114	Medication Reconciliation	559	4.23	0.03	799	4.28	0.03	300	4.37	0.04
115	Medication Side Effects	560	4.45	0.03	797	4.50	0.02	300	4.39	0.04
116	Medication Therapeutic Effects	561	4.35	0.03	795	4.48	0.02	299	4.26	0.04
117	Metric Conversions	559	3.77	0.04	796	3.84	0.04	300	3.71	0.06
118	Moderate Sedation	561	3.67	0.04	797	3.44	0.03	298	3.32	0.06
119	Nasogastric Tubes	560	3.75	0.04	800	3.56	0.03	301	3.52	0.05

Table 8. Knowledge Statement Importance Ratings									
Survey Position #	Knowledge of:	Newly Licensed RN			RN Educator			RN Supervisor		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
120	Newborn Care	560	3.44	0.05	795	3.32	0.04	300	2.90	0.07
121	Nonpharmacological Comfort Measures	561	3.83	0.04	795	4.07	0.03	299	3.93	0.05
122	Nonverbal Cues	560	3.82	0.04	801	3.98	0.03	301	3.80	0.05
123	Normal Anatomy and Physiology	561	4.23	0.03	798	4.27	0.03	301	4.35	0.04
124	Normal Growth and Development	559	3.90	0.04	798	4.13	0.03	301	3.85	0.06
125	Normal Vital Signs	559	4.50	0.03	794	4.54	0.02	301	4.42	0.04
126	Nurse Self Awareness	559	3.97	0.04	795	3.96	0.03	300	3.93	0.05
127	Nursing Process	560	4.08	0.04	798	4.30	0.03	301	4.28	0.04
128	Nutritional Assessment	559	3.70	0.04	796	3.76	0.03	297	3.73	0.05
129	Occupational Factors Affecting Care	562	3.49	0.04	795	3.32	0.03	300	3.29	0.05
130	Older Adult Client Care	561	3.99	0.03	797	4.05	0.03	299	4.05	0.05
131	Order Accuracy and Timeliness	555	4.17	0.03	795	4.35	0.03	302	4.41	0.04
132	Organ Donation Process	558	3.34	0.05	795	2.95	0.03	300	3.05	0.06
133	Orthopedic Devices	561	3.43	0.04	799	3.14	0.03	298	3.38	0.05
134	Ostomy Care	563	3.69	0.04	797	3.37	0.03	299	3.67	0.05
135	Oxygen Delivery Systems	559	4.23	0.03	797	4.10	0.03	301	4.04	0.05
136	Pacing Devices	560	3.84	0.04	793	3.06	0.04	301	3.37	0.06
137	Pain Management	560	4.48	0.03	797	4.63	0.02	301	4.66	0.03
138	Pain Management Techniques	561	4.39	0.03	797	4.61	0.02	297	4.61	0.03
139	Pain Scales	560	4.21	0.03	806	4.38	0.02	301	4.42	0.04
140	Palliative Care	557	3.78	0.04	801	3.73	0.03	299	4.00	0.05
141	Parenteral Nutrition	559	3.89	0.04	800	3.73	0.03	299	3.75	0.05
142	Performance Improvement	556	3.60	0.04	803	3.50	0.03	299	3.65	0.05
143	Peripheral Intravenous Lines	555	4.36	0.03	803	4.18	0.03	299	4.15	0.05
144	Peritoneal Dialysis Care	557	3.54	0.05	801	2.95	0.04	299	3.12	0.06
145	Personal Protective Equipment	560	4.32	0.03	801	4.36	0.03	301	4.37	0.04
146	Pharmacology	558	4.41	0.03	796	4.49	0.02	301	4.30	0.04
147	Phototherapy	561	3.11	0.05	798	2.90	0.04	301	2.72	0.06
148	Plan of Care	560	4.02	0.04	800	4.22	0.03	301	4.34	0.04
149	Plan of Care Types	558	3.71	0.04	801	3.68	0.03	299	3.97	0.05
150	Postmortem Care	560	3.32	0.04	800	3.08	0.04	299	3.29	0.06

Survey Position #	Knowledge of:	Newly Licensed RN			RN Educator			RN Supervisor		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
151	Postoperative Care	561	4.13	0.04	800	4.06	0.03	299	3.78	0.06
152	Postpartum Assessment Techniques	559	3.60	0.05	798	3.43	0.04	301	3.01	0.07
153	Postpartum Care	556	3.60	0.05	794	3.44	0.04	302	3.05	0.07
154	Practice Errors	557	4.02	0.04	799	4.25	0.03	301	4.04	0.05
155	Prenatal Care	560	3.51	0.05	799	3.31	0.04	301	2.93	0.07
156	Preoperative Care	558	3.84	0.04	797	3.79	0.03	301	3.42	0.06
157	Preschool Client Care	560	3.23	0.05	796	3.05	0.04	301	2.66	0.07
158	Prevention and Treatment Techniques	560	4.04	0.03	801	3.99	0.03	300	3.79	0.05
159	Procedure or Treatment Complications	561	4.20	0.03	801	4.14	0.03	301	4.03	0.05
160	Professional Communication	558	4.20	0.03	801	4.48	0.02	302	4.34	0.04
161	Professional Competency Limitations	557	4.01	0.03	797	4.29	0.03	301	4.19	0.05
162	Professional Resources	559	3.80	0.04	802	3.88	0.03	301	3.80	0.05
163	Proper Client Identification	558	4.65	0.03	804	4.80	0.02	300	4.54	0.04
164	Psychological Assessment	559	3.89	0.03	802	3.99	0.03	301	3.81	0.05
165	Psychological Assessment Tools	559	3.75	0.04	804	3.68	0.03	301	3.63	0.05
166	Psychosocial Assessment	559	3.75	0.04	801	3.99	0.03	301	3.77	0.05
167	Psychosocial Factors Affecting Care	560	3.75	0.03	801	3.96	0.03	301	3.78	0.05
168	Pulmonary Hygiene Techniques	556	4.04	0.04	799	3.75	0.03	301	3.80	0.05
169	Regulatory Guidelines	556	3.81	0.04	803	3.81	0.03	302	4.03	0.05
170	Reportable Conditions	558	4.09	0.03	800	4.02	0.03	302	4.21	0.04
171	Reporting Process	560	3.99	0.03	801	3.99	0.03	302	4.09	0.05
172	Rights of Medication Administration	558	4.64	0.02	802	4.79	0.02	301	4.70	0.03
173	Risk Reduction Interventions	558	4.18	0.03	800	4.29	0.03	300	4.13	0.04
174	Safe Client Handling	560	4.34	0.03	801	4.53	0.02	300	4.35	0.04
175	Safe Equipment Use	558	4.26	0.03	798	4.30	0.03	301	4.16	0.05
176	School Age Client Care	557	3.37	0.05	797	3.22	0.04	301	2.78	0.07
177	Scope of Practice	558	4.33	0.03	802	4.46	0.03	299	4.49	0.04
178	Screening Tools	558	3.73	0.03	797	3.55	0.03	299	3.55	0.05
179	Security Plans	559	3.61	0.04	798	3.56	0.04	298	3.37	0.05

Table 8. Knowledge Statement Importance Ratings

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Survey Position #	Knowledge of:	Newly Licensed RN			RN Educator			RN Supervisor		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
180	Skin Integrity Interventions	560	4.34	0.03	796	4.26	0.03	302	4.40	0.04
181	Specimen Collection Techniques	559	3.99	0.03	805	3.77	0.03	301	3.90	0.05
182	Spiritual Factors Affecting Care	561	3.52	0.04	801	3.76	0.03	298	3.70	0.05
183	Stages of Death and Dying	560	3.66	0.04	800	3.63	0.03	300	3.93	0.04
184	Suctioning Techniques	561	4.10	0.03	797	3.87	0.03	299	4.00	0.05
185	Supervision	559	3.81	0.04	802	3.86	0.03	301	3.95	0.05
186	Techniques to Promote Circulation	563	4.29	0.03	808	4.16	0.03	300	4.02	0.04
187	Telemetry	561	4.01	0.04	801	3.21	0.04	296	3.22	0.06
188	Temperature Regulation Techniques	562	3.94	0.03	804	3.86	0.03	298	3.66	0.05
189	Therapeutic Communication	561	4.05	0.03	804	4.44	0.02	300	3.94	0.05
190	Therapeutic Interventions	561	4.03	0.03	801	4.34	0.02	298	3.93	0.05
191	Time Management Techniques	561	4.35	0.03	802	4.23	0.03	297	4.27	0.04
192	Tissue Perfusion	561	4.38	0.03	802	4.21	0.03	297	3.95	0.05
193	Transcription Process	559	3.53	0.04	801	3.30	0.04	299	3.73	0.07
194	Treatment Order Components	561	3.79	0.04	801	3.75	0.03	299	3.93	0.05
195	Treatment Regimens	558	3.89	0.03	803	3.75	0.03	297	3.86	0.05
196	Tube Feedings	560	3.88	0.04	805	3.64	0.03	299	3.81	0.05
197	Types of Abuse and Neglect	562	3.92	0.04	805	4.01	0.03	300	4.25	0.04
198	Types of Allergic Reactions	563	4.38	0.03	804	4.25	0.03	300	4.25	0.05
199	Types of Restraints	562	3.71	0.04	801	3.84	0.03	299	3.81	0.06
200	Unsafe Practices	561	4.34	0.03	800	4.57	0.02	299	4.46	0.04
201	Urinary Catheters	561	4.15	0.03	807	4.01	0.03	300	4.03	0.04
202	Urinary Catheter Insertion	560	4.22	0.03	802	4.03	0.03	298	4.08	0.04
203	Venous Access Device Complications	558	4.34	0.03	803	4.10	0.03	298	4.14	0.05
204	Venous Access Device Types	559	4.12	0.03	807	3.86	0.03	299	4.00	0.05
205	Venous Access Interventions	560	4.21	0.03	802	4.00	0.03	300	4.03	0.05
206	Venous Complications	559	4.32	0.03	801	4.10	0.03	297	4.08	0.05
207	Venous Interventions	558	4.18	0.03	801	3.99	0.03	298	3.97	0.05

Table 8. Knowledge Statement Importance Ratings									
Survey Position #	Knowledge of:	Newly Licensed RN			RN Educator			RN Supervisor		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
208	Venous Return Devices	553	4.06	0.03	797	3.75	0.03	299	3.84	0.05
209	Venous Site Assessment	557	4.33	0.03	796	4.22	0.03	295	4.11	0.05
210	Ventilation/Oxygenation Complications	559	4.54	0.03	799	4.34	0.03	300	4.15	0.06
211	Ventilator Management	560	3.95	0.04	801	3.11	0.04	299	3.27	0.07
212	Vulnerable Populations	558	3.57	0.04	804	3.85	0.03	299	3.55	0.06
213	Withdrawal Symptoms	560	3.90	0.04	803	3.84	0.03	298	3.62	0.05
214	Wound Assessment	560	4.31	0.03	801	4.24	0.03	298	4.39	0.04
215	Wound Care	560	4.28	0.03	803	4.15	0.03	299	4.31	0.04

Knowledge Statement Subgroup Analysis

Primary Job Title

The average knowledge statement importance ratings of Newly Licensed RNs, RN Educators and RN Supervisors were cross-analyzed for meaningful differences between these job titles. Appendix H presents a table with each knowledge statement's average value for each primary job title. The least important knowledge statement for Newly Licensed RNs and RN Educators was "phototherapy," with an average value of 3.11 and 2.90, respectively. RN Supervisors rated "preschool client care" the lowest with an average value of 2.66. The most important knowledge statement for Newly Licensed RNs was "medication error prevention" with an average value of 4.70. RN Educators rated "client safety" the highest with an average value of 4.80. For RN Supervisors, "rights of medication administration" was the most important, with an average rating of 4.70. In general, there were few differences in importance ratings based on job title.

Facility

The average importance ratings of the knowledge statements of responders from hospitals, long-term care and other facilities were cross-analyzed for meaningful differences. Responders answering hospital and community-based facility rated "phototherapy" as the least important knowledge statement, with average values of 2.92 and 2.91,

respectively. Responders answering long-term care facility and "other" for their facility rated "preschool client care" the lowest, with an average value of 2.75 and 3.03, respectively. The most important knowledge statement for responders working in hospitals, community-based facilities and "other" facilities was "medication error prevention," with average values of 4.73, 4.71 and 4.77, respectively. Individuals working in long-term care facilities rated "rights of medication administration" highest with an average value of 4.71. Average importance values for all knowledge statements by facilities are listed in Appendix I.

Summary

Responders to the 2011 Knowledge of Newly Licensed RNs Survey found the statements listed in the survey to be representative of the knowledge necessary for safe and effective professional practice of newly licensed RNs. There were similar importance ratings of the knowledge statements for Newly Licensed RNs, RN Educators, RN Supervisors and SMEs.

CONCLUSION

Based on the reliability of the knowledge statement instrument, the survey of the nonresponders, the validation of the knowledge statement importance ratings by SMEs, and the similarity of knowledge statement importance ratings by Newly Licensed RNs, RN Educators and RN Supervisors, the results of this survey can be used to inform item development.

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APPENDIX A: 2011 KNOWLEDGE SURVEY METHODOLOGY REVIEWERS

Ying Du, PhD, is a psychometrician at the American Board of Pediatrics, a position she has held for nearly five years. Du received her PhD in Educational Psychology and Methodology from the University at Albany, State University of New York in 2007. During her time there, she served as a research assistant at the Evaluation Consortium. In her position as psychometrician, she is responsible for psychometric activities of the American Board of Pediatrics examinations. She has extensive experience conducting and managing key examination activities, including practice analyses. She also ensures that test development processes are conducted according to psychometric standards. In 2009, she co-authored an article in the *Journal of Pediatrics* on a practice analysis conducted for the general pediatrics certification examinations.

Dorinda Gallant, PhD, is an assistant professor at The Ohio State University College of Education and Human Ecology. In her role as professor, Gallant teaches numerous classes related to educational measurement, research and evaluation. While working towards her PhD, Gallant worked in the office of Program Evaluation at the University of South Carolina where she was involved in developing and managing a variety of program evaluations. She has co-authored numerous articles evaluating and providing validity evidence for assessment programs. Gallant has also served as a manuscript reviewer for *Applied Psychological Measurement* and *Review of Educational Research*.

Adisack Nhouyvanisvong, PhD, is president and co-founder of Naiku, Inc., a company specializing in innovative assessment tools. Nhouyvanisvong's career consists of more than 12 years of experience in both educational and professional licensure, and certification examinations. His experience includes management of high-stakes assessments for the Minnesota Department of Education, and extensive psychometric work with computer-based and computerized adaptive testing at companies including Pearson VUE and Educational Testing Services. During his time at Pearson VUE, Nhouyvanisvong was the lead psychometrician on the NCLEX® examinations.

APPENDIX B: SUBJECT MATTER EXPERT PANEL FOR THE 2011 KNOWLEDGE OF NEWLY LICENSED RNS SURVEY

<div align="center">Area I</div>

Member: Alison Pyle, MN, MPH, RN
               Clinical Education Specialist
               Virginia Mason Medical Center

Board: Washington State Nursing Care Quality Assurance Commission

Specialty: Medical/Surgical

Pyle has been in nursing for five years and currently develops and facilitates the medical/surgical residency program and the nurse technician program at her facility. She is a member of the Washington State Nurses Association and the King County Nurses Association. Pyle also participates on the curriculum committee and admissions committee for the University of Washington.

Member: Julie Overbey, MS, RN, FNP-C
               Clinical Educator
               Banner Good Samaritan Medical Center

Board: Arizona State Board of Nursing

Specialty: Hematology/Oncology

Overbey has 13 years of nursing experience. As a clinical educator, she uses a professional framework model to guide newly licensed nurses throughout their orientation process to assist in the transition from novice to expert nurse. Overbey is a member of the Oncology Nursing Society, American Association of Critical Care Nurses, American Nurses Association and American Academy of Nurse Practitioners. She also belongs to the Arizona Nurses Association and Sigma Theta Tau.

Member: Drew Rucker, RN
               Staff Nurse
               Banner Baywood Medical Center

Board: Arizona State Board of Nursing

Specialty: Medical/Surgical

Rucker is a newly licensed RN. She currently works with stroke and neurology patients, as well as general medical/surgical patients.

Area II

Member: Jessica Vagle, MSN, RN, CNS
                  Assistant Director of Adult Health Care
                  Rice Memorial Hospital

Board: Minnesota Board of Nursing

Specialty: Medical/Surgical

Vagle has 16 years of nursing experience and has developed a new graduate residency program, as well as an orientation program in her facility. She also develops evidence-based protocols, guidelines and plans of care, and trains staff to optimize their use.

Member: Christine Baker, MSN, RN, CEN
                  Nurse Educator
                  Genesys Regional Medical Center

Board: Michigan/DCH/Bureau of Health Professions

Specialty: Emergency Medicine

Baker has 26 years of nursing experience and currently works with new nurses in orientation, as well as precepting them to telemetry and the emergency department. She also speaks to high school students in a skill center to promote the nursing profession. Baker is a member of the Emergency Nurses Association and has served as a delegate for the Michigan Emergency Nurses Association.

Area III

Member: Shantell Dixon, MSN, CNS, RN, CCRN
                  Clinical Director
                  West Jefferson Medical Center

Board: Louisiana State Board of Nursing

Specialty: Critical Care

Dixon has 21 years of nursing experience and as clinical director, facilitates the transition of newly licensed nurses into the workplace. She was honored as a Louisiana Great 100 Nurse in 2001 and is a member of many organizations, including the American Association of Critical Care Nursing, Sigma Theta Tau International and Louisiana State Nurses Association.

Member: David James, MSN, RN, CCRN
                  Advanced Nursing Coordinator
                  The University of Alabama Hospital

Board: Alabama Board of Nursing

Specialty: Critical Care

James has 12 years of nursing experience and currently works in the medical intensive care unit where he coordinates and supervises the orientation of all newly licensed nurses hired on his unit. He also serves as a preceptor for undergraduate nursing students and has recently served as an adjunct clinical instructor. James also serves as a committee member for the University of Alabama at Birmingham Hospital and University of Alabama at Birmingham School of Nursing joint committee.

Area IV

Member: Tracey Young, RN
                   Staff Nurse
                   Geisinger Medical Center

Board: Pennsylvania State Board of Nursing

Specialty: Surgery and Obstetrics/Gynecology

Young has 13 years of nursing experience and currently works as a staff nurse in the operating room where she precepts newly licensed nurses who participate in a formalized preceptorship program. She also has a background in maternal/child health and is certified to teach childbirth education classes. Young is also a member of the Association of periOperative Registered Nurses, and was the recipient of the Nurse of Hope Award in 1994 and the National Student Nursing Award in 2000.

APPENDIX C: 2011 KNOWLEDGE OF NEWLY LICENSED RNS SURVEY

NCSBN
National Council of State Boards of Nursing

National Council of State Boards of Nursing (NCSBN)
REGISTERED NURSE (RN)
NURSING KNOWLEDGE SURVEY

This survey is part of a study of the knowledge of newly licensed RNs in the U.S. and its territories. The study is being performed by NCSBN on behalf of your board of nursing. Please complete and return this form as soon as possible. This is your opportunity to help inform the NCLEX examination that future candidates will take.

INSTRUCTIONS

Please read each question carefully and respond by <u>filling in the oval</u> of the response that most closely represents your answer. When asked to write in information, print your answer legibly in the space provided.

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

Correct marks	Incorrect marks	• Use a pencil. • Make heavy dark marks that fill the oval completely. • If you want to change an answer and used a pencil, erase completely.

1. **What type(s) of nursing license do you hold?**
   (Select ALL that apply)
   ○ Advanced Practice Registered Nurse (APRN)
   ○ Registered Nurse (RN)
   ○ Licensed Practical Nurse/Vocational Nurse (LPN/VN)

2. **I am primarily:** *(Mark only ONE)*
   ○ Newly Licensed RN
   ○ Nurse Educator
   ○ Nurse Supervisor/Director

3. **How long have you been in the position you selected in question 2? (For newly licensed RNs – how long since you graduated from your nursing program?)**

   YEARS   MONTHS

   ⓪⓪   ⓪⓪
   ①①   ①①
   ②②   ②②
   ③③   ③③
   ④④   ④④
   ⑤⑤   ⑤⑤
   ⑥⑥   ⑥⑥
   ⑦⑦   ⑦⑦
   ⑧⑧   ⑧⑧
   ⑨⑨   ⑨⑨

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SECTION 1: KNOWLEDGE STATEMENTS

This section contains a list of knowledge statements applicable to nursing practice in a variety of settings. For each knowledge statement please mark the degree of importance, whether or not it applies to your practice setting. For each knowledge statement, one question is asked:

Question - Importance:

How important is the possession of this <u>knowledge</u> by a newly licensed RN for safe and effective professional practice, <u>regardless of specific practice setting</u>?

  1 = **Not Important**
  2 = **Minimally Important**
  3 = **Moderately Important**
  4 = **Important**
  5 = **Critically Important**

KNOWLEDGE OF:

	IMPORTANCE				
	1 Not Important	2 Minimally Important	3 Moderately Important	4 Important	5 Critically Important
1. activities of daily living	①	②	③	④	⑤
2. adolescent client care	①	②	③	④	⑤
3. adult client care	①	②	③	④	⑤
4. advance directives	①	②	③	④	⑤
5. aging process	①	②	③	④	⑤
6. allergic reaction interventions	①	②	③	④	⑤
7. allergies	①	②	③	④	⑤
8. alteration in hemodynamics	①	②	③	④	⑤
9. altered elimination interventions	①	②	③	④	⑤
10. alternatives to restraints	①	②	③	④	⑤
11. anatomy and physiology	①	②	③	④	⑤
12. appropriate use of abbreviations	①	②	③	④	⑤
13. arterial line complications	①	②	③	④	⑤
14. arterial line site assessment	①	②	③	④	⑤
15. assistive devices	①	②	③	④	⑤
16. barriers to learning	①	②	③	④	⑤
17. basic cardiac rhythms	①	②	③	④	⑤
18. behavior modification techniques	①	②	③	④	⑤
19. behavioral health issues	①	②	③	④	⑤
20. behavioral management techniques	①	②	③	④	⑤
21. biohazardous material disposal	①	②	③	④	⑤
22. biohazardous material handling	①	②	③	④	⑤
23. biohazardous materials	①	②	③	④	⑤
24. blood product administration	①	②	③	④	⑤
25. blood product complications	①	②	③	④	⑤
26. blood product types	①	②	③	④	⑤
27. blood specimen collection techniques	①	②	③	④	⑤
28. body image changes	①	②	③	④	⑤
29. body mechanics	①	②	③	④	⑤
30. characteristics of a therapeutic environment	①	②	③	④	⑤
31. client advocacy	①	②	③	④	⑤
32. client coping mechanisms	①	②	③	④	⑤
33. client diagnostic results	①	②	③	④	⑤
34. client diet types	①	②	③	④	⑤
35. client education	①	②	③	④	⑤
36. client identifiers	①	②	③	④	⑤
37. client intake and output	①	②	③	④	⑤
38. client lab results	①	②	③	④	⑤
39. client needs assessment	①	②	③	④	⑤
40. client positioning	①	②	③	④	⑤
41. client prioritization	①	②	③	④	⑤
42. client responsibilities	①	②	③	④	⑤
43. client rights	①	②	③	④	⑤
44. client risk assessment	①	②	③	④	⑤

2

■   ■   ■   ■

SECTION 1: KNOWLEDGE STATEMENTS *(continued)*

Question - Importance:

How important is the possession of this <u>knowledge</u> by a newly licensed RN for safe and effective professional practice, <u>regardless of specific practice setting</u>?

1 = **Not Important**
2 = **Minimally Important**
3 = **Moderately Important**
4 = **Important**
5 = **Critically Important**

KNOWLEDGE OF:	1 Not Important	2 Minimally Important	3 Moderately Important	4 Important	5 Critically Important
45. client risk factors	①	②	③	④	⑤
46. client safety	①	②	③	④	⑤
47. client safety precautions	①	②	③	④	⑤
48. client sleep/rest requirements	①	②	③	④	⑤
49. code of ethics	①	②	③	④	⑤
50. communicable diseases	①	②	③	④	⑤
51. community resources	①	②	③	④	⑤
52. complications of hypo/hyperthermia	①	②	③	④	⑤
53. complications of phototherapy	①	②	③	④	⑤
54. comprehensive health history	①	②	③	④	⑤
55. comprehensive physical assessment	①	②	③	④	⑤
56. confidentiality and privacy requirements	①	②	③	④	⑤
57. conflict resolution process	①	②	③	④	⑤
58. conflict resolution techniques	①	②	③	④	⑤
59. controlled substances	①	②	③	④	⑤
60. coping mechanisms	①	②	③	④	⑤
61. cost effective measures	①	②	③	④	⑤
62. cultural awareness	①	②	③	④	⑤
63. cultural factors affecting care	①	②	③	④	⑤
64. data collection	①	②	③	④	⑤
65. delegation	①	②	③	④	⑤
66. diagnostic tests	①	②	③	④	⑤
67. disclosure of errors	①	②	③	④	⑤
68. disease process	①	②	③	④	⑤
69. documentation process	①	②	③	④	⑤
70. drainage device care	①	②	③	④	⑤
71. dressing change techniques	①	②	③	④	⑤
72. effects of substance abuse	①	②	③	④	⑤
73. emergency care procedures	①	②	③	④	⑤
74. emergency response plans	①	②	③	④	⑤
75. end of life care	①	②	③	④	⑤
76. ethical principles	①	②	③	④	⑤
77. evidence-based practice	①	②	③	④	⑤
78. family dynamics	①	②	③	④	⑤
79. fluid and electrolyte imbalance	①	②	③	④	⑤
80. focused assessment	①	②	③	④	⑤
81. gastric tube insertion	①	②	③	④	⑤
82. generic and trade medication names	①	②	③	④	⑤
83. grief process	①	②	③	④	⑤
84. handoff or handovers	①	②	③	④	⑤
85. health promotion and maintenance recommendations	①	②	③	④	⑤
86. hemodialysis care	①	②	③	④	⑤
87. hemostasis	①	②	③	④	⑤
88. high risk health behaviors	①	②	③	④	⑤
89. incident reporting	①	②	③	④	⑤
90. infant care	①	②	③	④	⑤
91. infection control standards	①	②	③	④	⑤

3

SECTION 1: KNOWLEDGE STATEMENTS *(continued)*

Question - Importance:

How important is the possession of this <u>knowledge</u> by a newly licensed RN for safe and effective professional practice, <u>regardless of specific practice setting</u>?

1 = Not Important
2 = Minimally Important
3 = Moderately Important
4 = Important
5 = Critically Important

KNOWLEDGE OF:	1 Not Important	2 Minimally Important	3 Moderately Important	4 Important	5 Critically Important
92. infection transmission	①	②	③	④	⑤
93. informed consent	①	②	③	④	⑤
94. infusion delivery devices	①	②	③	④	⑤
95. interdisciplinary resources	①	②	③	④	⑤
96. intraoperative care	①	②	③	④	⑤
97. invasive procedures	①	②	③	④	⑤
98. irrigation techniques	①	②	③	④	⑤
99. isolation guidelines	①	②	③	④	⑤
100. labor process	①	②	③	④	⑤
101. learning strategies	①	②	③	④	⑤
102. learning styles	①	②	③	④	⑤
103. life transitions	①	②	③	④	⑤
104. Material Safety Data Sheet (MSDS)	①	②	③	④	⑤
105. maternal fetal monitoring	①	②	③	④	⑤
106. medical terminology	①	②	③	④	⑤
107. medication allergies	①	②	③	④	⑤
108. medication calculations	①	②	③	④	⑤
109. medication classifications	①	②	③	④	⑤
110. medication contraindications	①	②	③	④	⑤
111. medication error prevention	①	②	③	④	⑤
112. medication incompatibilities	①	②	③	④	⑤
113. medication interactions	①	②	③	④	⑤
114. medication reconciliation	①	②	③	④	⑤
115. medication side effects	①	②	③	④	⑤
116. medication therapeutic effects	①	②	③	④	⑤
117. metric conversions	①	②	③	④	⑤
118. moderate sedation	①	②	③	④	⑤
119. nasogastric tubes	①	②	③	④	⑤
120. newborn care	①	②	③	④	⑤
121. non-pharmacological comfort measures	①	②	③	④	⑤
122. non-verbal cues	①	②	③	④	⑤
123. normal anatomy and physiology	①	②	③	④	⑤
124. normal growth and development	①	②	③	④	⑤
125. normal vital signs	①	②	③	④	⑤
126. nurse self awareness	①	②	③	④	⑤
127. nursing process	①	②	③	④	⑤
128. nutritional assessment	①	②	③	④	⑤
129. occupational factors affecting care	①	②	③	④	⑤
130. older adult client care	①	②	③	④	⑤
131. order accuracy and timeliness	①	②	③	④	⑤
132. organ donation process	①	②	③	④	⑤
133. orthopedic devices	①	②	③	④	⑤
134. ostomy care	①	②	③	④	⑤
135. oxygen delivery systems	①	②	③	④	⑤
136. pacing devices	①	②	③	④	⑤
137. pain management	①	②	③	④	⑤
138. pain management techniques	①	②	③	④	⑤

4

SECTION 1: KNOWLEDGE STATEMENTS *(continued)*

Question - Importance:

How important is the possession of this <u>knowledge</u> by a newly licensed RN for safe and effective professional practice, <u>regardless of specific practice setting</u>?

  1 = **Not Important**
  2 = **Minimally Important**
  3 = **Moderately Important**
  4 = **Important**
  5 = **Critically Important**

KNOWLEDGE OF:

	IMPORTANCE				
	1 Not Important	2 Minimally Important	3 Moderately Important	4 Important	5 Critically Important
139. pain scales	①	②	③	④	⑤
140. palliative care	①	②	③	④	⑤
141. parenteral nutrition	①	②	③	④	⑤
142. performance improvement	①	②	③	④	⑤
143. peripheral intravenous lines	①	②	③	④	⑤
144. peritoneal dialysis care	①	②	③	④	⑤
145. personal protective equipment	①	②	③	④	⑤
146. pharmacology	①	②	③	④	⑤
147. phototherapy	①	②	③	④	⑤
148. plan of care	①	②	③	④	⑤
149. plan of care types	①	②	③	④	⑤
150. post-mortem care	①	②	③	④	⑤
151. postoperative care	①	②	③	④	⑤
152. postpartum assessment techniques	①	②	③	④	⑤
153. postpartum care	①	②	③	④	⑤
154. practice errors	①	②	③	④	⑤
155. prenatal care	①	②	③	④	⑤
156. preoperative care	①	②	③	④	⑤
157. preschool client care	①	②	③	④	⑤
158. prevention and treatment techniques	①	②	③	④	⑤
159. procedure or treatment complications	①	②	③	④	⑤
160. professional communication	①	②	③	④	⑤
161. professional competency limitations	①	②	③	④	⑤
162. professional resources	①	②	③	④	⑤
163. proper client identification	①	②	③	④	⑤
164. psychological assessment	①	②	③	④	⑤
165. psychological assessment tools	①	②	③	④	⑤
166. psychosocial assessment	①	②	③	④	⑤
167. psychosocial factors affecting care	①	②	③	④	⑤
168. pulmonary hygiene techniques	①	②	③	④	⑤
169. regulatory guidelines	①	②	③	④	⑤
170. reportable conditions	①	②	③	④	⑤
171. reporting process	①	②	③	④	⑤
172. rights of medication administration	①	②	③	④	⑤
173. risk reduction interventions	①	②	③	④	⑤
174. safe client handling	①	②	③	④	⑤
175. safe equipment use	①	②	③	④	⑤
176. school age client care	①	②	③	④	⑤
177. scope of practice	①	②	③	④	⑤
178. screening tools	①	②	③	④	⑤
179. security plans	①	②	③	④	⑤
180. skin integrity interventions	①	②	③	④	⑤
181. specimen collection techniques	①	②	③	④	⑤
182. spiritual factors affecting care	①	②	③	④	⑤
183. stages of death and dying	①	②	③	④	⑤
184. suctioning techniques	①	②	③	④	⑤
185. supervision	①	②	③	④	⑤

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SECTION 1: KNOWLEDGE STATEMENTS *(continued)*

Question - Importance:	IMPORTANCE				

How important is the possession of this <u>knowledge</u> by a newly licensed RN for safe and effective professional practice, <u>regardless of specific practice setting</u>?
 	
    1 = Not Important
    2 = Minimally Important
    3 = Moderately Important
    4 = Important
    5 = Critically Important
	1 Not Important	2 Minimally Important	3 Moderately Important	4 Important	5 Critically Important

KNOWLEDGE OF:					
186. techniques to promote circulation	①	②	③	④	⑤
187. telemetry	①	②	③	④	⑤
188. temperature regulation techniques	①	②	③	④	⑤
189. therapeutic communication	①	②	③	④	⑤
190. therapeutic interventions	①	②	③	④	⑤
191. time management techniques	①	②	③	④	⑤
192. tissue perfusion	①	②	③	④	⑤
193. transcription process	①	②	③	④	⑤
194. treatment order components	①	②	③	④	⑤
195. treatment regimens	①	②	③	④	⑤
196. tube feedings	①	②	③	④	⑤
197. types of abuse and neglect	①	②	③	④	⑤
198. types of allergic reactions	①	②	③	④	⑤
199. types of restraints	①	②	③	④	⑤
200. unsafe practices	①	②	③	④	⑤
201. urinary catheters	①	②	③	④	⑤
202. urinary catheter insertion	①	②	③	④	⑤
203. venous access device complications	①	②	③	④	⑤
204. venous access device types	①	②	③	④	⑤
205. venous access interventions	①	②	③	④	⑤
206. venous complications	①	②	③	④	⑤
207. venous interventions	①	②	③	④	⑤
208. venous return devices	①	②	③	④	⑤
209. venous site assessment	①	②	③	④	⑤
210. ventilation/oxygenation complications	①	②	③	④	⑤
211. ventilator management	①	②	③	④	⑤
212. vulnerable populations	①	②	③	④	⑤
213. withdrawal symptoms	①	②	③	④	⑤
214. wound assessment	①	②	③	④	⑤
215. wound care	①	②	③	④	⑤

216. **How well did the survey cover the important knowledge areas a newly licensed RN should possess, regardless of the practice setting?**

○ Very well   ○ Well   ○ Adequately   ○ Poorly

Please list any important knowledge areas you believe that a newly licensed RN should possess that are missing from the survey.

_____

_____

_____

_____

SECTION 2: WORK ENVIRONMENT

INSTRUCTIONS FOR *NEWLY LICENSED RNs*: Choose the following clinical setting or practice area that most accurately describes where you work.

INSTRUCTIONS FOR *NURSE EDUCATORS*: Choose the following clinical setting or practice area that most accurately describes where you supervise your students.

INSTRUCTIONS FOR *NURSE SUPERVISORS/DIRECTORS*: Choose the following clinical setting that most accurately describes the general population you supervise and/or the unit on which you work.

1. Which of the following <u>best</u> describes your area of practice? *(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 the end of life
- ○ Clients with behavioral/emotional conditions
- ○ Other, please specify: _____

2. Which of the following <u>best</u> describes the ages of the majority of your clients? *(Select ALL that apply)*
- ○ Newborn (less than 1 month)
- ○ Infant/toddler (1 month-2 years)
- ○ Preschool (ages 3-5)
- ○ School Age (ages 6-12)
- ○ Adolescent (ages 13-17)
- ○ Adult (ages 18-64)
- ○ Adult (ages 65-85)
- ○ Adult (over age 85)

3. Which of the following choices <u>best</u> describes your employment setting/specialty area? If you work mainly in one setting, fill in the appropriate oval for that one setting. If you work in more than one setting, fill in the appropriate oval for all the settings where you spend at least one-half of your time. *(Select <u>no more than two</u> 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
- ○ Psychiatric or any of its sub-specialties (e.g., detox)
- ○ Operating room, including outpatient surgery and surgicenters
- ○ Assisted living
- ○ Nursing home, skilled or intermediate care
- ○ Other long term care (e.g., residential care, developmental disability)
- ○ Rehabilitation
- ○ Subacute unit
- ○ Transitional care unit
- ○ Physician/dentist's office
- ○ Occupational health
- ○ Outpatient clinic
- ○ Home health, including visiting nurse associations
- ○ Public health
- ○ Student/school health
- ○ Hospice care
- ○ Prison/correctional facility/jail
- ○ Other, please specify: _____

4. Which of the following <u>best</u> describes the type of facility/organization where your employment setting/specialty area is located? *(Select only one)*
- ○ Hospital
- ○ Long-term care
- ○ Community-based or ambulatory care facility/organization (including public health department, visiting nurses association, home health, physician/dentist's office, clinic, school, prison, etc.)
- ○ Other, please specify: _____

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SECTION 3: DEMOGRAPHIC INFORMATION

1. What is your gender?

○ Male   ○ Female

2. What is your age in years?

YEARS

⓪⓪
①①
②②
③③
④④
⑤⑤
⑥⑥
⑦⑦
⑧⑧
⑨⑨

3. Which of the following is _most descriptive_ of your racial/ethnic background. *(Select ONE answer)*

○ African American   ○ Native American
○ Asian Indian   ○ Pacific Islander
○ Asian other   ○ White - not of Hispanic origin
○ Hispanic   ○ Other

4. What is your primary language?

○ English
○ English and another language
○ Another language

5. What is the highest degree completed that led to your current position?

○ RN - Diploma in U.S.
○ RN - Associate Degree in U.S.
○ RN - Baccalaureate Degree in U.S.
○ RN - Generic Masters Degree in U.S.
○ RN - Masters (Nurse Practitioner)
○ RN - Masters (Clinical Nurse Specialist)
○ RN - Masters (Nurse Midwife)
○ RN - Masters (CRNA)
○ RN - Generic Doctorate in U.S. (e.g., ND or PhD)
○ RN - Nursing Doctorate in U.S. (e.g., DNP)
○ Any nursing program NOT located in the U.S.
○ Other program,
   please specify: _____

SECTION 4: COMMENTS

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

Name: _____

E-mail Address: _____

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

_____
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  ④④④ ④④④ ④④④④
  ⑤⑤⑤ ⑤⑤⑤ ⑤⑤⑤⑤
  ⑥⑥⑥ ⑥⑥⑥ ⑥⑥⑥⑥
  ⑦⑦⑦ ⑦⑦⑦ ⑦⑦⑦⑦
  ⑧⑧⑧ ⑧⑧⑧ ⑧⑧⑧⑧
  ⑨⑨⑨ ⑨⑨⑨ ⑨⑨⑨⑨

After you complete this form, please return it in the enclosed postage-paid envelope.

Thank you for participating in this important work!

8

APPENDIX D: SUBJECT MATTER EXPERT (SME) KNOWLEDGE STATEMENT RATINGS RANK ORDERED BY AVERAGE IMPORTANCE

Preface: How important is this knowledge by a newly licensed registered nurse (RN) for safe and effective professional practice regardless of specific practice setting?

SME Knowledge Statement Ratings Rank Ordered by Average Importance*				
Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
157	Preschool Client Care	8	2.38	0.43
147	Phototherapy	7	2.57	0.28
176	School Age Client Care	8	2.63	0.43
155	Prenatal Care	7	2.71	0.39
53	Complications of Phototherapy	8	2.88	0.28
86	Hemodialysis Care	8	2.88	0.21
119	Nasogastric Tubes	8	2.88	0.28
144	Peritoneal Dialysis Care	8	2.88	0.33
152	Postpartum Assessment Techniques	8	2.88	0.33
211	Ventilator Management	8	2.88	0.28
100	Labor Process	8	3.00	0.18
105	Maternal Fetal Monitoring	8	3.00	0.25
120	Newborn Care	8	3.00	0.40
136	Pacing Devices	8	3.00	0.40
153	Postpartum Care	8	3.00	0.31
72	Effects of Substance Abuse	8	3.13	0.28
81	Gastric Tube Insertion	8	3.13	0.28
133	Orthopedic Devices	8	3.13	0.37
15	Assistive Devices	8	3.25	0.23
59	Controlled Substances	8	3.25	0.39
61	Cost Effective Measures	8	3.25	0.23
117	Metric Conversions	8	3.25	0.23
132	Organ Donation Process	8	3.25	0.39
187	Telemetry	8	3.25	0.29
193	Transcription Process	8	3.25	0.52
196	Tube Feedings	7	3.29	0.39
34	Client Diet Types	8	3.38	0.35
94	Infusion Delivery Devices	8	3.38	0.25
141	Parenteral Nutrition	8	3.38	0.30
150	Postmortem Care	8	3.38	0.30
165	Psychological Assessment Tools	8	3.38	0.35
199	Types of Restraints	8	3.38	0.35
208	Venous Return Devices	8	3.38	0.39
98	Irrigation Techniques	7	3.43	0.28
13	Arterial Line Complications	8	3.50	0.31
14	Arterial Line Site Assessment	8	3.50	0.31

SME Knowledge Statement Ratings Rank Ordered by Average Importance*				
Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
27	Blood Specimen Collection Techniques	8	3.50	0.31
28	Body Image Changes	8	3.50	0.31
48	Client Sleep/Rest Requirements	8	3.50	0.25
51	Community Resources	8	3.50	0.25
60	Coping Mechanisms	8	3.50	0.35
118	Moderate Sedation	8	3.50	0.40
128	Nutritional Assessment	8	3.50	0.35
129	Occupational Factors Affecting Care	8	3.50	0.31
134	Ostomy Care	8	3.50	0.31
140	Palliative Care	8	3.50	0.35
166	Psychosocial Assessment	8	3.50	0.40
167	Psychosocial Factors Affecting Care	8	3.50	0.35
178	Screening Tools	8	3.50	0.47
183	Stages of Death and Dying	8	3.50	0.25
195	Treatment Regimens	6	3.50	0.61
204	Venous Access Device Types	8	3.50	0.47
213	Withdrawal Symptoms	8	3.50	0.35
184	Suctioning Techniques	7	3.57	0.45
188	Temperature Regulation Techniques	7	3.57	0.45
20	Behavioral Management Techniques	8	3.63	0.17
64	Data Collection	8	3.63	0.30
82	Generic and Trade Medication Names	8	3.63	0.30
83	Grief Process	8	3.63	0.17
88	High Risk Health Behaviors	8	3.63	0.17
90	Infant Care	8	3.63	0.25
96	Intraoperative Care	8	3.63	0.35
102	Learning Styles	8	3.63	0.25
104	Material Safety Data Sheet (MSDS)	8	3.63	0.43
164	Psychological Assessment	8	3.63	0.39
168	Pulmonary Hygiene Techniques	8	3.63	0.35
179	Security Plans	8	3.63	0.47
205	Venous Access Interventions	8	3.63	0.56
207	Venous Interventions	8	3.63	0.47
10	Alternatives to Restraints	7	3.71	0.17
71	Dressing Change Techniques	7	3.71	0.39
101	Learning Strategies	7	3.71	0.26
42	Client Responsibilities	8	3.75	0.23
50	Communicable Diseases	8	3.75	0.29
52	Complications of Hypo/Hyperthermia	8	3.75	0.29
70	Drainage Device Care	8	3.75	0.34
78	Family Dynamics	8	3.75	0.23

SME Knowledge Statement Ratings Rank Ordered by Average Importance*				
Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
85	Health Promotion and Maintenance Recommendations	8	3.75	0.34
87	Hemostasis	8	3.75	0.34
95	Interdisciplinary Resources	8	3.75	0.23
103	Life Transitions	8	3.75	0.23
121	Nonpharmacological Comfort Measures	8	3.75	0.29
156	Preoperative Care	8	3.75	0.39
158	Prevention and Treatment Techniques	8	3.75	0.42
175	Safe Equipment Use	8	3.75	0.34
182	Spiritual Factors Affecting Care	8	3.75	0.34
190	Therapeutic Interventions	8	3.75	0.34
203	Venous Access Device Complications	8	3.75	0.42
212	Vulnerable Populations	8	3.75	0.42
143	Peripheral Intravenous Lines	7	3.86	0.31
174	Safe Client Handling	7	3.86	0.43
197	Types of Abuse and Neglect	7	3.86	0.37
1	Activities of Daily Living	8	3.88	0.28
2	Adolescent Client Care	8	3.88	0.28
30	Characteristics of a Therapeutic Environment	8	3.88	0.21
32	Client Coping Mechanisms	8	3.88	0.21
58	Conflict Resolution Techniques	8	3.88	0.28
75	End-of-life Care	8	3.88	0.21
122	Nonverbal Cues	8	3.88	0.28
130	Older Adult Client Care	8	3.88	0.21
201	Urinary Catheters	8	3.88	0.41
206	Venous Complications	8	3.88	0.41
214	Wound Assessment	8	3.88	0.33
215	Wound Care	8	3.88	0.37
17	Basic Cardiac Rhythms	8	4.00	0.25
18	Behavior Modification Techniques	8	4.00	0.18
19	Behavioral Health Issues	8	4.00	0.25
26	Blood Product Types	8	4.00	0.31
33	Client Diagnostic Results	8	4.00	0.25
39	Client Needs Assessment	8	4.00	0.18
57	Conflict Resolution Process	8	4.00	0.31
62	Cultural Awareness	8	4.00	0.35
63	Cultural Factors Affecting Care	8	4.00	0.31
66	Diagnostic Tests	8	4.00	0.18
97	Invasive Procedures	8	4.00	0.31
114	Medication Reconciliation	8	4.00	0.35
116	Medication Therapeutic Effects	8	4.00	0.25
131	Order Accuracy and Timeliness	8	4.00	0.25

SME Knowledge Statement Ratings Rank Ordered by Average Importance*				
Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
138	Pain Management Techniques	8	4.00	0.35
142	Performance Improvement	8	4.00	0.31
149	Plan of Care Types	8	4.00	0.35
180	Skin Integrity Interventions	8	4.00	0.25
181	Specimen Collection Techniques	8	4.00	0.31
185	Supervision	8	4.00	0.31
186	Techniques to Promote Circulation	8	4.00	0.25
194	Treatment Order Components	8	4.00	0.43
202	Urinary Catheter Insertion	8	4.00	0.35
21	Biohazardous Material Disposal	8	4.13	0.28
23	Biohazardous Materials	8	4.13	0.28
40	Client Positioning	8	4.13	0.28
89	Incident Reporting	8	4.13	0.21
99	Isolation Guidelines	8	4.13	0.28
112	Medication Incompatibilities	8	4.13	0.21
151	Postoperative Care	8	4.13	0.21
169	Regulatory Guidelines	8	4.13	0.37
171	Reporting Process	8	4.13	0.48
209	Venous Site Assessment	8	4.13	0.37
12	Appropriate Use of Abbreviations	8	4.25	0.29
16	Barriers to Learning	8	4.25	0.15
22	Biohazardous Material Handling	8	4.25	0.29
35	Client Education	8	4.25	0.15
37	Client Intake and Output	8	4.25	0.23
65	Delegation	8	4.25	0.23
69	Documentation Process	8	4.25	0.34
74	Emergency Response Plans	8	4.25	0.34
79	Fluid and Electrolyte Imbalance	8	4.25	0.34
108	Medication Calculations	8	4.25	0.29
109	Medication Classifications	8	4.25	0.29
113	Medication Interactions	8	4.25	0.15
115	Medication Side Effects	8	4.25	0.23
124	Normal Growth and Development	8	4.25	0.23
135	Oxygen Delivery Systems	8	4.25	0.39
139	Pain Scales	8	4.25	0.34
145	Personal Protective Equipment	8	4.25	0.34
154	Practice Errors	8	4.25	0.23
162	Professional Resources	8	4.25	0.39
173	Risk Reduction Interventions	8	4.25	0.23
189	Therapeutic Communication	8	4.25	0.29
192	Tissue Perfusion	8	4.25	0.29

SME Knowledge Statement Ratings Rank Ordered by Average Importance*				
Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
198	Types of Allergic Reactions	7	4.29	0.26
4	Advance Directives	8	4.38	0.17
8	Alteration in Hemodynamics	8	4.38	0.17
9	Altered Elimination Interventions	8	4.38	0.17
29	Body Mechanics	8	4.38	0.25
36	Client Identifiers	8	4.38	0.25
38	Client Lab Results	8	4.38	0.17
80	Focused Assessment	8	4.38	0.35
110	Medication Contraindications	8	4.38	0.25
127	Nursing Process	8	4.38	0.35
137	Pain Management	8	4.38	0.35
146	Pharmacology	8	4.38	0.35
159	Procedure or Treatment Complications	8	4.38	0.17
170	Reportable Conditions	8	4.38	0.25
210	Ventilation/Oxygenation Complications	7	4.43	0.19
3	Adult Client Care	8	4.50	0.25
5	Aging Process	8	4.50	0.18
25	Blood Product Complications	8	4.50	0.25
43	Client Rights	8	4.50	0.25
44	Client Risk Assessment	8	4.50	0.25
45	Client Risk Factors	8	4.50	0.25
56	Confidentiality and Privacy Requirements	8	4.50	0.18
68	Disease Process	8	4.50	0.25
77	Evidence-based Practice	8	4.50	0.25
91	Infection Control Standards	8	4.50	0.25
92	Infection Transmission	8	4.50	0.25
93	Informed Consent	8	4.50	0.25
106	Medical Terminology	8	4.50	0.25
107	Medication Allergies	8	4.50	0.25
111	Medication Error Prevention	8	4.50	0.25
123	Normal Anatomy and Physiology	8	4.50	0.18
125	Normal Vital Signs	8	4.50	0.25
126	Nurse Self Awareness	8	4.50	0.35
148	Plan of Care	8	4.50	0.35
191	Time Management Techniques	8	4.50	0.25
67	Disclosure of Errors	7	4.57	0.28
7	Allergies	8	4.63	0.17
47	Client Safety Precautions	8	4.63	0.25
73	Emergency Care Procedures	8	4.63	0.17
84	Handoff or Handovers	8	4.63	0.25
160	Professional Communication	8	4.63	0.25

SME Knowledge Statement Ratings Rank Ordered by Average Importance*				
Survey Position #	Knowledge Statements	SME Ratings		
		N	Avg.	Std. Err.
200	Unsafe Practices	8	4.63	0.25
11	Anatomy and Physiology	8	4.75	0.15
24	Blood Product Administration	8	4.75	0.23
31	Client Advocacy	8	4.75	0.15
46	Client Safety	8	4.75	0.15
49	Code of Ethics	8	4.75	0.15
54	Comprehensive Health History	8	4.75	0.15
55	Comprehensive Physical Assessment	8	4.75	0.15
76	Ethical Principles	7	4.86	0.13
6	Allergic Reaction Interventions	8	4.88	0.12
41	Client Prioritization	8	4.88	0.12
163	Proper Client Identification	8	4.88	0.12
172	Rights of Medication Administration	8	4.88	0.12
177	Scope of Practice	8	4.88	0.12
*Activities are rank ordered from least to most important.				

APPENDIX E: NEWLY LICENSED REGISTERED NURSE (RN) AND SUBJECT MATTER EXPERT (SME) KNOWLEDGE STATEMENT RATINGS RANK ORDERED BY NEWLY LICENSED RN AVERAGE IMPORTANCE

Preface: How important is this knowledge by a newly licensed registered nurse (RN) for safe and effective professional practice regardless of specific practice setting?

Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance								
Survey Position #	Knowledge Statement	Newly Licensed RNs			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
147	Phototherapy	561	3.11	0.05	7	2.57	0.28	0.54
28	Body Image Changes	555	3.21	0.04	8	3.50	0.31	-0.29
157	Preschool Client Care	560	3.23	0.05	8	2.38	0.43	0.85
150	Postmortem Care	560	3.32	0.04	8	3.38	0.30	-0.05
132	Organ Donation Process	558	3.34	0.05	8	3.25	0.39	0.09
103	Life Transitions	558	3.34	0.04	8	3.75	0.23	-0.41
102	Learning Styles	559	3.35	0.04	8	3.63	0.25	-0.28
176	School Age Client Care	557	3.37	0.05	8	2.63	0.43	0.74
53	Complications of Phototherapy	558	3.39	0.05	8	2.88	0.28	0.51
100	Labor Process	560	3.39	0.05	8	3.00	0.18	0.39
18	Behavior Modification Techniques	554	3.40	0.04	8	4.00	0.18	-0.60
104	Material Safety Data Sheet (MSDS)	561	3.42	0.05	8	3.63	0.43	-0.21
133	Orthopedic Devices	561	3.43	0.04	8	3.13	0.37	0.30
120	Newborn Care	560	3.44	0.05	8	3.00	0.40	0.44
101	Learning Strategies	561	3.45	0.04	7	3.71	0.26	-0.26
78	Family Dynamics	561	3.46	0.04	8	3.75	0.23	-0.29
61	Cost Effective Measures	560	3.47	0.04	8	3.25	0.23	0.22
19	Behavioral Health Issues	559	3.48	0.04	8	4.00	0.25	-0.52
129	Occupational Factors Affecting Care	562	3.49	0.04	8	3.50	0.31	-0.01
20	Behavioral Management Techniques	557	3.51	0.04	8	3.63	0.17	-0.12
155	Prenatal Care	560	3.51	0.05	7	2.71	0.39	0.79
83	Grief Process	559	3.52	0.04	8	3.63	0.17	-0.11
51	Community Resources	559	3.52	0.04	8	3.50	0.25	0.02
182	Spiritual Factors Affecting Care	561	3.52	0.04	8	3.75	0.34	-0.23
105	Maternal Fetal Monitoring	557	3.52	0.05	8	3.00	0.25	0.52
193	Transcription Process	559	3.53	0.04	8	3.25	0.52	0.28
144	Peritoneal Dialysis Care	557	3.54	0.05	8	2.88	0.33	0.66
2	Adolescent Client Care	557	3.54	0.04	8	3.88	0.28	-0.33
15	Assistive Devices	555	3.55	0.04	8	3.25	0.23	0.30
212	Vulnerable Populations	558	3.57	0.04	8	3.75	0.42	-0.18
30	Characteristics of a Therapeutic Environment	557	3.57	0.04	8	3.88	0.21	-0.30
95	Interdisciplinary Resources	559	3.59	0.04	8	3.75	0.23	-0.16
153	Postpartum Care	556	3.60	0.05	8	3.00	0.31	0.60
152	Postpartum Assessment Techniques	559	3.60	0.05	8	2.88	0.33	0.72
142	Performance Improvement	556	3.60	0.04	8	4.00	0.31	-0.40

Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance								
Survey Position #	Knowledge Statement	Newly Licensed RNs			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
16	Barriers to Learning	557	3.61	0.04	8	4.25	0.15	-0.64
179	Security Plans	559	3.61	0.04	8	3.63	0.47	-0.02
90	Infant Care	555	3.63	0.05	8	3.63	0.25	0.00
48	Client Sleep/Rest Requirements	558	3.64	0.04	8	3.50	0.25	0.14
57	Conflict Resolution Process	562	3.64	0.04	8	4.00	0.31	-0.36
96	Intraoperative Care	560	3.64	0.04	8	3.63	0.35	0.02
183	Stages of Death and Dying	560	3.66	0.04	8	3.50	0.25	0.16
58	Conflict Resolution Techniques	558	3.66	0.04	8	3.88	0.28	-0.21
118	Moderate Sedation	561	3.67	0.04	8	3.50	0.40	0.17
60	Coping Mechanisms	557	3.68	0.03	8	3.50	0.35	0.18
134	Ostomy Care	563	3.69	0.04	8	3.50	0.31	0.19
10	Alternatives to Restraints	556	3.70	0.04	7	3.71	0.17	-0.01
128	Nutritional Assessment	559	3.70	0.04	8	3.50	0.35	0.20
199	Types of Restraints	562	3.71	0.04	8	3.38	0.35	0.33
149	Plan of Care Types	558	3.71	0.04	8	4.00	0.35	-0.29
81	Gastric Tube Insertion	560	3.72	0.04	8	3.13	0.28	0.59
98	Irrigation Techniques	558	3.72	0.04	7	3.43	0.28	0.29
34	Client Diet Types	556	3.72	0.04	8	3.38	0.35	0.35
42	Client Responsibilities	555	3.73	0.04	8	3.75	0.23	-0.02
86	Hemodialysis Care	558	3.73	0.04	8	2.88	0.21	0.85
178	Screening Tools	558	3.73	0.03	8	3.50	0.47	0.23
72	Effects of Substance Abuse	559	3.74	0.04	8	3.13	0.28	0.62
166	Psychosocial Assessment	559	3.75	0.04	8	3.50	0.40	0.25
165	Psychological Assessment Tools	559	3.75	0.04	8	3.38	0.35	0.37
119	Nasogastric Tubes	560	3.75	0.04	8	2.88	0.28	0.88
167	Psychosocial Factors Affecting Care	560	3.75	0.03	8	3.50	0.35	0.25
117	Metric Conversions	559	3.77	0.04	8	3.25	0.23	0.52
140	Palliative Care	557	3.78	0.04	8	3.50	0.35	0.28
194	Treatment Order Components	561	3.79	0.04	8	4.00	0.43	-0.21
32	Client Coping Mechanisms	555	3.79	0.03	8	3.88	0.21	-0.08
62	Cultural Awareness	560	3.79	0.04	8	4.00	0.35	-0.21
88	High Risk Health Behaviors	559	3.79	0.04	8	3.63	0.17	0.17
162	Professional Resources	559	3.80	0.04	8	4.25	0.39	-0.45
185	Supervision	559	3.81	0.04	8	4.00	0.31	-0.19
70	Drainage Device Care	560	3.81	0.04	8	3.75	0.34	0.06
169	Regulatory Guidelines	556	3.81	0.04	8	4.13	0.37	-0.32
122	Nonverbal Cues	560	3.82	0.04	8	3.88	0.28	-0.05
121	Nonpharmacological Comfort Measures	561	3.83	0.04	8	3.75	0.29	0.08
85	Health Promotion and Maintenance Recommendations	562	3.83	0.03	8	3.75	0.34	0.08
21	Biohazardous Material Disposal	555	3.83	0.04	8	4.13	0.28	-0.29

Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance								
Survey Position #	Knowledge Statement	Newly Licensed RNs			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
136	Pacing Devices	560	3.84	0.04	8	3.00	0.40	0.84
156	Preoperative Care	558	3.84	0.04	8	3.75	0.39	0.09
63	Cultural Factors Affecting Care	559	3.85	0.04	8	4.00	0.31	-0.15
29	Body Mechanics	554	3.86	0.04	8	4.38	0.25	-0.51
196	Tube Feedings	560	3.88	0.04	7	3.29	0.39	0.60
64	Data Collection	556	3.88	0.04	8	3.63	0.30	0.26
195	Treatment Regimens	558	3.89	0.03	6	3.50	0.61	0.39
164	Psychological Assessment	559	3.89	0.03	8	3.63	0.39	0.26
141	Parenteral Nutrition	559	3.89	0.04	8	3.38	0.30	0.52
213	Withdrawal Symptoms	560	3.90	0.04	8	3.50	0.35	0.40
124	Normal Growth and Development	559	3.90	0.04	8	4.25	0.23	-0.35
75	End-of-life Care	558	3.92	0.04	8	3.88	0.21	0.05
197	Types of Abuse and Neglect	562	3.92	0.04	7	3.86	0.37	0.06
23	Biohazardous Materials	556	3.92	0.04	8	4.13	0.28	-0.20
84	Handoff or Handovers	560	3.94	0.04	8	4.63	0.25	-0.69
188	Temperature Regulation Techniques	562	3.94	0.03	7	3.57	0.45	0.36
52	Complications of Hypo/Hyperthermia	560	3.94	0.04	8	3.75	0.29	0.19
211	Ventilator Management	560	3.95	0.04	8	2.88	0.28	1.08
1	Activities of Daily Living	559	3.96	0.03	8	3.88	0.28	0.08
126	Nurse Self Awareness	559	3.97	0.04	8	4.50	0.35	-0.53
97	Invasive Procedures	559	3.97	0.04	8	4.00	0.31	-0.03
4	Advance Directives	553	3.98	0.04	8	4.38	0.17	-0.39
9	Altered Elimination Interventions	552	3.99	0.03	8	4.38	0.17	-0.39
22	Biohazardous Material Handling	558	3.99	0.04	8	4.25	0.29	-0.26
27	Blood Specimen Collection Techniques	556	3.99	0.04	8	3.50	0.31	0.49
181	Specimen Collection Techniques	559	3.99	0.03	8	4.00	0.31	-0.01
171	Reporting Process	560	3.99	0.03	8	4.13	0.48	-0.13
130	Older Adult Client Care	561	3.99	0.03	8	3.88	0.21	0.12
5	Aging Process	559	4.00	0.04	8	4.50	0.18	-0.50
89	Incident Reporting	561	4.00	0.04	8	4.13	0.21	-0.13
161	Professional Competency Limitations	557	4.01	0.03	8	4.63	0.25	-0.62
187	Telemetry	561	4.01	0.04	8	3.25	0.29	0.76
65	Delegation	559	4.01	0.03	8	4.25	0.23	-0.24
87	Hemostasis	557	4.01	0.04	8	3.75	0.34	0.26
148	Plan of Care	560	4.02	0.04	8	4.50	0.35	-0.48
12	Appropriate Use of Abbreviations	555	4.02	0.04	8	4.25	0.29	-0.23
154	Practice Errors	557	4.02	0.04	8	4.25	0.23	-0.23
190	Therapeutic Interventions	561	4.03	0.03	8	3.75	0.34	0.28
71	Dressing Change Techniques	561	4.04	0.03	7	3.71	0.39	0.32
168	Pulmonary Hygiene Techniques	556	4.04	0.04	8	3.63	0.35	0.41
13	Arterial Line Complications	558	4.04	0.04	8	3.50	0.31	0.54

Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance							
Survey Position #	Knowledge Statement	Newly Licensed RNs			SME Ratings		Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
76	Ethical Principles	561	4.04	0.04	7	4.86	0.13	-0.81
158	Prevention and Treatment Techniques	560	4.04	0.03	8	3.75	0.42	0.29
189	Therapeutic Communication	561	4.05	0.03	8	4.25	0.29	-0.20
77	Evidence-based Practice	560	4.05	0.04	8	4.50	0.25	-0.45
14	Arterial Line Site Assessment	555	4.06	0.04	8	3.50	0.31	0.56
208	Venous Return Devices	553	4.06	0.03	8	3.38	0.39	0.68
59	Controlled Substances	559	4.06	0.03	8	3.25	0.39	0.81
45	Client Risk Factors	560	4.06	0.03	8	4.50	0.25	-0.44
40	Client Positioning	552	4.07	0.03	8	4.13	0.28	-0.06
94	Infusion Delivery Devices	560	4.07	0.04	8	3.38	0.25	0.69
127	Nursing Process	560	4.08	0.04	8	4.38	0.35	-0.29
170	Reportable Conditions	558	4.09	0.03	8	4.38	0.25	-0.29
82	Generic and Trade Medication Names	561	4.09	0.04	8	3.63	0.30	0.47
37	Client Intake and Output	556	4.10	0.04	8	4.25	0.23	-0.15
184	Suctioning Techniques	561	4.10	0.03	7	3.57	0.45	0.53
39	Client Needs Assessment	556	4.12	0.03	8	4.00	0.18	0.12
204	Venous Access Device Types	559	4.12	0.03	8	3.50	0.47	0.62
66	Diagnostic Tests	560	4.12	0.03	8	4.00	0.18	0.12
151	Postoperative Care	561	4.13	0.04	8	4.13	0.21	0.01
33	Client Diagnostic Results	557	4.13	0.03	8	4.00	0.25	0.13
201	Urinary Catheters	561	4.15	0.03	8	3.88	0.41	0.27
17	Basic Cardiac Rhythms	556	4.15	0.04	8	4.00	0.25	0.15
67	Disclosure of Errors	560	4.16	0.03	7	4.57	0.28	-0.42
131	Order Accuracy and Timeliness	555	4.17	0.03	8	4.00	0.25	0.17
173	Risk Reduction Interventions	558	4.18	0.03	8	4.25	0.23	-0.07
35	Client Education	552	4.18	0.03	8	4.25	0.15	-0.07
207	Venous Interventions	558	4.18	0.03	8	3.63	0.47	0.56
54	Comprehensive Health History	562	4.20	0.03	8	4.75	0.15	-0.55
49	Code of Ethics	561	4.20	0.03	8	4.75	0.15	-0.55
159	Procedure or Treatment Complications	561	4.20	0.03	8	4.38	0.17	-0.17
160	Professional Communication	558	4.20	0.03	8	4.63	0.25	-0.42
205	Venous Access Interventions	560	4.21	0.03	8	3.63	0.56	0.58
139	Pain Scales	560	4.21	0.03	8	4.25	0.34	-0.04
202	Urinary Catheter Insertion	560	4.22	0.03	8	4.00	0.35	0.22
44	Client Risk Assessment	556	4.22	0.03	8	4.50	0.25	-0.28
123	Normal Anatomy and Physiology	561	4.23	0.03	8	4.50	0.18	-0.27
106	Medical Terminology	562	4.23	0.03	8	4.50	0.25	-0.27
135	Oxygen Delivery Systems	559	4.23	0.03	8	4.25	0.39	-0.02
114	Medication Reconciliation	559	4.23	0.03	8	4.00	0.35	0.23

Survey Position #	Knowledge Statement	Newly Licensed RNs			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
43	Client Rights	554	4.23	0.03	8	4.50	0.25	-0.27
26	Blood Product Types	556	4.24	0.04	8	4.00	0.31	0.24
109	Medication Classifications	556	4.25	0.03	8	4.25	0.29	0.00
99	Isolation Guidelines	561	4.25	0.03	8	4.13	0.28	0.13
74	Emergency Response Plans	560	4.26	0.04	8	4.25	0.34	0.01
3	Adult Client Care	555	4.26	0.03	8	4.50	0.25	-0.24
36	Client Identifiers	551	4.26	0.04	8	4.38	0.25	-0.11
175	Safe Equipment Use	558	4.26	0.03	8	3.75	0.34	0.51
50	Communicable Diseases	560	4.27	0.03	8	3.75	0.29	0.52
11	Anatomy and Physiology	551	4.27	0.03	8	4.75	0.15	-0.48
215	Wound Care	560	4.28	0.03	8	3.88	0.37	0.41
186	Techniques to Promote Circulation	563	4.29	0.03	8	4.00	0.25	0.29
214	Wound Assessment	560	4.31	0.03	8	3.88	0.33	0.43
31	Client Advocacy	558	4.32	0.03	8	4.75	0.15	-0.43
206	Venous Complications	559	4.32	0.03	8	3.88	0.41	0.44
68	Disease Process	562	4.32	0.03	8	4.50	0.25	-0.18
145	Personal Protective Equipment	560	4.32	0.03	8	4.25	0.34	0.07
177	Scope of Practice	558	4.33	0.03	8	4.88	0.12	-0.54
209	Venous Site Assessment	557	4.33	0.03	8	4.13	0.37	0.21
69	Documentation Process	560	4.34	0.03	8	4.25	0.34	0.09
203	Venous Access Device Complications	558	4.34	0.03	8	3.75	0.42	0.59
180	Skin Integrity Interventions	560	4.34	0.03	8	4.00	0.25	0.34
200	Unsafe Practices	561	4.34	0.03	8	4.63	0.25	-0.28
174	Safe Client Handling	560	4.34	0.03	7	3.86	0.43	0.49
116	Medication Therapeutic Effects	561	4.35	0.03	8	4.00	0.25	0.35
191	Time Management Techniques	561	4.35	0.03	8	4.50	0.25	-0.15
56	Confidentiality and Privacy Requirements	559	4.35	0.03	8	4.50	0.18	-0.15
143	Peripheral Intravenous Lines	555	4.36	0.03	7	3.86	0.31	0.50
198	Types of Allergic Reactions	563	4.38	0.03	7	4.29	0.26	0.09
192	Tissue Perfusion	561	4.38	0.03	8	4.25	0.29	0.13
138	Pain Management Techniques	561	4.39	0.03	8	4.00	0.35	0.39
80	Focused Assessment	559	4.39	0.03	8	4.38	0.35	0.02
47	Client Safety Precautions	561	4.40	0.03	8	4.63	0.25	-0.23
93	Informed Consent	560	4.40	0.03	8	4.50	0.25	-0.10
73	Emergency Care Procedures	560	4.41	0.03	8	4.63	0.17	-0.22
146	Pharmacology	558	4.41	0.03	8	4.38	0.35	0.03
8	Alteration in Hemodynamics	552	4.41	0.03	8	4.38	0.17	0.03
7	Allergies	556	4.41	0.03	8	4.63	0.17	-0.21
38	Client Lab Results	550	4.42	0.03	8	4.38	0.17	0.04
115	Medication Side Effects	560	4.45	0.03	8	4.25	0.23	0.20
41	Client Prioritization	555	4.47	0.03	8	4.88	0.12	-0.41

Table title: **Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance**

Newly Licensed RN and SME Knowledge Statement Ratings Rank Ordered by Newly Licensed RN Average Importance								
Survey Position #	Knowledge Statement	Newly Licensed RNs			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
113	Medication Interactions	557	4.47	0.03	8	4.25	0.15	0.22
137	Pain Management	560	4.48	0.03	8	4.38	0.35	0.10
55	Comprehensive Physical Assessment	560	4.49	0.03	8	4.75	0.15	-0.26
79	Fluid and Electrolyte Imbalance	562	4.50	0.03	8	4.25	0.34	0.25
110	Medication Contraindications	559	4.50	0.03	8	4.38	0.25	0.12
125	Normal Vital Signs	559	4.50	0.03	8	4.50	0.25	0.00
112	Medication Incompatibilities	560	4.52	0.03	8	4.13	0.21	0.39
210	Ventilation/Oxygenation Complications	559	4.54	0.03	7	4.43	0.19	0.11
91	Infection Control Standards	559	4.54	0.03	8	4.50	0.25	0.04
92	Infection Transmission	559	4.56	0.03	8	4.50	0.25	0.06
24	Blood Product Administration	557	4.57	0.03	8	4.75	0.23	-0.18
107	Medication Allergies	560	4.58	0.03	8	4.50	0.25	0.08
46	Client Safety	562	4.60	0.03	8	4.75	0.15	-0.15
108	Medication Calculations	558	4.60	0.03	8	4.25	0.29	0.35
6	Allergic Reaction Interventions	560	4.60	0.03	8	4.88	0.12	-0.27
25	Blood Product Complications	558	4.62	0.03	8	4.50	0.25	0.12
172	Rights of Medication Administration	558	4.64	0.02	8	4.88	0.12	-0.23
163	Proper Client Identification	558	4.65	0.03	8	4.88	0.12	-0.22
111	Medication Error Prevention	560	4.70	0.02	8	4.50	0.25	0.20

APPENDIX F: REGISTERED NURSE (RN) EDUCATORS AND SUBJECT MATTER EXPERT (SME) KNOWLEDGE STATEMENT RATINGS RANK ORDERED BY RN EDUCATOR AVERAGE IMPORTANCE

Preface: How important is this knowledge by a newly licensed registered nurse (RN) for safe and effective professional practice regardless of specific practice setting?

RN Educators and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance								
Survey Position #	Knowledge Statement	RN Educators			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
147	Phototherapy	798	2.90	0.04	7	2.57	0.28	0.33
144	Peritoneal Dialysis Care	801	2.95	0.04	8	2.88	0.33	0.07
132	Organ Donation Process	795	2.95	0.03	8	3.25	0.39	-0.30
157	Preschool Client Care	796	3.05	0.04	8	2.38	0.43	0.68
136	Pacing Devices	793	3.06	0.04	8	3.00	0.40	0.06
150	Postmortem Care	800	3.08	0.04	8	3.38	0.30	-0.30
86	Hemodialysis Care	796	3.09	0.04	8	2.88	0.21	0.21
105	Maternal Fetal Monitoring	801	3.10	0.04	8	3.00	0.25	0.10
211	Ventilator Management	801	3.11	0.04	8	2.88	0.28	0.24
133	Orthopedic Devices	799	3.14	0.03	8	3.13	0.37	0.02
96	Intraoperative Care	801	3.17	0.04	8	3.63	0.35	-0.46
187	Telemetry	801	3.21	0.04	8	3.25	0.29	-0.04
176	School Age Client Care	797	3.22	0.04	8	2.63	0.43	0.59
104	Material Safety Data Sheet (MSDS)	799	3.26	0.04	8	3.63	0.43	-0.36
100	Labor Process	799	3.27	0.04	8	3.00	0.18	0.27
193	Transcription Process	801	3.30	0.04	8	3.25	0.52	0.05
53	Complications of Phototherapy	801	3.31	0.04	8	2.88	0.28	0.43
155	Prenatal Care	799	3.31	0.04	7	2.71	0.39	0.60
120	Newborn Care	795	3.32	0.04	8	3.00	0.40	0.32
129	Occupational Factors Affecting Care	795	3.32	0.03	8	3.50	0.31	-0.18
13	Arterial Line Complications	802	3.32	0.04	8	3.50	0.31	-0.18
134	Ostomy Care	797	3.37	0.03	8	3.50	0.31	-0.13
103	Life Transitions	798	3.41	0.03	8	3.75	0.23	-0.34
81	Gastric Tube Insertion	801	3.42	0.04	8	3.13	0.28	0.30
152	Postpartum Assessment Techniques	798	3.43	0.04	8	2.88	0.33	0.56
98	Irrigation Techniques	796	3.44	0.03	7	3.43	0.28	0.01
153	Postpartum Care	794	3.44	0.04	8	3.00	0.31	0.44
118	Moderate Sedation	797	3.44	0.03	8	3.50	0.40	-0.06
14	Arterial Line Site Assessment	795	3.46	0.04	8	3.50	0.31	-0.04
90	Infant Care	799	3.47	0.04	8	3.63	0.25	-0.16
18	Behavior Modification Techniques	804	3.48	0.03	8	4.00	0.18	-0.52
142	Performance Improvement	803	3.50	0.03	8	4.00	0.31	-0.50
102	Learning Styles	800	3.51	0.03	8	3.63	0.25	-0.12
27	Blood Specimen Collection Techniques	800	3.51	0.04	8	3.50	0.31	0.01
28	Body Image Changes	799	3.52	0.03	8	3.50	0.31	0.02

		RN Educators			SME Ratings			
Survey Position #	Knowledge Statement	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Avg. Difference
178	Screening Tools	797	3.55	0.03	8	3.50	0.47	0.05
61	Cost Effective Measures	800	3.56	0.03	8	3.25	0.23	0.31
119	Nasogastric Tubes	800	3.56	0.03	8	2.88	0.28	0.69
179	Security Plans	798	3.56	0.04	8	3.63	0.47	-0.06
95	Interdisciplinary Resources	796	3.57	0.03	8	3.75	0.23	-0.18
15	Assistive Devices	801	3.59	0.03	8	3.25	0.23	0.34
97	Invasive Procedures	797	3.62	0.03	8	4.00	0.31	-0.38
101	Learning Strategies	798	3.63	0.03	7	3.71	0.26	-0.08
183	Stages of Death and Dying	800	3.63	0.03	8	3.50	0.25	0.13
51	Community Resources	800	3.64	0.03	8	3.50	0.25	0.14
196	Tube Feedings	805	3.64	0.03	7	3.29	0.39	0.36
70	Drainage Device Care	801	3.64	0.03	8	3.75	0.34	-0.11
2	Adolescent Client Care	797	3.65	0.03	8	3.88	0.28	-0.22
165	Psychological Assessment Tools	804	3.68	0.03	8	3.38	0.35	0.30
149	Plan of Care Types	801	3.68	0.03	8	4.00	0.35	-0.32
20	Behavioral Management Techniques	795	3.71	0.03	8	3.63	0.17	0.08
141	Parenteral Nutrition	800	3.73	0.03	8	3.38	0.30	0.35
140	Palliative Care	801	3.73	0.03	8	3.50	0.35	0.23
94	Infusion Delivery Devices	799	3.73	0.03	8	3.38	0.25	0.36
194	Treatment Order Components	801	3.75	0.03	8	4.00	0.43	-0.25
208	Venous Return Devices	797	3.75	0.03	8	3.38	0.39	0.38
195	Treatment Regimens	803	3.75	0.03	6	3.50	0.61	0.25
17	Basic Cardiac Rhythms	797	3.75	0.03	8	4.00	0.25	-0.25
78	Family Dynamics	797	3.75	0.03	8	3.75	0.23	0.00
168	Pulmonary Hygiene Techniques	799	3.75	0.03	8	3.63	0.35	0.13
182	Spiritual Factors Affecting Care	801	3.76	0.03	8	3.75	0.34	0.01
128	Nutritional Assessment	796	3.76	0.03	8	3.50	0.35	0.26
52	Complications of Hypo/Hyperthermia	800	3.76	0.03	8	3.75	0.29	0.01
83	Grief Process	801	3.76	0.03	8	3.63	0.17	0.13
19	Behavioral Health Issues	799	3.76	0.03	8	4.00	0.25	-0.24
181	Specimen Collection Techniques	805	3.77	0.03	8	4.00	0.31	-0.23
34	Client Diet Types	802	3.78	0.03	8	3.38	0.35	0.41
48	Client Sleep/Rest Requirements	799	3.79	0.03	8	3.50	0.25	0.29
156	Preoperative Care	797	3.79	0.03	8	3.75	0.39	0.04
57	Conflict Resolution Process	799	3.79	0.03	8	4.00	0.31	-0.21
169	Regulatory Guidelines	803	3.81	0.03	8	4.13	0.37	-0.32
58	Conflict Resolution Techniques	797	3.82	0.03	8	3.88	0.28	-0.06
199	Types of Restraints	801	3.84	0.03	8	3.38	0.35	0.46
117	Metric Conversions	796	3.84	0.04	8	3.25	0.23	0.59
72	Effects of Substance Abuse	802	3.84	0.03	8	3.13	0.28	0.71
213	Withdrawal Symptoms	803	3.84	0.03	8	3.50	0.35	0.34

RN Educators and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance

		RN Educators			SME Ratings			
Survey Position #	Knowledge Statement	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Avg. Difference
21	Biohazardous Material Disposal	803	3.84	0.04	8	4.13	0.28	-0.28
212	Vulnerable Populations	804	3.85	0.03	8	3.75	0.42	0.10
185	Supervision	802	3.86	0.03	8	4.00	0.31	-0.14
188	Temperature Regulation Techniques	804	3.86	0.03	7	3.57	0.45	0.28
204	Venous Access Device Types	807	3.86	0.03	8	3.50	0.47	0.36
16	Barriers to Learning	801	3.86	0.03	8	4.25	0.15	-0.39
184	Suctioning Techniques	797	3.87	0.03	7	3.57	0.45	0.30
162	Professional Resources	802	3.88	0.03	8	4.25	0.39	-0.37
60	Coping Mechanisms	798	3.89	0.03	8	3.50	0.35	0.39
23	Biohazardous Materials	798	3.89	0.03	8	4.13	0.28	-0.24
88	High Risk Health Behaviors	799	3.89	0.03	8	3.63	0.17	0.27
75	End-of-life Care	803	3.90	0.03	8	3.88	0.21	0.03
87	Hemostasis	798	3.91	0.03	8	3.75	0.34	0.16
71	Dressing Change Techniques	800	3.91	0.03	7	3.71	0.39	0.20
74	Emergency Response Plans	802	3.92	0.03	8	4.25	0.34	-0.33
42	Client Responsibilities	797	3.93	0.03	8	3.75	0.23	0.18
85	Health Promotion and Maintenance Recommendations	799	3.94	0.03	8	3.75	0.34	0.19
126	Nurse Self Awareness	795	3.96	0.03	8	4.50	0.35	-0.54
167	Psychosocial Factors Affecting Care	801	3.96	0.03	8	3.50	0.35	0.46
22	Biohazardous Material Handling	803	3.97	0.04	8	4.25	0.29	-0.28
10	Alternatives to Restraints	803	3.97	0.03	7	3.71	0.17	0.26
122	Nonverbal Cues	801	3.98	0.03	8	3.88	0.28	0.11
207	Venous Interventions	801	3.99	0.03	8	3.63	0.47	0.36
166	Psychosocial Assessment	801	3.99	0.03	8	3.50	0.40	0.49
171	Reporting Process	801	3.99	0.03	8	4.13	0.48	-0.14
30	Characteristics of a Therapeutic Environment	801	3.99	0.03	8	3.88	0.21	0.12
158	Prevention and Treatment Techniques	801	3.99	0.03	8	3.75	0.42	0.24
164	Psychological Assessment	802	3.99	0.03	8	3.63	0.39	0.37
205	Venous Access Interventions	802	4.00	0.03	8	3.63	0.56	0.37
26	Blood Product Types	793	4.01	0.04	8	4.00	0.31	0.01
197	Types of Abuse and Neglect	805	4.01	0.03	7	3.86	0.37	0.15
201	Urinary Catheters	807	4.01	0.03	8	3.88	0.41	0.14
170	Reportable Conditions	800	4.02	0.03	8	4.38	0.25	-0.36
64	Data Collection	802	4.03	0.03	8	3.63	0.30	0.40
4	Advance Directives	796	4.03	0.03	8	4.38	0.17	-0.35
202	Urinary Catheter Insertion	802	4.03	0.03	8	4.00	0.35	0.03
9	Altered Elimination Interventions	802	4.05	0.03	8	4.38	0.17	-0.33
130	Older Adult Client Care	797	4.05	0.03	8	3.88	0.21	0.18
32	Client Coping Mechanisms	802	4.06	0.03	8	3.88	0.21	0.18

RN Educators and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance

Survey Position #	Knowledge Statement	RN Educators			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
151	Postoperative Care	800	4.06	0.03	8	4.13	0.21	-0.06
50	Communicable Diseases	800	4.06	0.03	8	3.75	0.29	0.31
121	Nonpharmacological Comfort Measures	795	4.07	0.03	8	3.75	0.29	0.32
66	Diagnostic Tests	803	4.08	0.03	8	4.00	0.18	0.08
135	Oxygen Delivery Systems	797	4.10	0.03	8	4.25	0.39	-0.15
203	Venous Access Device Complications	803	4.10	0.03	8	3.75	0.42	0.35
206	Venous Complications	801	4.10	0.03	8	3.88	0.41	0.22
59	Controlled Substances	800	4.10	0.03	8	3.25	0.39	0.85
82	Generic and Trade Medication Names	801	4.10	0.03	8	3.63	0.30	0.48
40	Client Positioning	799	4.11	0.03	8	4.13	0.28	-0.01
89	Incident Reporting	799	4.12	0.03	8	4.13	0.21	-0.01
1	Activities of Daily Living	802	4.12	0.03	8	3.88	0.28	0.25
62	Cultural Awareness	801	4.12	0.03	8	4.00	0.35	0.12
124	Normal Growth and Development	798	4.13	0.03	8	4.25	0.23	-0.12
159	Procedure or Treatment Complications	801	4.14	0.03	8	4.38	0.17	-0.24
12	Appropriate Use of Abbreviations	801	4.15	0.03	8	4.25	0.29	-0.10
65	Delegation	802	4.15	0.03	8	4.25	0.23	-0.10
215	Wound Care	803	4.15	0.03	8	3.88	0.37	0.28
63	Cultural Factors Affecting Care	800	4.15	0.03	8	4.00	0.31	0.15
186	Techniques to Promote Circulation	808	4.16	0.03	8	4.00	0.25	0.16
143	Peripheral Intravenous Lines	803	4.18	0.03	7	3.86	0.31	0.32
33	Client Diagnostic Results	801	4.19	0.03	8	4.00	0.25	0.19
5	Aging Process	796	4.20	0.03	8	4.50	0.18	-0.30
37	Client Intake and Output	802	4.21	0.03	8	4.25	0.23	-0.04
192	Tissue Perfusion	802	4.21	0.03	8	4.25	0.29	-0.04
73	Emergency Care Procedures	801	4.21	0.03	8	4.63	0.17	-0.41
209	Venous Site Assessment	796	4.22	0.03	8	4.13	0.37	0.09
148	Plan of Care	800	4.22	0.03	8	4.50	0.35	-0.28
191	Time Management Techniques	802	4.23	0.03	8	4.50	0.25	-0.27
84	Handoff or Handovers	795	4.24	0.03	8	4.63	0.25	-0.39
45	Client Risk Factors	798	4.24	0.02	8	4.50	0.25	-0.26
214	Wound Assessment	801	4.24	0.03	8	3.88	0.33	0.37
198	Types of Allergic Reactions	804	4.25	0.03	7	4.29	0.26	-0.04
29	Body Mechanics	796	4.25	0.03	8	4.38	0.25	-0.12
154	Practice Errors	799	4.25	0.03	8	4.25	0.23	0.00
99	Isolation Guidelines	798	4.26	0.03	8	4.13	0.28	0.14
180	Skin Integrity Interventions	796	4.26	0.03	8	4.00	0.25	0.26
123	Normal Anatomy and Physiology	798	4.27	0.03	8	4.50	0.18	-0.23
114	Medication Reconciliation	799	4.28	0.03	8	4.00	0.35	0.28

RN Educators and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance

RN Educators and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance							
Survey Position #	Knowledge Statement	RN Educators			SME Ratings		Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
161	Professional Competency Limitations	797	4.29	0.03	8	4.63	0.25	-0.33
173	Risk Reduction Interventions	800	4.29	0.03	8	4.25	0.23	0.04
106	Medical Terminology	800	4.30	0.03	8	4.50	0.25	-0.20
7	Allergies	798	4.30	0.03	8	4.63	0.17	-0.33
127	Nursing Process	798	4.30	0.03	8	4.38	0.35	-0.08
175	Safe Equipment Use	798	4.30	0.03	8	3.75	0.34	0.55
24	Blood Product Administration	799	4.32	0.03	8	4.75	0.23	-0.43
39	Client Needs Assessment	793	4.32	0.03	8	4.00	0.18	0.32
68	Disease Process	800	4.34	0.02	8	4.50	0.25	-0.16
190	Therapeutic Interventions	801	4.34	0.02	8	3.75	0.34	0.59
210	Ventilation/Oxygenation Complications	799	4.34	0.03	7	4.43	0.19	-0.09
131	Order Accuracy and Timeliness	795	4.35	0.03	8	4.00	0.25	0.35
38	Client Lab Results	794	4.35	0.02	8	4.38	0.17	-0.03
11	Anatomy and Physiology	799	4.35	0.03	8	4.75	0.15	-0.40
77	Evidence-based Practice	802	4.36	0.03	8	4.50	0.25	-0.14
145	Personal Protective Equipment	801	4.36	0.03	8	4.25	0.34	0.11
54	Comprehensive Health History	798	4.37	0.03	8	4.75	0.15	-0.38
35	Client Education	801	4.37	0.02	8	4.25	0.15	0.12
139	Pain Scales	806	4.38	0.02	8	4.25	0.34	0.13
109	Medication Classifications	799	4.38	0.02	8	4.25	0.29	0.13
31	Client Advocacy	802	4.38	0.02	8	4.75	0.15	-0.37
8	Alteration in Hemodynamics	798	4.38	0.03	8	4.38	0.17	0.01
69	Documentation Process	803	4.39	0.02	8	4.25	0.34	0.14
113	Medication Interactions	800	4.41	0.03	8	4.25	0.15	0.16
36	Client Identifiers	800	4.41	0.03	8	4.38	0.25	0.03
44	Client Risk Assessment	798	4.41	0.02	8	4.50	0.25	-0.09
25	Blood Product Complications	800	4.41	0.03	8	4.50	0.25	-0.09
3	Adult Client Care	797	4.42	0.02	8	4.50	0.25	-0.08
43	Client Rights	799	4.43	0.02	8	4.50	0.25	-0.07
79	Fluid and Electrolyte Imbalance	801	4.43	0.02	8	4.25	0.34	0.18
76	Ethical Principles	801	4.43	0.02	7	4.86	0.13	-0.43
189	Therapeutic Communication	804	4.44	0.02	8	4.25	0.29	0.19
112	Medication Incompatibilities	799	4.45	0.03	8	4.13	0.21	0.32
80	Focused Assessment	796	4.46	0.02	8	4.38	0.35	0.08
177	Scope of Practice	802	4.46	0.03	8	4.88	0.12	-0.42
93	Informed Consent	798	4.47	0.02	8	4.50	0.25	-0.03
116	Medication Therapeutic Effects	795	4.48	0.02	8	4.00	0.25	0.48
49	Code of Ethics	801	4.48	0.02	8	4.75	0.15	-0.27
160	Professional Communication	801	4.48	0.02	8	4.63	0.25	-0.15
67	Disclosure of Errors	801	4.48	0.03	7	4.57	0.28	-0.09
146	Pharmacology	796	4.49	0.02	8	4.38	0.35	0.11

		RN Educators			SME Ratings			
Survey Position #	Knowledge Statement	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Avg. Difference
115	Medication Side Effects	797	4.50	0.02	8	4.25	0.23	0.25
110	Medication Contraindications	799	4.50	0.02	8	4.38	0.25	0.13
174	Safe Client Handling	801	4.53	0.02	7	3.86	0.43	0.67
56	Confidentiality and Privacy Requirements	798	4.54	0.02	8	4.50	0.18	0.04
125	Normal Vital Signs	794	4.54	0.02	8	4.50	0.25	0.04
107	Medication Allergies	799	4.54	0.02	8	4.50	0.25	0.04
55	Comprehensive Physical Assessment	802	4.55	0.02	8	4.75	0.15	-0.20
92	Infection Transmission	803	4.55	0.02	8	4.50	0.25	0.05
200	Unsafe Practices	800	4.57	0.02	8	4.63	0.25	-0.05
91	Infection Control Standards	802	4.58	0.02	8	4.50	0.25	0.08
6	Allergic Reaction Interventions	801	4.59	0.02	8	4.88	0.12	-0.28
138	Pain Management Techniques	797	4.61	0.02	8	4.00	0.35	0.61
41	Client Prioritization	796	4.62	0.02	8	4.88	0.12	-0.25
137	Pain Management	797	4.63	0.02	8	4.38	0.35	0.26
47	Client Safety Precautions	794	4.64	0.02	8	4.63	0.25	0.02
108	Medication Calculations	797	4.72	0.02	8	4.25	0.29	0.47
111	Medication Error Prevention	801	4.77	0.02	8	4.50	0.25	0.27
172	Rights of Medication Administration	802	4.79	0.02	8	4.88	0.12	-0.08
163	Proper Client Identification	804	4.80	0.02	8	4.88	0.12	-0.08
46	Client Safety	799	4.80	0.02	8	4.75	0.15	0.05

RN Educators and SME Knowledge Statement Ratings Rank Ordered by RN Educator Average Importance

APPENDIX G: REGISTERED NURSE (RN) SUPERVISORS AND SUBJECT MATTER EXPERT (SME) KNOWLEDGE STATEMENT RATINGS RANK ORDERED BY RN SUPERVISOR AVERAGE IMPORTANCE

Preface: How important is this knowledge by a newly licensed registered nurse (RN) for safe and effective professional practice regardless of specific practice setting?

RN Supervisors and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance								
Survey Position #	Knowledge Statement	RN Supervisors			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
157	Preschool Client Care	301	2.66	0.07	8	2.38	0.43	0.28
147	Phototherapy	301	2.72	0.06	7	2.57	0.28	0.15
176	School Age Client Care	301	2.78	0.07	8	2.63	0.43	0.15
105	Maternal Fetal Monitoring	301	2.85	0.07	8	3.00	0.25	-0.15
120	Newborn Care	300	2.90	0.07	8	3.00	0.40	-0.10
155	Prenatal Care	301	2.93	0.07	7	2.71	0.39	0.21
100	Labor Process	300	2.94	0.07	8	3.00	0.18	-0.06
53	Complications of Phototherapy	301	3.00	0.06	8	2.88	0.28	0.12
152	Postpartum Assessment Techniques	301	3.01	0.07	8	2.88	0.33	0.13
2	Adolescent Client Care	299	3.02	0.07	8	3.88	0.28	-0.85
90	Infant Care	299	3.04	0.07	8	3.63	0.25	-0.59
153	Postpartum Care	302	3.05	0.07	8	3.00	0.31	0.05
132	Organ Donation Process	300	3.05	0.06	8	3.25	0.39	-0.20
96	Intraoperative Care	300	3.11	0.06	8	3.63	0.35	-0.51
144	Peritoneal Dialysis Care	299	3.12	0.06	8	2.88	0.33	0.25
187	Telemetry	296	3.22	0.06	8	3.25	0.29	-0.03
86	Hemodialysis Care	303	3.26	0.06	8	2.88	0.21	0.39
211	Ventilator Management	299	3.27	0.07	8	2.88	0.28	0.40
103	Life Transitions	301	3.28	0.05	8	3.75	0.23	-0.47
129	Occupational Factors Affecting Care	300	3.29	0.05	8	3.50	0.31	-0.21
150	Postmortem Care	299	3.29	0.06	8	3.38	0.30	-0.08
28	Body Image Changes	300	3.30	0.05	8	3.50	0.31	-0.20
118	Moderate Sedation	298	3.32	0.06	8	3.50	0.40	-0.18
136	Pacing Devices	301	3.37	0.06	8	3.00	0.40	0.37
51	Community Resources	298	3.37	0.05	8	3.50	0.25	-0.13
179	Security Plans	298	3.37	0.05	8	3.63	0.47	-0.25
102	Learning Styles	302	3.38	0.05	8	3.63	0.25	-0.25
133	Orthopedic Devices	298	3.38	0.05	8	3.13	0.37	0.25
13	Arterial Line Complications	303	3.39	0.07	8	3.50	0.31	-0.11
156	Preoperative Care	301	3.42	0.06	8	3.75	0.39	-0.33
14	Arterial Line Site Assessment	299	3.42	0.07	8	3.50	0.31	-0.08
104	Material Safety Data Sheet (MSDS)	298	3.45	0.06	8	3.63	0.43	-0.18
101	Learning Strategies	300	3.48	0.05	7	3.71	0.26	-0.23
81	Gastric Tube Insertion	302	3.50	0.06	8	3.13	0.28	0.38
61	Cost Effective Measures	301	3.51	0.05	8	3.25	0.23	0.26

RN Supervisors and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance								
Survey Position #	Knowledge Statement	RN Supervisors			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
97	Invasive Procedures	301	3.51	0.06	8	4.00	0.31	-0.49
119	Nasogastric Tubes	301	3.52	0.05	8	2.88	0.28	0.65
178	Screening Tools	299	3.55	0.05	8	3.50	0.47	0.05
212	Vulnerable Populations	299	3.55	0.06	8	3.75	0.42	-0.20
98	Irrigation Techniques	298	3.57	0.05	7	3.43	0.28	0.14
85	Health Promotion and Maintenance Recommendations	303	3.58	0.05	8	3.75	0.34	-0.17
213	Withdrawal Symptoms	298	3.62	0.05	8	3.50	0.35	0.12
18	Behavior Modification Techniques	303	3.62	0.05	8	4.00	0.18	-0.38
165	Psychological Assessment Tools	301	3.63	0.05	8	3.38	0.35	0.25
72	Effects of Substance Abuse	301	3.63	0.05	8	3.13	0.28	0.51
15	Assistive Devices	301	3.64	0.05	8	3.25	0.23	0.39
48	Client Sleep/Rest Requirements	300	3.64	0.05	8	3.50	0.25	0.14
52	Complications of Hypo/Hyperthermia	302	3.65	0.06	8	3.75	0.29	-0.10
142	Performance Improvement	299	3.65	0.05	8	4.00	0.31	-0.35
188	Temperature Regulation Techniques	298	3.66	0.05	7	3.57	0.45	0.09
27	Blood Specimen Collection Techniques	300	3.66	0.06	8	3.50	0.31	0.16
88	High Risk Health Behaviors	303	3.67	0.05	8	3.63	0.17	0.04
95	Interdisciplinary Resources	300	3.67	0.04	8	3.75	0.23	-0.08
134	Ostomy Care	299	3.67	0.05	8	3.50	0.31	0.17
19	Behavioral Health Issues	301	3.67	0.05	8	4.00	0.25	-0.33
34	Client Diet Types	304	3.68	0.04	8	3.38	0.35	0.30
30	Characteristics of a Therapeutic Environment	300	3.70	0.05	8	3.88	0.21	-0.18
64	Data Collection	301	3.70	0.05	8	3.63	0.30	0.08
182	Spiritual Factors Affecting Care	298	3.70	0.05	8	3.75	0.34	-0.05
78	Family Dynamics	299	3.70	0.05	8	3.75	0.23	-0.05
117	Metric Conversions	300	3.71	0.06	8	3.25	0.23	0.46
20	Behavioral Management Techniques	303	3.71	0.05	8	3.63	0.17	0.09
21	Biohazardous Material Disposal	304	3.73	0.06	8	4.13	0.28	-0.40
128	Nutritional Assessment	297	3.73	0.05	8	3.50	0.35	0.23
193	Transcription Process	299	3.73	0.07	8	3.25	0.52	0.48
17	Basic Cardiac Rhythms	301	3.74	0.06	8	4.00	0.25	-0.26
141	Parenteral Nutrition	299	3.75	0.05	8	3.38	0.30	0.37
70	Drainage Device Care	302	3.75	0.05	8	3.75	0.34	0.00
23	Biohazardous Materials	299	3.75	0.06	8	4.13	0.28	-0.37
83	Grief Process	303	3.77	0.04	8	3.63	0.17	0.14
166	Psychosocial Assessment	301	3.77	0.05	8	3.50	0.40	0.27
151	Postoperative Care	299	3.78	0.06	8	4.13	0.21	-0.35
87	Hemostasis	302	3.78	0.05	8	3.75	0.34	0.03

Survey Position #	Knowledge Statement	RN Supervisors			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
26	Blood Product Types	303	3.78	0.07	8	4.00	0.31	-0.22
167	Psychosocial Factors Affecting Care	301	3.78	0.05	8	3.50	0.35	0.28
158	Prevention and Treatment Techniques	300	3.79	0.05	8	3.75	0.42	0.04
42	Client Responsibilities	303	3.79	0.05	8	3.75	0.23	0.04
60	Coping Mechanisms	302	3.80	0.05	8	3.50	0.35	0.30
162	Professional Resources	301	3.80	0.05	8	4.25	0.39	-0.45
122	Nonverbal Cues	301	3.80	0.05	8	3.88	0.28	-0.07
168	Pulmonary Hygiene Techniques	301	3.80	0.05	8	3.63	0.35	0.18
16	Barriers to Learning	304	3.81	0.05	8	4.25	0.15	-0.44
196	Tube Feedings	299	3.81	0.05	7	3.29	0.39	0.53
199	Types of Restraints	299	3.81	0.06	8	3.38	0.35	0.44
164	Psychological Assessment	301	3.81	0.05	8	3.63	0.39	0.19
94	Infusion Delivery Devices	298	3.82	0.05	8	3.38	0.25	0.45
22	Biohazardous Material Handling	301	3.82	0.06	8	4.25	0.29	-0.43
208	Venous Return Devices	299	3.84	0.05	8	3.38	0.39	0.47
57	Conflict Resolution Process	303	3.84	0.05	8	4.00	0.31	-0.16
58	Conflict Resolution Techniques	301	3.85	0.05	8	3.88	0.28	-0.03
124	Normal Growth and Development	301	3.85	0.06	8	4.25	0.23	-0.40
195	Treatment Regimens	297	3.86	0.05	6	3.50	0.61	0.36
65	Delegation	302	3.87	0.05	8	4.25	0.23	-0.38
32	Client Coping Mechanisms	303	3.89	0.04	8	3.88	0.21	0.02
24	Blood Product Administration	303	3.89	0.07	8	4.75	0.23	-0.86
62	Cultural Awareness	302	3.90	0.05	8	4.00	0.35	-0.10
181	Specimen Collection Techniques	301	3.90	0.05	8	4.00	0.31	-0.10
63	Cultural Factors Affecting Care	300	3.91	0.05	8	4.00	0.31	-0.09
183	Stages of Death and Dying	300	3.93	0.04	8	3.50	0.25	0.43
190	Therapeutic Interventions	298	3.93	0.05	8	3.75	0.34	0.18
121	Nonpharmacological Comfort Measures	299	3.93	0.05	8	3.75	0.29	0.18
194	Treatment Order Components	299	3.93	0.05	8	4.00	0.43	-0.07
126	Nurse Self Awareness	300	3.93	0.05	8	4.50	0.35	-0.57
189	Therapeutic Communication	300	3.94	0.05	8	4.25	0.29	-0.31
185	Supervision	301	3.95	0.05	8	4.00	0.31	-0.05
192	Tissue Perfusion	297	3.95	0.05	8	4.25	0.29	-0.30
207	Venous Interventions	298	3.97	0.05	8	3.63	0.47	0.34
149	Plan of Care Types	299	3.97	0.05	8	4.00	0.35	-0.03
74	Emergency Response Plans	299	3.99	0.05	8	4.25	0.34	-0.26
184	Suctioning Techniques	299	4.00	0.05	7	3.57	0.45	0.43
84	Handoff or Handovers	298	4.00	0.06	8	4.63	0.25	-0.63
204	Venous Access Device Types	299	4.00	0.05	8	3.50	0.47	0.50
140	Palliative Care	299	4.00	0.05	8	3.50	0.35	0.50

RN Supervisors and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance								
Survey Position #	Knowledge Statement	RN Supervisors			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
10	Alternatives to Restraints	301	4.01	0.06	7	3.71	0.17	0.30
25	Blood Product Complications	303	4.01	0.07	8	4.50	0.25	-0.49
82	Generic and Trade Medication Names	303	4.02	0.05	8	3.63	0.30	0.39
37	Client Intake and Output	301	4.02	0.05	8	4.25	0.23	-0.23
186	Techniques to Promote Circulation	300	4.02	0.04	8	4.00	0.25	0.02
169	Regulatory Guidelines	302	4.03	0.05	8	4.13	0.37	-0.10
159	Procedure or Treatment Complications	301	4.03	0.05	8	4.38	0.17	-0.35
201	Urinary Catheters	300	4.03	0.04	8	3.88	0.41	0.16
205	Venous Access Interventions	300	4.03	0.05	8	3.63	0.56	0.41
135	Oxygen Delivery Systems	301	4.04	0.05	8	4.25	0.39	-0.21
154	Practice Errors	301	4.04	0.05	8	4.25	0.23	-0.21
130	Older Adult Client Care	299	4.05	0.05	8	3.88	0.21	0.17
71	Dressing Change Techniques	302	4.05	0.04	7	3.71	0.39	0.34
45	Client Risk Factors	302	4.06	0.05	8	4.50	0.25	-0.44
36	Client Identifiers	296	4.06	0.06	8	4.38	0.25	-0.31
33	Client Diagnostic Results	303	4.07	0.04	8	4.00	0.25	0.07
66	Diagnostic Tests	301	4.08	0.04	8	4.00	0.18	0.08
206	Venous Complications	297	4.08	0.05	8	3.88	0.41	0.20
31	Client Advocacy	304	4.08	0.05	8	4.75	0.15	-0.67
202	Urinary Catheter Insertion	298	4.08	0.04	8	4.00	0.35	0.08
171	Reporting Process	302	4.09	0.05	8	4.13	0.48	-0.04
50	Communicable Diseases	300	4.09	0.05	8	3.75	0.29	0.34
35	Client Education	303	4.09	0.04	8	4.25	0.15	-0.16
9	Altered Elimination Interventions	303	4.10	0.04	8	4.38	0.17	-0.28
40	Client Positioning	300	4.11	0.04	8	4.13	0.28	-0.01
209	Venous Site Assessment	295	4.11	0.05	8	4.13	0.37	-0.01
12	Appropriate Use of Abbreviations	299	4.12	0.05	8	4.25	0.29	-0.13
173	Risk Reduction Interventions	300	4.13	0.04	8	4.25	0.23	-0.12
89	Incident Reporting	299	4.13	0.05	8	4.13	0.21	0.00
59	Controlled Substances	301	4.13	0.05	8	3.25	0.39	0.88
203	Venous Access Device Complications	298	4.14	0.05	8	3.75	0.42	0.39
109	Medication Classifications	299	4.15	0.05	8	4.25	0.29	-0.10
143	Peripheral Intravenous Lines	299	4.15	0.05	7	3.86	0.31	0.29
210	Ventilation/Oxygenation Complications	300	4.15	0.06	7	4.43	0.19	-0.28
73	Emergency Care Procedures	301	4.16	0.05	8	4.63	0.17	-0.47
175	Safe Equipment Use	301	4.16	0.05	8	3.75	0.34	0.41
1	Activities of Daily Living	303	4.17	0.04	8	3.88	0.28	0.30
75	End-of-life Care	302	4.17	0.04	8	3.88	0.21	0.30
77	Evidence-based Practice	302	4.18	0.04	8	4.50	0.25	-0.32

Survey Position #	Knowledge Statement	RN Supervisors			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	

RN Supervisors and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance

Survey Position #	Knowledge Statement	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Avg. Difference
161	Professional Competency Limitations	301	4.19	0.05	8	4.63	0.25	-0.44
170	Reportable Conditions	302	4.21	0.04	8	4.38	0.25	-0.16
80	Focused Assessment	302	4.22	0.04	8	4.38	0.35	-0.16
99	Isolation Guidelines	298	4.24	0.05	8	4.13	0.28	0.12
197	Types of Abuse and Neglect	300	4.25	0.04	7	3.86	0.37	0.39
198	Types of Allergic Reactions	300	4.25	0.05	7	4.29	0.26	-0.03
38	Client Lab Results	299	4.25	0.04	8	4.38	0.17	-0.12
116	Medication Therapeutic Effects	299	4.26	0.04	8	4.00	0.25	0.26
41	Client Prioritization	300	4.26	0.05	8	4.88	0.12	-0.61
191	Time Management Techniques	297	4.27	0.04	8	4.50	0.25	-0.23
44	Client Risk Assessment	302	4.27	0.04	8	4.50	0.25	-0.23
76	Ethical Principles	301	4.27	0.04	7	4.86	0.13	-0.58
39	Client Needs Assessment	303	4.27	0.04	8	4.00	0.18	0.27
127	Nursing Process	301	4.28	0.04	8	4.38	0.35	-0.09
43	Client Rights	303	4.29	0.04	8	4.50	0.25	-0.21
3	Adult Client Care	303	4.29	0.04	8	4.50	0.25	-0.21
29	Body Mechanics	302	4.29	0.04	8	4.38	0.25	-0.08
146	Pharmacology	301	4.30	0.04	8	4.38	0.35	-0.08
112	Medication Incompatibilities	299	4.31	0.04	8	4.13	0.21	0.18
215	Wound Care	299	4.31	0.04	8	3.88	0.37	0.44
5	Aging Process	302	4.31	0.04	8	4.50	0.18	-0.19
106	Medical Terminology	295	4.32	0.04	8	4.50	0.25	-0.18
47	Client Safety Precautions	301	4.32	0.04	8	4.63	0.25	-0.31
8	Alteration in Hemodynamics	300	4.32	0.04	8	4.38	0.17	-0.05
93	Informed Consent	301	4.33	0.04	8	4.50	0.25	-0.17
113	Medication Interactions	297	4.33	0.04	8	4.25	0.15	0.08
54	Comprehensive Health History	302	4.33	0.04	8	4.75	0.15	-0.42
67	Disclosure of Errors	302	4.33	0.04	7	4.57	0.28	-0.24
56	Confidentiality and Privacy Requirements	301	4.34	0.05	8	4.50	0.18	-0.16
148	Plan of Care	301	4.34	0.04	8	4.50	0.35	-0.16
79	Fluid and Electrolyte Imbalance	302	4.34	0.04	8	4.25	0.34	0.09
160	Professional Communication	302	4.34	0.04	8	4.63	0.25	-0.28
110	Medication Contraindications	300	4.35	0.04	8	4.38	0.25	-0.03
123	Normal Anatomy and Physiology	301	4.35	0.04	8	4.50	0.18	-0.15
7	Allergies	304	4.35	0.04	8	4.63	0.17	-0.27
49	Code of Ethics	303	4.35	0.04	8	4.75	0.15	-0.40
174	Safe Client Handling	300	4.35	0.04	7	3.86	0.43	0.50
4	Advance Directives	296	4.35	0.05	8	4.38	0.17	-0.02
145	Personal Protective Equipment	301	4.37	0.04	8	4.25	0.34	0.12
114	Medication Reconciliation	300	4.37	0.04	8	4.00	0.35	0.37
214	Wound Assessment	298	4.39	0.04	8	3.88	0.33	0.51

Survey Position #	Knowledge Statement	RN Supervisors			SME Ratings			Avg. Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	
115	Medication Side Effects	300	4.39	0.04	8	4.25	0.23	0.14
108	Medication Calculations	298	4.40	0.05	8	4.25	0.29	0.15
180	Skin Integrity Interventions	302	4.40	0.04	8	4.00	0.25	0.40
131	Order Accuracy and Timeliness	302	4.41	0.04	8	4.00	0.25	0.41
125	Normal Vital Signs	301	4.42	0.04	8	4.50	0.25	-0.08
139	Pain Scales	301	4.42	0.04	8	4.25	0.34	0.17
68	Disease Process	302	4.42	0.04	8	4.50	0.25	-0.08
200	Unsafe Practices	299	4.46	0.04	8	4.63	0.25	-0.17
11	Anatomy and Physiology	303	4.47	0.04	8	4.75	0.15	-0.28
107	Medication Allergies	300	4.47	0.04	8	4.50	0.25	-0.03
46	Client Safety	301	4.49	0.04	8	4.75	0.15	-0.26
177	Scope of Practice	299	4.49	0.04	8	4.88	0.12	-0.38
6	Allergic Reaction Interventions	301	4.50	0.04	8	4.88	0.12	-0.38
69	Documentation Process	302	4.50	0.04	8	4.25	0.34	0.25
163	Proper Client Identification	300	4.54	0.04	8	4.88	0.12	-0.34
55	Comprehensive Physical Assessment	303	4.57	0.03	8	4.75	0.15	-0.18
111	Medication Error Prevention	301	4.59	0.04	8	4.50	0.25	0.09
138	Pain Management Techniques	297	4.61	0.03	8	4.00	0.35	0.61
92	Infection Transmission	303	4.62	0.04	8	4.50	0.25	0.12
137	Pain Management	301	4.66	0.03	8	4.38	0.35	0.29
91	Infection Control Standards	302	4.67	0.03	8	4.50	0.25	0.17
172	Rights of Medication Administration	301	4.70	0.03	8	4.88	0.12	-0.17

RN Supervisors and SME Knowledge Statement Ratings Rank Ordered by RN Supervisor Average Importance

APPENDIX H: KNOWLEDGE STATEMENTS SUBGROUP ANALYSIS: PRIMARY JOB TITLE

Knowledge Statements Subgroup Analysis: Primary Job Title

Survey Position #	Knowledge Statement	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator Difference	New vs. Supervisor Difference	Educator vs. Supervisor Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.			
1	Activities of Daily Living	559	3.96	0.03	802	4.12	0.03	303	4.17	0.04	-0.17	-0.22	-0.05
2	Adolescent Client Care	557	3.54	0.04	797	3.65	0.03	299	3.02	0.07	-0.11	0.52	0.63
3	Adult Client Care	555	4.26	0.03	797	4.42	0.02	303	4.29	0.04	-0.16	-0.03	0.12
4	Advance Directives	553	3.98	0.04	796	4.03	0.03	296	4.35	0.05	-0.05	-0.37	-0.33
5	Aging Process	559	4.00	0.04	796	4.20	0.03	302	4.31	0.04	-0.20	-0.32	-0.11
6	Allergic Reaction Interventions	560	4.60	0.03	801	4.59	0.02	301	4.50	0.04	0.01	0.11	0.10
7	Allergies	556	4.41	0.03	798	4.30	0.03	304	4.35	0.04	0.12	0.06	-0.05
8	Alteration in Hemodynamics	552	4.41	0.03	798	4.38	0.03	300	4.32	0.04	0.03	0.09	0.06
9	Altered Elimination Interventions	552	3.99	0.03	802	4.05	0.03	303	4.10	0.04	-0.06	-0.11	-0.05
10	Alternatives to Restraints	556	3.70	0.04	803	3.97	0.03	301	4.01	0.06	-0.27	-0.31	-0.04
11	Anatomy and Physiology	551	4.27	0.03	799	4.35	0.03	303	4.47	0.04	-0.08	-0.20	-0.11
12	Appropriate Use of Abbreviations	555	4.02	0.04	801	4.15	0.03	299	4.12	0.05	-0.13	-0.10	0.03
13	Arterial Line Complications	558	4.04	0.04	802	3.32	0.04	303	3.39	0.07	0.72	0.65	-0.07
14	Arterial Line Site Assessment	555	4.06	0.04	795	3.46	0.04	299	3.42	0.07	0.60	0.64	0.04
15	Assistive Devices	555	3.55	0.04	801	3.59	0.03	301	3.64	0.05	-0.04	-0.09	-0.05
16	Barriers to Learning	557	3.61	0.04	801	3.86	0.03	304	3.81	0.05	-0.25	-0.20	0.05
17	Basic Cardiac Rhythms	556	4.15	0.04	797	3.75	0.03	301	3.74	0.06	0.40	0.41	0.01
18	Behavior Modification Techniques	554	3.40	0.04	804	3.48	0.03	303	3.62	0.05	-0.09	-0.22	-0.14
19	Behavioral Health Issues	559	3.48	0.04	799	3.76	0.03	301	3.67	0.05	-0.28	-0.19	0.09
20	Behavioral Management Techniques	557	3.51	0.04	795	3.71	0.03	303	3.71	0.05	-0.20	-0.21	-0.01
21	Biohazardous Material Disposal	555	3.83	0.04	803	3.84	0.04	304	3.73	0.06	-0.01	0.11	0.12
22	Biohazardous Material Handling	558	3.99	0.04	803	3.97	0.04	301	3.82	0.06	0.02	0.17	0.14
23	Biohazardous Materials	556	3.92	0.04	798	3.89	0.03	299	3.75	0.06	0.03	0.17	0.14
24	Blood Product Administration	557	4.57	0.03	799	4.32	0.03	303	3.89	0.07	0.25	0.67	0.42
25	Blood Product Complications	558	4.62	0.03	800	4.41	0.03	303	4.01	0.07	0.21	0.61	0.40

Knowledge Statements Subgroup Analysis: Primary Job Title

Survey Position #	Knowledge Statement	Newly Licensed RN N	Avg.	Std. Err.	RN Educator N	Avg.	Std. Err.	RN Supervisor N	Avg.	Std. Err.	New vs. Educator Difference	New vs. Supervisor Difference	Educator vs. Supervisor Difference
26	Blood Product Types	556	4.24	0.04	793	4.01	0.04	303	3.78	0.07	0.24	0.46	0.23
27	Blood Specimen Collection Techniques	556	3.99	0.04	800	3.51	0.04	300	3.66	0.06	0.48	0.33	-0.15
28	Body Image Changes	555	3.21	0.04	799	3.52	0.03	300	3.30	0.05	-0.32	-0.10	0.22
29	Body Mechanics	554	3.86	0.04	796	4.25	0.03	302	4.29	0.04	-0.39	-0.43	-0.04
30	Characteristics of a Therapeutic Environment	557	3.57	0.04	801	3.99	0.03	300	3.70	0.05	-0.42	-0.13	0.29
31	Client Advocacy	558	4.32	0.03	802	4.38	0.02	304	4.08	0.05	-0.06	0.24	0.30
32	Client Coping Mechanisms	555	3.79	0.03	802	4.06	0.03	303	3.89	0.04	-0.27	-0.10	0.17
33	Client Diagnostic Results	557	4.13	0.03	801	4.19	0.03	303	4.07	0.04	-0.06	0.07	0.12
34	Client Diet Types	556	3.72	0.04	802	3.78	0.03	304	3.68	0.04	-0.06	0.05	0.11
35	Client Education	552	4.18	0.03	801	4.37	0.02	303	4.09	0.04	-0.20	0.09	0.28
36	Client Identifiers	551	4.26	0.04	800	4.41	0.03	296	4.06	0.06	-0.15	0.20	0.35
37	Client Intake and Output	556	4.10	0.04	802	4.21	0.03	301	4.02	0.05	-0.11	0.08	0.19
38	Client Lab Results	550	4.42	0.03	794	4.35	0.02	299	4.25	0.04	0.07	0.17	0.09
39	Client Needs Assessment	556	4.12	0.03	793	4.32	0.03	303	4.27	0.04	-0.20	-0.16	0.05
40	Client Positioning	552	4.07	0.03	799	4.11	0.03	300	4.11	0.04	-0.05	-0.04	0.00
41	Client Prioritization	555	4.47	0.03	796	4.62	0.02	300	4.26	0.05	-0.16	0.21	0.36
42	Client Responsibilities	555	3.73	0.04	797	3.93	0.03	303	3.79	0.05	-0.20	-0.06	0.14
43	Client Rights	554	4.23	0.03	799	4.43	0.02	303	4.29	0.04	-0.19	-0.05	0.14
44	Client Risk Assessment	556	4.22	0.03	798	4.41	0.02	302	4.27	0.04	-0.19	-0.05	0.14
45	Client Risk Factors	560	4.06	0.03	798	4.24	0.02	302	4.06	0.05	-0.18	0.01	0.18
46	Client Safety	562	4.60	0.03	799	4.80	0.02	301	4.49	0.04	-0.20	0.11	0.31
47	Client Safety Precautions	561	4.40	0.03	794	4.64	0.02	301	4.32	0.04	-0.24	0.08	0.32
48	Client Sleep/Rest Requirements	558	3.64	0.04	799	3.79	0.03	300	3.64	0.05	-0.15	0.00	0.15
49	Code of Ethics	561	4.20	0.03	801	4.48	0.02	303	4.35	0.04	-0.28	-0.15	0.13
50	Communicable Diseases	560	4.27	0.03	800	4.06	0.03	300	4.09	0.05	0.20	0.18	-0.02
51	Community Resources	559	3.52	0.04	800	3.64	0.03	298	3.37	0.05	-0.12	0.15	0.27
52	Complications of Hypo/Hyperthermia	560	3.94	0.04	800	3.76	0.03	302	3.65	0.06	0.18	0.29	0.11
53	Complications of Phototherapy	558	3.39	0.05	801	3.31	0.04	301	3.00	0.06	0.08	0.39	0.31

Knowledge Statements Subgroup Analysis: Primary Job Title

Survey Position #	Knowledge Statement	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator Difference	New vs. Supervisor Difference	Educator vs. Supervisor Difference
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
54	Comprehensive Health History	562	4.20	0.03	798	4.37	0.03	302	4.33	0.04	-0.17	-0.13	0.04
55	Comprehensive Physical Assessment	560	4.49	0.03	802	4.55	0.02	303	4.57	0.03	-0.06	-0.08	-0.03
56	Confidentiality and Privacy Requirements	559	4.35	0.03	798	4.54	0.02	301	4.34	0.05	-0.18	0.02	0.20
57	Conflict Resolution Process	562	3.64	0.04	799	3.79	0.03	303	3.84	0.05	-0.15	-0.21	-0.06
58	Conflict Resolution Techniques	558	3.66	0.04	797	3.82	0.03	301	3.85	0.05	-0.16	-0.19	-0.03
59	Controlled Substances	559	4.06	0.03	800	4.10	0.03	301	4.13	0.05	-0.04	-0.08	-0.04
60	Coping Mechanisms	557	3.68	0.03	798	3.89	0.03	302	3.80	0.05	-0.21	-0.12	0.09
61	Cost Effective Measures	560	3.47	0.04	800	3.56	0.03	301	3.51	0.05	-0.09	-0.05	0.04
62	Cultural Awareness	560	3.79	0.04	801	4.12	0.03	302	3.90	0.05	-0.33	-0.10	0.23
63	Cultural Factors Affecting Care	559	3.85	0.04	800	4.15	0.03	300	3.91	0.05	-0.30	-0.06	0.24
64	Data Collection	556	3.88	0.04	802	4.03	0.03	301	3.70	0.05	-0.14	0.18	0.33
65	Delegation	559	4.01	0.03	802	4.15	0.03	302	3.87	0.05	-0.14	0.14	0.28
66	Diagnostic Tests	560	4.12	0.03	803	4.08	0.03	301	4.08	0.04	0.04	0.05	0.00
67	Disclosure of Errors	560	4.16	0.03	801	4.48	0.03	302	4.33	0.04	-0.33	-0.18	0.15
68	Disease Process	562	4.32	0.03	800	4.34	0.02	302	4.42	0.04	-0.02	-0.10	-0.08
69	Documentation Process	560	4.34	0.03	803	4.39	0.02	302	4.50	0.04	-0.05	-0.17	-0.12
70	Drainage Device Care	560	3.81	0.04	801	3.64	0.03	302	3.75	0.05	0.17	0.06	-0.11
71	Dressing Change Techniques	561	4.04	0.03	800	3.91	0.03	302	4.05	0.04	0.13	-0.01	-0.14
72	Effects of Substance Abuse	559	3.74	0.04	802	3.84	0.03	301	3.63	0.05	-0.10	0.11	0.21
73	Emergency Care Procedures	560	4.41	0.03	801	4.21	0.03	301	4.16	0.05	0.19	0.25	0.06
74	Emergency Response Plans	560	4.26	0.04	802	3.92	0.03	299	3.99	0.05	0.34	0.27	-0.07
75	End-of-life Care	558	3.92	0.04	803	3.90	0.03	302	4.17	0.04	0.02	-0.25	-0.27
76	Ethical Principles	561	4.04	0.04	801	4.43	0.02	301	4.27	0.04	-0.38	-0.23	0.16
77	Evidence-based Practice	560	4.05	0.04	802	4.36	0.03	302	4.18	0.04	-0.31	-0.13	0.18
78	Family Dynamics	561	3.46	0.04	797	3.75	0.03	299	3.70	0.05	-0.29	-0.24	0.05
79	Fluid and Electrolyte Imbalance	562	4.50	0.03	801	4.43	0.02	302	4.34	0.04	0.07	0.16	0.09
80	Focused Assessment	559	4.39	0.03	796	4.46	0.02	302	4.22	0.04	-0.07	0.17	0.24
81	Gastric Tube Insertion	560	3.72	0.04	801	3.42	0.04	302	3.50	0.06	0.30	0.21	-0.08

Knowledge Statements Subgroup Analysis: Primary Job Title

Survey Position #	Knowledge Statement	Newly Licensed RN N	Avg.	Std. Err.	RN Educator N	Avg.	Std. Err.	RN Supervisor N	Avg.	Std. Err.	New vs. Educator Difference	New vs. Supervisor Difference	Educator vs. Supervisor Difference
82	Generic and Trade Medication Names	561	4.09	0.04	801	4.10	0.03	303	4.02	0.05	-0.01	0.07	0.08
83	Grief Process	559	3.52	0.04	801	3.76	0.03	303	3.77	0.04	-0.24	-0.25	-0.01
84	Handoff or Handovers	560	3.94	0.04	795	4.24	0.03	298	4.00	0.06	-0.30	-0.06	0.24
85	Health Promotion and Maintenance Recommendations	562	3.83	0.03	799	3.94	0.03	303	3.58	0.05	-0.12	0.25	0.37
86	Hemodialysis Care	558	3.73	0.04	796	3.09	0.04	303	3.26	0.06	0.64	0.47	-0.18
87	Hemostasis	557	4.01	0.04	798	3.91	0.03	302	3.78	0.05	0.10	0.23	0.13
88	High Risk Health Behaviors	559	3.79	0.04	799	3.89	0.03	303	3.67	0.05	-0.10	0.13	0.22
89	Incident Reporting	561	4.00	0.04	799	4.12	0.03	299	4.13	0.05	-0.12	-0.13	-0.01
90	Infant Care	555	3.63	0.05	799	3.47	0.04	299	3.04	0.07	0.16	0.59	0.43
91	Infection Control Standards	559	4.54	0.03	802	4.58	0.02	302	4.67	0.03	-0.04	-0.13	-0.09
92	Infection Transmission	559	4.56	0.03	803	4.55	0.02	303	4.62	0.04	0.01	-0.06	-0.07
93	Informed Consent	560	4.40	0.03	798	4.47	0.02	301	4.33	0.04	-0.07	0.07	0.14
94	Infusion Delivery Devices	560	4.07	0.04	799	3.73	0.03	298	3.82	0.05	0.33	0.24	-0.09
95	Interdisciplinary Resources	559	3.59	0.04	796	3.57	0.03	300	3.67	0.04	0.02	-0.07	-0.09
96	Intraoperative Care	560	3.64	0.04	801	3.17	0.04	300	3.11	0.06	0.47	0.53	0.05
97	Invasive Procedures	559	3.97	0.04	797	3.62	0.03	301	3.51	0.06	0.35	0.45	0.11
98	Irrigation Techniques	558	3.72	0.04	796	3.44	0.03	298	3.57	0.05	0.28	0.15	-0.13
99	Isolation Guidelines	561	4.25	0.03	798	4.26	0.03	298	4.24	0.05	-0.01	0.01	0.02
100	Labor Process	560	3.39	0.05	799	3.27	0.04	300	2.94	0.07	0.12	0.45	0.33
101	Learning Strategies	561	3.45	0.04	798	3.63	0.03	300	3.48	0.05	-0.18	-0.03	0.15
102	Learning Styles	559	3.35	0.04	800	3.51	0.03	302	3.38	0.05	-0.16	-0.03	0.13
103	Life Transitions	558	3.34	0.04	798	3.41	0.03	301	3.28	0.05	-0.07	0.06	0.13
104	Material Safety Data Sheet (MSDS)	561	3.42	0.05	799	3.26	0.04	298	3.45	0.06	0.16	-0.03	-0.18
105	Maternal Fetal Monitoring	557	3.52	0.05	801	3.10	0.04	301	2.85	0.07	0.42	0.67	0.25
106	Medical Terminology	562	4.23	0.03	800	4.30	0.03	295	4.32	0.04	-0.07	-0.09	-0.02
107	Medication Allergies	560	4.58	0.03	799	4.54	0.02	300	4.47	0.04	0.04	0.11	0.07
108	Medication Calculations	558	4.60	0.03	797	4.72	0.02	298	4.40	0.05	-0.12	0.20	0.32
109	Medication Classifications	556	4.25	0.03	799	4.38	0.02	299	4.15	0.05	-0.13	0.10	0.23

Knowledge Statements Subgroup Analysis: Primary Job Title

Survey Position #	Knowledge Statement	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator	New vs. Supervisor	Educator vs. Supervisor
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
110	Medication Contraindications	559	4.50	0.03	799	4.50	0.02	300	4.35	0.04	-0.01	0.15	0.16
111	Medication Error Prevention	560	4.70	0.02	801	4.77	0.02	301	4.59	0.04	-0.07	0.11	0.18
112	Medication Incompatibilities	560	4.52	0.03	799	4.45	0.03	299	4.31	0.04	0.07	0.21	0.14
113	Medication Interactions	557	4.47	0.03	800	4.41	0.03	297	4.33	0.04	0.06	0.14	0.08
114	Medication Reconciliation	559	4.23	0.03	799	4.28	0.03	300	4.37	0.04	-0.04	-0.14	-0.09
115	Medication Side Effects	560	4.45	0.03	797	4.50	0.02	300	4.39	0.04	-0.04	0.06	0.11
116	Medication Therapeutic Effects	561	4.35	0.03	795	4.48	0.02	299	4.26	0.04	-0.13	0.09	0.22
117	Metric Conversions	559	3.77	0.04	796	3.84	0.04	300	3.71	0.06	-0.07	0.06	0.13
118	Moderate Sedation	561	3.67	0.04	797	3.44	0.03	298	3.32	0.06	0.22	0.35	0.13
119	Nasogastric Tubes	560	3.75	0.04	800	3.56	0.03	301	3.52	0.05	0.19	0.23	0.04
120	Newborn Care	560	3.44	0.05	795	3.32	0.04	300	2.90	0.07	0.12	0.54	0.42
121	Nonpharmacological Comfort Measures	561	3.83	0.04	795	4.07	0.03	299	3.93	0.05	-0.25	-0.11	0.14
122	Nonverbal Cues	560	3.82	0.04	801	3.98	0.03	301	3.80	0.05	-0.16	0.02	0.18
123	Normal Anatomy and Physiology	561	4.23	0.03	798	4.27	0.03	301	4.35	0.04	-0.04	-0.12	-0.08
124	Normal Growth and Development	559	3.90	0.04	798	4.13	0.03	301	3.85	0.06	-0.22	0.05	0.27
125	Normal Vital Signs	559	4.50	0.03	794	4.54	0.02	301	4.42	0.04	-0.04	0.08	0.13
126	Nurse Self Awareness	559	3.97	0.04	795	3.96	0.03	300	3.93	0.05	0.00	0.03	0.03
127	Nursing Process	560	4.08	0.04	798	4.30	0.03	301	4.28	0.04	-0.21	-0.20	0.01
128	Nutritional Assessment	559	3.70	0.04	796	3.76	0.03	297	3.73	0.05	-0.05	-0.02	0.03
129	Occupational Factors Affecting Care	562	3.49	0.04	795	3.32	0.03	300	3.29	0.05	0.17	0.20	0.03
130	Older Adult Client Care	561	3.99	0.03	797	4.05	0.03	299	4.05	0.05	-0.06	-0.05	0.01
131	Order Accuracy and Timeliness	555	4.17	0.03	795	4.35	0.03	302	4.41	0.04	-0.18	-0.24	-0.06
132	Organ Donation Process	558	3.34	0.05	795	2.95	0.03	300	3.05	0.06	0.39	0.28	-0.10
133	Orthopedic Devices	561	3.43	0.04	799	3.14	0.03	298	3.38	0.05	0.29	0.05	-0.24
134	Ostomy Care	563	3.69	0.04	797	3.37	0.03	299	3.67	0.05	0.31	0.02	-0.30
135	Oxygen Delivery Systems	559	4.23	0.03	797	4.10	0.03	301	4.04	0.05	0.14	0.19	0.06
136	Pacing Devices	560	3.84	0.04	793	3.06	0.04	301	3.37	0.06	0.78	0.48	-0.31
137	Pain Management	560	4.48	0.03	797	4.63	0.02	301	4.66	0.03	-0.16	-0.19	-0.03

Knowledge Statements Subgroup Analysis: Primary Job Title

Survey Position #	Knowledge Statement	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator	New vs. Supervisor	Educator vs. Supervisor
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
138	Pain Management Techniques	561	4.39	0.03	797	4.61	0.02	297	4.61	0.03	-0.23	-0.22	0.00
139	Pain Scales	560	4.21	0.03	806	4.38	0.02	301	4.42	0.04	-0.16	-0.20	-0.04
140	Palliative Care	557	3.78	0.04	801	3.73	0.03	299	4.00	0.05	0.05	-0.22	-0.27
141	Parenteral Nutrition	559	3.89	0.04	800	3.73	0.03	299	3.75	0.05	0.17	0.15	-0.02
142	Performance Improvement	556	3.60	0.04	803	3.50	0.03	299	3.65	0.05	0.11	-0.05	-0.16
143	Peripheral Intravenous Lines	555	4.36	0.03	803	4.18	0.03	299	4.15	0.05	0.18	0.21	0.03
144	Peritoneal Dialysis Care	557	3.54	0.05	801	2.95	0.04	299	3.12	0.06	0.59	0.41	-0.18
145	Personal Protective Equipment	560	4.32	0.03	801	4.36	0.03	301	4.37	0.04	-0.04	-0.05	-0.01
146	Pharmacology	558	4.41	0.03	796	4.49	0.02	301	4.30	0.04	-0.08	0.11	0.19
147	Phototherapy	561	3.11	0.05	798	2.90	0.04	301	2.72	0.06	0.21	0.39	0.18
148	Plan of Care	560	4.02	0.04	800	4.22	0.03	301	4.34	0.04	-0.20	-0.31	-0.11
149	Plan of Care Types	558	3.71	0.04	801	3.68	0.03	299	3.97	0.05	0.03	-0.25	-0.28
150	Postmortem Care	560	3.32	0.04	800	3.08	0.04	299	3.29	0.06	0.24	0.03	-0.22
151	Postoperative Care	561	4.13	0.04	800	4.06	0.03	299	3.78	0.06	0.07	0.36	0.29
152	Postpartum Assessment Techniques	559	3.60	0.05	798	3.43	0.04	301	3.01	0.07	0.17	0.59	0.42
153	Postpartum Care	556	3.60	0.05	794	3.44	0.04	302	3.05	0.07	0.16	0.55	0.39
154	Practice Errors	557	4.02	0.04	799	4.25	0.03	301	4.04	0.05	-0.23	-0.02	0.21
155	Prenatal Care	560	3.51	0.05	799	3.31	0.04	301	2.93	0.07	0.20	0.58	0.39
156	Preoperative Care	558	3.84	0.04	797	3.79	0.03	301	3.42	0.06	0.05	0.43	0.37
157	Preschool Client Care	560	3.23	0.05	796	3.05	0.04	301	2.66	0.07	0.17	0.57	0.39
158	Prevention and Treatment Techniques	560	4.04	0.03	801	3.99	0.03	300	3.79	0.05	0.05	0.26	0.20
159	Procedure or Treatment Complications	561	4.20	0.03	801	4.14	0.03	301	4.03	0.05	0.06	0.17	0.11
160	Professional Communication	558	4.20	0.03	801	4.48	0.02	302	4.34	0.04	-0.28	-0.14	0.14
161	Professional Competency Limitations	557	4.01	0.03	797	4.29	0.03	301	4.19	0.05	-0.29	-0.18	0.10
162	Professional Resources	559	3.80	0.04	802	3.88	0.03	301	3.80	0.05	-0.07	0.00	0.07
163	Proper Client Identification	558	4.65	0.03	804	4.80	0.02	300	4.54	0.04	-0.14	0.11	0.26
164	Psychological Assessment	559	3.89	0.03	802	3.99	0.03	301	3.81	0.05	-0.10	0.07	0.18
165	Psychological Assessment Tools	559	3.75	0.04	804	3.68	0.03	301	3.63	0.05	0.07	0.12	0.05
166	Psychosocial Assessment	559	3.75	0.04	801	3.99	0.03	301	3.77	0.05	-0.24	-0.02	0.22

Knowledge Statements Subgroup Analysis: Primary Job Title

Survey Position #	Knowledge Statement	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator	New vs. Supervisor	Educator vs. Supervisor
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
167	Psychosocial Factors Affecting Care	560	3.75	0.03	801	3.96	0.03	301	3.78	0.05	-0.21	-0.03	0.18
168	Pulmonary Hygiene Techniques	556	4.04	0.04	799	3.75	0.03	301	3.80	0.05	0.29	0.24	-0.05
169	Regulatory Guidelines	556	3.81	0.04	803	3.81	0.03	302	4.03	0.05	0.00	-0.22	-0.22
170	Reportable Conditions	558	4.09	0.03	800	4.02	0.03	302	4.21	0.04	0.07	-0.13	-0.19
171	Reporting Process	560	3.99	0.03	801	3.99	0.03	302	4.09	0.05	0.01	-0.09	-0.10
172	Rights of Medication Administration	558	4.64	0.02	802	4.79	0.02	301	4.70	0.03	-0.15	-0.06	0.09
173	Risk Reduction Interventions	558	4.18	0.03	800	4.29	0.03	300	4.13	0.04	-0.12	0.05	0.17
174	Safe Client Handling	560	4.34	0.03	801	4.53	0.02	300	4.35	0.04	-0.18	-0.01	0.18
175	Safe Equipment Use	558	4.26	0.03	798	4.30	0.03	301	4.16	0.05	-0.04	0.10	0.14
176	School Age Client Care	557	3.37	0.05	797	3.22	0.04	301	2.78	0.07	0.15	0.59	0.44
177	Scope of Practice	558	4.33	0.03	802	4.46	0.03	299	4.49	0.04	-0.13	-0.16	-0.04
178	Screening Tools	558	3.73	0.03	797	3.55	0.03	299	3.55	0.05	0.19	0.19	0.00
179	Security Plans	559	3.61	0.04	798	3.56	0.04	298	3.37	0.05	0.04	0.24	0.19
180	Skin Integrity Interventions	560	4.34	0.03	796	4.26	0.03	302	4.40	0.04	0.08	-0.06	-0.14
181	Specimen Collection Techniques	559	3.99	0.03	805	3.77	0.03	301	3.90	0.05	0.22	0.09	-0.13
182	Spiritual Factors Affecting Care	561	3.52	0.04	801	3.76	0.03	298	3.70	0.05	-0.23	-0.18	0.05
183	Stages of Death and Dying	560	3.66	0.04	800	3.63	0.03	300	3.93	0.04	0.02	-0.27	-0.30
184	Suctioning Techniques	561	4.10	0.03	797	3.87	0.03	299	4.00	0.05	0.23	0.11	-0.13
185	Supervision	559	3.81	0.04	802	3.86	0.03	301	3.95	0.05	-0.05	-0.14	-0.09
186	Techniques to Promote Circulation	563	4.29	0.03	808	4.16	0.03	300	4.02	0.04	0.13	0.27	0.14
187	Telemetry	561	4.01	0.04	801	3.21	0.04	296	3.22	0.06	0.80	0.79	-0.01
188	Temperature Regulation Techniques	562	3.94	0.03	804	3.86	0.03	298	3.66	0.05	0.08	0.28	0.20
189	Therapeutic Communication	561	4.05	0.03	804	4.44	0.02	300	3.94	0.05	-0.39	0.11	0.50
190	Therapeutic Interventions	561	4.03	0.03	801	4.34	0.02	298	3.93	0.05	-0.31	0.10	0.41
191	Time Management Techniques	561	4.35	0.03	802	4.23	0.03	297	4.27	0.04	0.12	0.09	-0.03
192	Tissue Perfusion	561	4.38	0.03	802	4.21	0.03	297	3.95	0.05	0.17	0.43	0.26
193	Transcription Process	559	3.53	0.04	801	3.30	0.04	299	3.73	0.07	0.23	-0.20	-0.43
194	Treatment Order Components	561	3.79	0.04	801	3.75	0.03	299	3.93	0.05	0.04	-0.14	-0.19
195	Treatment Regimens	558	3.89	0.03	803	3.75	0.03	297	3.86	0.05	0.13	0.02	-0.11

Knowledge Statements Subgroup Analysis: Primary Job Title

Survey Position #	Knowledge Statement	Newly Licensed RN			RN Educator			RN Supervisor			New vs. Educator	New vs. Supervisor	Educator vs. Supervisor
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	Difference	Difference	Difference
196	Tube Feedings	560	3.88	0.04	805	3.64	0.03	299	3.81	0.05	0.24	0.07	-0.17
197	Types of Abuse and Neglect	562	3.92	0.04	805	4.01	0.03	300	4.25	0.04	-0.09	-0.32	-0.24
198	Types of Allergic Reactions	563	4.38	0.03	804	4.25	0.03	300	4.25	0.05	0.13	0.12	-0.01
199	Types of Restraints	562	3.71	0.04	801	3.84	0.03	299	3.81	0.06	-0.13	-0.11	0.02
200	Unsafe Practices	561	4.34	0.03	800	4.57	0.02	299	4.46	0.04	-0.23	-0.12	0.11
201	Urinary Catheters	561	4.15	0.03	807	4.01	0.03	300	4.03	0.04	0.13	0.12	-0.02
202	Urinary Catheter Insertion	560	4.22	0.03	802	4.03	0.03	298	4.08	0.04	0.19	0.13	-0.05
203	Venous Access Device Complications	558	4.34	0.03	803	4.10	0.03	298	4.14	0.05	0.24	0.20	-0.05
204	Venous Access Device Types	559	4.12	0.03	807	3.86	0.03	299	4.00	0.05	0.26	0.12	-0.14
205	Venous Access Interventions	560	4.21	0.03	802	4.00	0.03	300	4.03	0.05	0.21	0.18	-0.04
206	Venous Complications	559	4.32	0.03	801	4.10	0.03	297	4.08	0.05	0.22	0.24	0.02
207	Venous Interventions	558	4.18	0.03	801	3.99	0.03	298	3.97	0.05	0.20	0.22	0.02
208	Venous Return Devices	553	4.06	0.03	797	3.75	0.03	299	3.84	0.05	0.31	0.21	-0.09
209	Venous Site Assessment	557	4.33	0.03	796	4.22	0.03	295	4.11	0.05	0.12	0.22	0.11
210	Ventilation/Oxygenation Complications	559	4.54	0.03	799	4.34	0.03	300	4.15	0.06	0.19	0.39	0.19
211	Ventilator Management	560	3.95	0.04	801	3.11	0.04	299	3.27	0.07	0.84	0.68	-0.16
212	Vulnerable Populations	558	3.57	0.04	804	3.85	0.03	299	3.55	0.06	-0.29	0.01	0.30
213	Withdrawal Symptoms	560	3.90	0.04	803	3.84	0.03	298	3.62	0.05	0.06	0.28	0.22
214	Wound Assessment	560	4.31	0.03	801	4.24	0.03	298	4.39	0.04	0.07	-0.08	-0.15
215	Wound Care	560	4.28	0.03	803	4.15	0.03	299	4.31	0.04	0.13	-0.03	-0.16

APPENDIX I: KNOWLEDGE STATEMENTS SUBGROUP ANALYSIS: FACILITY

Survey Position #	Knowledge Statement	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
1	Activities of Daily Living	1013	4.06	0.02	200	4.18	0.05	149	4.13	0.07	195	3.99	0.06
2	Adolescent Client Care	1010	3.55	0.03	196	2.96	0.09	148	3.59	0.07	193	3.69	0.06
3	Adult Client Care	1008	4.36	0.02	198	4.26	0.05	149	4.34	0.06	194	4.32	0.05
4	Advance Directives	1002	4.03	0.03	197	4.38	0.06	146	4.03	0.08	193	4.01	0.06
5	Aging Process	1013	4.09	0.03	198	4.35	0.05	148	4.26	0.07	192	4.18	0.06
6	Allergic Reaction Interventions	1017	4.60	0.02	197	4.52	0.05	150	4.53	0.06	194	4.56	0.05
7	Allergies	1012	4.35	0.02	199	4.33	0.05	150	4.34	0.06	190	4.33	0.06
8	Alteration in Hemodynamics	1009	4.43	0.02	196	4.27	0.06	148	4.24	0.07	191	4.37	0.05
9	Altered Elimination Interventions	1012	4.04	0.02	198	4.15	0.05	149	3.97	0.07	191	3.97	0.06
10	Alternatives to Restraints	1013	3.89	0.03	199	4.02	0.07	150	3.56	0.09	193	3.94	0.06
11	Anatomy and Physiology	1008	4.33	0.02	199	4.34	0.05	149	4.40	0.07	192	4.40	0.05
12	Appropriate Use of Abbreviations	1010	4.08	0.03	197	4.14	0.06	150	4.01	0.08	192	4.28	0.06
13	Arterial Line Complications	1012	3.53	0.04	199	3.57	0.09	150	3.63	0.10	195	3.59	0.09
14	Arterial Line Site Assessment	1003	3.62	0.04	199	3.58	0.09	149	3.68	0.10	192	3.69	0.09
15	Assistive Devices	1011	3.52	0.03	198	3.71	0.06	150	3.67	0.07	194	3.60	0.06
16	Barriers to Learning	1014	3.74	0.03	199	3.53	0.07	149	3.96	0.07	193	3.91	0.06
17	Basic Cardiac Rhythms	1008	3.95	0.03	200	3.62	0.07	147	3.78	0.07	192	3.84	0.07
18	Behavior Modification Techniques	1013	3.38	0.03	199	3.70	0.06	149	3.51	0.08	195	3.61	0.06
19	Behavioral Health Issues	1011	3.57	0.03	199	3.75	0.06	148	3.67	0.07	195	3.85	0.06
20	Behavioral Management Techniques	1008	3.57	0.03	199	3.82	0.06	150	3.65	0.08	193	3.74	0.07
21	Biohazardous Material Disposal	1015	3.80	0.03	200	3.73	0.08	149	3.93	0.08	193	3.87	0.07
22	Biohazardous Material Handling	1014	3.94	0.03	198	3.86	0.08	149	4.04	0.08	195	3.94	0.07
23	Biohazardous Materials	1010	3.87	0.03	196	3.73	0.08	148	3.91	0.09	194	3.90	0.07
24	Blood Product Administration	1014	4.50	0.02	198	3.64	0.10	149	3.95	0.10	194	4.33	0.07
25	Blood Product Complications	1013	4.56	0.02	200	3.84	0.09	149	4.07	0.10	195	4.43	0.06
26	Blood Product Types	1007	4.17	0.03	199	3.51	0.09	150	3.76	0.09	192	4.05	0.07
27	Blood Specimen Collection Techniques	1010	3.72	0.03	199	3.43	0.08	149	3.75	0.09	193	3.64	0.07
28	Body Image Changes	1010	3.33	0.03	199	3.22	0.07	148	3.52	0.08	194	3.51	0.07
29	Body Mechanics	1011	4.12	0.03	199	4.15	0.06	149	4.12	0.08	191	4.18	0.06
30	Characteristics of a Therapeutic Environment	1012	3.77	0.03	199	3.66	0.06	149	3.87	0.08	194	3.93	0.06

Knowledge Statements Subgroup Analysis: Facility												
Survey Position #	**Knowledge Statement**	**Hospital**			**Long-term Care**			**Community-based Facility**			**Other**		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
31	Client Advocacy	1014	4.31	0.02	200	4.20	0.06	150	4.30	0.06	194	4.39	0.05
32	Client Coping Mechanisms	1011	3.90	0.02	200	3.89	0.05	149	4.02	0.07	195	4.04	0.05
33	Client Diagnostic Results	1012	4.16	0.02	199	4.12	0.05	149	4.06	0.07	195	4.19	0.05
34	Client Diet Types	1014	3.74	0.03	200	3.73	0.05	149	3.77	0.07	195	3.75	0.06
35	Client Education	1014	4.28	0.02	198	3.93	0.06	149	4.32	0.06	194	4.36	0.05
36	Client Identifiers	1004	4.39	0.03	197	3.92	0.07	148	4.10	0.08	195	4.30	0.06
37	Client Intake and Output	1014	4.19	0.02	198	3.99	0.06	147	3.92	0.08	195	4.17	0.05
38	Client Lab Results	1004	4.40	0.02	195	4.28	0.05	147	4.14	0.07	194	4.39	0.04
39	Client Needs Assessment	1008	4.24	0.02	199	4.15	0.05	147	4.27	0.06	192	4.28	0.05
40	Client Positioning	1007	4.11	0.02	197	4.10	0.05	148	3.98	0.07	194	4.09	0.06
41	Client Prioritization	1008	4.58	0.02	199	4.19	0.06	147	4.40	0.06	193	4.60	0.04
42	Client Responsibilities	1007	3.83	0.03	199	3.67	0.06	150	3.85	0.07	194	3.94	0.05
43	Client Rights	1009	4.32	0.02	198	4.29	0.05	150	4.40	0.06	194	4.40	0.05
44	Client Risk Assessment	1011	4.30	0.02	198	4.32	0.05	149	4.32	0.06	193	4.42	0.05
45	Client Risk Factors	1009	4.15	0.02	199	4.08	0.05	150	4.07	0.07	196	4.21	0.05
46	Client Safety	1014	4.71	0.02	197	4.46	0.05	149	4.60	0.05	197	4.76	0.04
47	Client Safety Precautions	1006	4.54	0.02	200	4.32	0.05	149	4.48	0.06	195	4.53	0.05
48	Client Sleep/Rest Requirements	1011	3.67	0.03	197	3.75	0.06	149	3.76	0.07	194	3.80	0.06
49	Code of Ethics	1014	4.37	0.02	199	4.30	0.05	149	4.34	0.07	196	4.44	0.05
50	Communicable Diseases	1010	4.11	0.02	200	4.20	0.05	150	4.21	0.07	196	4.16	0.05
51	Community Resources	1011	3.54	0.03	197	3.22	0.06	150	3.78	0.07	195	3.69	0.05
52	Complications of Hypo/Hyperthermia	1013	3.83	0.03	199	3.62	0.08	149	3.70	0.09	196	3.83	0.07
53	Complications of Phototherapy	1012	3.30	0.03	198	2.94	0.08	150	3.25	0.09	197	3.37	0.08
54	Comprehensive Health History	1012	4.30	0.02	199	4.16	0.05	150	4.37	0.07	196	4.35	0.05
55	Comprehensive Physical Assessment	1014	4.55	0.02	200	4.45	0.05	150	4.51	0.05	196	4.52	0.05
56	Confidentiality and Privacy Requirements	1011	4.46	0.02	198	4.26	0.05	149	4.48	0.06	196	4.46	0.05
57	Conflict Resolution Process	1013	3.75	0.03	200	3.63	0.06	150	3.75	0.07	196	3.86	0.06
58	Conflict Resolution Techniques	1010	3.76	0.03	197	3.69	0.06	148	3.75	0.07	197	3.88	0.06
59	Controlled Substances	1013	4.08	0.02	197	4.16	0.06	148	3.99	0.07	197	4.15	0.06
60	Coping Mechanisms	1009	3.78	0.03	199	3.75	0.06	149	3.87	0.07	195	3.85	0.06
61	Cost Effective Measures	1012	3.51	0.03	199	3.33	0.07	148	3.61	0.08	197	3.64	0.06
62	Cultural Awareness	1014	3.97	0.03	199	3.79	0.06	148	3.99	0.07	197	4.05	0.06
63	Cultural Factors Affecting Care	1011	4.01	0.03	198	3.82	0.06	149	4.03	0.07	197	4.08	0.06
64	Data Collection	1010	3.92	0.03	199	3.82	0.06	149	3.85	0.08	196	3.99	0.06
65	Delegation	1012	4.11	0.02	200	3.86	0.06	149	3.89	0.07	197	4.12	0.06

Knowledge Statements Subgroup Analysis: Facility												
Survey Position #	Knowledge Statement	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
66	Diagnostic Tests	1014	4.11	0.02	198	4.05	0.05	150	3.98	0.07	197	4.15	0.05
67	Disclosure of Errors	1013	4.35	0.02	200	4.26	0.06	149	4.38	0.06	196	4.40	0.05
68	Disease Process	1012	4.34	0.02	200	4.33	0.05	150	4.32	0.05	197	4.38	0.05
69	Documentation Process	1015	4.37	0.02	198	4.45	0.04	150	4.43	0.06	197	4.44	0.04
70	Drainage Device Care	1013	3.72	0.03	199	3.74	0.06	150	3.63	0.08	197	3.71	0.06
71	Dressing Change Techniques	1014	3.96	0.03	199	4.14	0.05	150	3.97	0.07	196	3.93	0.06
72	Effects of Substance Abuse	1014	3.76	0.03	196	3.61	0.07	150	3.71	0.07	197	3.89	0.06
73	Emergency Care Procedures	1014	4.28	0.03	199	4.22	0.07	150	4.25	0.07	196	4.23	0.06
74	Emergency Response Plans	1014	4.03	0.03	198	4.09	0.07	149	4.05	0.08	196	4.01	0.06
75	End-of-life Care	1012	3.92	0.03	200	4.22	0.05	149	3.91	0.07	197	3.95	0.06
76	Ethical Principles	1014	4.25	0.02	198	4.26	0.05	149	4.32	0.06	197	4.38	0.05
77	Evidence-based Practice	1015	4.24	0.02	199	3.98	0.06	150	4.17	0.07	195	4.38	0.05
78	Family Dynamics	1011	3.62	0.03	197	3.60	0.06	149	3.70	0.07	196	3.71	0.06
79	Fluid and Electrolyte Imbalance	1014	4.48	0.02	200	4.30	0.05	150	4.29	0.06	196	4.42	0.05
80	Focused Assessment	1009	4.46	0.02	199	4.15	0.06	150	4.29	0.06	195	4.42	0.05
81	Gastric Tube Insertion	1013	3.54	0.03	198	3.57	0.07	150	3.39	0.10	197	3.50	0.07
82	Generic and Trade Medication Names	1015	4.10	0.03	200	4.03	0.06	150	4.02	0.07	195	4.11	0.06
83	Grief Process	1013	3.65	0.03	199	3.68	0.05	149	3.66	0.08	197	3.81	0.06
84	Handoff or Handovers	1010	4.22	0.03	197	3.58	0.07	148	3.80	0.09	195	4.20	0.06
85	Health Promotion and Maintenance Recommendations	1013	3.85	0.02	200	3.50	0.06	150	3.95	0.07	196	3.94	0.06
86	Hemodialysis Care	1010	3.28	0.03	199	3.43	0.08	150	3.30	0.10	194	3.36	0.07
87	Hemostasis	1008	3.96	0.03	199	3.72	0.06	149	3.77	0.08	196	3.98	0.06
88	High Risk Health Behaviors	1013	3.80	0.03	199	3.65	0.06	149	3.91	0.07	195	3.96	0.06
89	Incident Reporting	1010	4.03	0.03	199	4.25	0.06	148	4.09	0.08	197	4.13	0.06
90	Infant Care	1008	3.47	0.03	196	3.02	0.10	148	3.50	0.09	196	3.52	0.07
91	Infection Control Standards	1012	4.57	0.02	199	4.67	0.04	150	4.57	0.06	197	4.61	0.04
92	Infection Transmission	1020	4.56	0.02	199	4.64	0.04	148	4.53	0.06	195	4.53	0.04
93	Informed Consent	1017	4.44	0.02	199	4.23	0.05	147	4.48	0.06	194	4.45	0.05
94	Infusion Delivery Devices	1016	3.90	0.03	196	3.86	0.07	148	3.61	0.09	195	3.77	0.07
95	Interdisciplinary Resources	1010	3.58	0.02	199	3.56	0.06	148	3.61	0.08	196	3.66	0.06
96	Intraoperative Care	1017	3.34	0.03	198	3.11	0.09	148	3.22	0.09	195	3.31	0.07
97	Invasive Procedures	1014	3.79	0.03	197	3.46	0.08	148	3.55	0.09	195	3.64	0.07
98	Irrigation Techniques	1010	3.52	0.03	198	3.62	0.07	147	3.54	0.08	196	3.56	0.07
99	Isolation Guidelines	1015	4.26	0.02	196	4.19	0.06	147	4.18	0.08	196	4.31	0.06
100	Labor Process	1020	3.27	0.03	198	2.92	0.09	146	3.27	0.09	194	3.28	0.08
101	Learning Strategies	1019	3.54	0.03	199	3.29	0.07	147	3.61	0.08	193	3.72	0.06
102	Learning Styles	1018	3.43	0.03	199	3.18	0.07	147	3.46	0.08	196	3.60	0.06

		Hospital			Long-term Care			Community-based Facility			Other		
Survey Position #	**Knowledge Statement**	**N**	**Avg.**	**Std. Err.**	**N**	**Avg.**	**Std. Err.**	**N**	**Avg.**	**Std. Err.**	**N**	**Avg.**	**Std. Err.**
103	Life Transitions	1016	3.33	0.03	197	3.24	0.06	147	3.45	0.07	195	3.49	0.07
104	Material Safety Data Sheet (MSDS)	1017	3.33	0.03	197	3.39	0.08	147	3.29	0.09	195	3.36	0.08
105	Maternal Fetal Monitoring	1016	3.22	0.04	197	2.91	0.10	148	3.20	0.10	195	3.21	0.08
106	Medical Terminology	1020	4.28	0.02	195	4.29	0.06	147	4.30	0.07	192	4.32	0.05
107	Medication Allergies	1016	4.55	0.02	197	4.49	0.05	147	4.56	0.05	195	4.61	0.04
108	Medication Calculations	1011	4.64	0.02	198	4.42	0.06	148	4.55	0.07	195	4.75	0.04
109	Medication Classifications	1016	4.30	0.02	197	4.18	0.05	148	4.29	0.06	193	4.41	0.05
110	Medication Contraindications	1016	4.48	0.02	199	4.37	0.05	147	4.47	0.06	194	4.56	0.05
111	Medication Error Prevention	1019	4.73	0.02	198	4.57	0.05	148	4.71	0.04	195	4.77	0.03
112	Medication Incompatibilities	1018	4.45	0.02	198	4.33	0.05	146	4.41	0.06	194	4.52	0.05
113	Medication Interactions	1015	4.42	0.02	197	4.31	0.05	146	4.38	0.07	194	4.45	0.06
114	Medication Reconciliation	1017	4.29	0.03	199	4.19	0.05	147	4.22	0.07	193	4.34	0.06
115	Medication Side Effects	1016	4.46	0.02	199	4.37	0.05	146	4.43	0.06	195	4.56	0.05
116	Medication Therapeutic Effects	1018	4.40	0.02	195	4.24	0.05	148	4.36	0.06	193	4.52	0.05
117	Metric Conversions	1016	3.78	0.03	197	3.65	0.08	146	3.82	0.09	194	3.89	0.07
118	Moderate Sedation	1015	3.54	0.03	198	3.26	0.07	146	3.28	0.09	195	3.55	0.07
119	Nasogastric Tubes	1018	3.66	0.03	199	3.52	0.07	147	3.44	0.08	195	3.57	0.07
120	Newborn Care	1014	3.30	0.04	198	2.91	0.10	148	3.39	0.09	194	3.33	0.08
121	Nonpharmacological Comfort Measures	1015	3.93	0.03	198	3.97	0.06	147	4.01	0.07	195	4.05	0.05
122	Nonverbal Cues	1019	3.84	0.03	199	3.89	0.06	148	3.96	0.07	196	3.98	0.06
123	Normal Anatomy and Physiology	1018	4.25	0.02	199	4.26	0.05	147	4.30	0.07	196	4.30	0.05
124	Normal Growth and Development	1017	4.00	0.03	199	3.70	0.08	147	4.14	0.07	193	4.13	0.06
125	Normal Vital Signs	1012	4.52	0.02	198	4.43	0.05	147	4.52	0.05	195	4.50	0.04
126	Nurse Self Awareness	1014	3.95	0.03	199	3.86	0.06	146	4.02	0.07	194	3.98	0.06
127	Nursing Process	1018	4.22	0.03	199	4.19	0.06	146	4.07	0.07	193	4.32	0.05
128	Nutritional Assessment	1016	3.71	0.02	194	3.70	0.06	146	3.74	0.07	195	3.83	0.06
129	Occupational Factors Affecting Care	1017	3.34	0.03	199	3.36	0.07	148	3.43	0.08	193	3.43	0.06
130	Older Adult Client Care	1018	4.03	0.03	199	4.06	0.05	147	3.98	0.08	193	4.04	0.06
131	Order Accuracy and Timeliness	1011	4.30	0.03	199	4.32	0.06	146	4.21	0.08	194	4.31	0.05
132	Organ Donation Process	1016	3.12	0.03	197	2.92	0.08	146	2.96	0.09	192	3.13	0.07
133	Orthopedic Devices	1018	3.24	0.03	198	3.44	0.07	147	3.28	0.08	194	3.22	0.06
134	Ostomy Care	1017	3.50	0.03	198	3.71	0.06	147	3.48	0.09	194	3.48	0.07
135	Oxygen Delivery Systems	1016	4.19	0.03	197	4.07	0.06	147	3.87	0.08	195	4.04	0.07
136	Pacing Devices	1012	3.37	0.03	199	3.50	0.07	148	3.30	0.09	194	3.23	0.07
137	Pain Management	1020	4.60	0.02	197	4.64	0.04	147	4.47	0.06	194	4.56	0.05

Knowledge Statements Subgroup Analysis: Facility

Knowledge Statements Subgroup Analysis: Facility												
Survey Position #	Knowledge Statement	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
138	Pain Management Techniques	1017	4.54	0.02	197	4.53	0.04	147	4.44	0.06	193	4.59	0.04
139	Pain Scales	1022	4.34	0.02	199	4.34	0.05	148	4.27	0.06	197	4.27	0.06
140	Palliative Care	1016	3.74	0.03	197	4.03	0.06	148	3.80	0.07	195	3.82	0.06
141	Parenteral Nutrition	1014	3.79	0.03	198	3.75	0.07	148	3.66	0.08	197	3.84	0.06
142	Performance Improvement	1015	3.53	0.03	197	3.59	0.06	148	3.48	0.08	196	3.70	0.06
143	Peripheral Intravenous Lines	1016	4.30	0.03	197	4.15	0.06	148	3.97	0.08	197	4.18	0.06
144	Peritoneal Dialysis Care	1017	3.14	0.03	198	3.26	0.09	148	3.12	0.10	195	3.13	0.08
145	Personal Protective Equipment	1018	4.37	0.02	199	4.30	0.05	148	4.33	0.07	196	4.27	0.06
146	Pharmacology	1013	4.45	0.02	198	4.28	0.06	148	4.34	0.06	196	4.51	0.05
147	Phototherapy	1018	2.92	0.03	198	2.80	0.08	147	2.91	0.09	195	3.05	0.07
148	Plan of Care	1021	4.17	0.02	198	4.15	0.06	146	4.21	0.06	194	4.18	0.06
149	Plan of Care Types	1016	3.72	0.03	198	3.81	0.07	147	3.73	0.08	196	3.80	0.07
150	Postmortem Care	1017	3.17	0.03	198	3.39	0.07	147	3.03	0.09	196	3.17	0.07
151	Postoperative Care	1020	4.12	0.03	197	3.61	0.08	148	3.88	0.09	194	4.05	0.06
152	Postpartum Assessment Techniques	1018	3.44	0.04	199	3.06	0.10	147	3.45	0.09	193	3.45	0.08
153	Postpartum Care	1010	3.46	0.04	199	3.05	0.09	147	3.45	0.10	196	3.47	0.08
154	Practice Errors	1016	4.14	0.03	198	3.95	0.08	145	4.19	0.07	197	4.21	0.06
155	Prenatal Care	1019	3.33	0.03	198	2.95	0.09	146	3.38	0.09	196	3.37	0.08
156	Preoperative Care	1016	3.81	0.03	198	3.27	0.09	146	3.63	0.09	195	3.79	0.06
157	Preschool Client Care	1020	3.04	0.03	197	2.75	0.09	147	3.11	0.09	192	3.03	0.08
158	Prevention and Treatment Techniques	1018	3.97	0.02	198	3.86	0.06	148	4.05	0.07	197	4.01	0.06
159	Procedure or Treatment Complications	1022	4.16	0.02	197	4.06	0.06	148	4.09	0.07	196	4.14	0.05
160	Professional Communication	1017	4.38	0.02	199	4.19	0.06	148	4.36	0.06	197	4.44	0.05
161	Professional Competency Limitations	1015	4.17	0.03	199	4.10	0.06	148	4.22	0.07	195	4.27	0.06
162	Professional Resources	1021	3.83	0.03	199	3.73	0.06	148	3.83	0.07	195	3.95	0.06
163	Proper Client Identification	1019	4.72	0.02	198	4.53	0.05	148	4.70	0.05	197	4.76	0.04
164	Psychological Assessment	1017	3.91	0.03	199	3.85	0.06	148	3.91	0.07	196	4.00	0.05
165	Psychological Assessment Tools	1021	3.68	0.03	199	3.67	0.06	147	3.64	0.08	197	3.75	0.06
166	Psychosocial Assessment	1017	3.86	0.03	199	3.74	0.06	148	3.88	0.08	195	3.95	0.06
167	Psychosocial Factors Affecting Care	1018	3.84	0.02	198	3.82	0.06	148	3.80	0.07	196	3.95	0.06
168	Pulmonary Hygiene Techniques	1018	3.88	0.03	198	3.86	0.06	146	3.69	0.08	194	3.80	0.07
169	Regulatory Guidelines	1018	3.81	0.03	198	3.96	0.06	147	3.90	0.08	196	3.90	0.06
170	Reportable Conditions	1019	4.03	0.03	198	4.25	0.05	146	4.04	0.08	196	4.12	0.06
171	Reporting Process	1020	3.99	0.03	198	4.06	0.06	148	3.88	0.08	196	4.10	0.06

Knowledge Statements Subgroup Analysis: Facility												
Survey Position #	Knowledge Statement	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
172	Rights of Medication Administration	1019	4.73	0.02	199	4.71	0.04	146	4.70	0.05	195	4.77	0.04
173	Risk Reduction Interventions	1018	4.23	0.02	198	4.06	0.06	147	4.18	0.07	194	4.33	0.05
174	Safe Client Handling	1020	4.45	0.02	198	4.35	0.05	148	4.38	0.07	194	4.49	0.05
175	Safe Equipment Use	1017	4.29	0.02	198	4.15	0.06	146	4.19	0.07	196	4.31	0.05
176	School Age Client Care	1014	3.20	0.03	199	2.82	0.09	147	3.28	0.09	194	3.26	0.07
177	Scope of Practice	1017	4.42	0.02	197	4.44	0.05	148	4.43	0.06	196	4.42	0.05
178	Screening Tools	1015	3.59	0.03	197	3.56	0.07	145	3.67	0.07	195	3.68	0.06
179	Security Plans	1015	3.54	0.03	198	3.41	0.07	146	3.52	0.08	195	3.63	0.07
180	Skin Integrity Interventions	1017	4.31	0.02	199	4.41	0.05	148	4.14	0.07	194	4.32	0.05
181	Specimen Collection Techniques	1021	3.88	0.03	199	3.88	0.06	147	3.76	0.08	196	3.86	0.06
182	Spiritual Factors Affecting Care	1020	3.64	0.03	198	3.61	0.06	147	3.69	0.07	196	3.79	0.06
183	Stages of Death and Dying	1019	3.65	0.03	199	3.90	0.06	146	3.69	0.08	195	3.66	0.07
184	Suctioning Techniques	1018	3.99	0.03	198	4.06	0.06	148	3.80	0.08	192	3.88	0.07
185	Supervision	1021	3.80	0.03	199	4.05	0.06	146	3.80	0.08	196	3.92	0.06
186	Techniques to Promote Circulation	1022	4.20	0.02	200	4.06	0.05	150	4.07	0.07	197	4.21	0.05
187	Telemetry	1016	3.61	0.03	199	3.12	0.08	149	3.26	0.10	193	3.32	0.07
188	Temperature Regulation Techniques	1018	3.89	0.03	199	3.68	0.07	150	3.69	0.07	195	3.86	0.06
189	Therapeutic Communication	1018	4.23	0.02	200	3.96	0.06	150	4.18	0.07	196	4.40	0.05
190	Therapeutic Interventions	1015	4.17	0.02	199	3.93	0.06	149	4.15	0.06	196	4.28	0.05
191	Time Management Techniques	1014	4.31	0.02	200	4.15	0.06	150	4.27	0.06	195	4.30	0.05
192	Tissue Perfusion	1012	4.29	0.02	199	3.94	0.07	150	3.94	0.08	197	4.28	0.05
193	Transcription Process	1016	3.39	0.03	199	3.87	0.07	149	3.30	0.10	194	3.39	0.08
194	Treatment Order Components	1015	3.76	0.03	198	3.93	0.06	150	3.83	0.07	196	3.74	0.07
195	Treatment Regimens	1016	3.77	0.02	199	3.96	0.06	148	3.82	0.07	194	3.85	0.06
196	Tube Feedings	1018	3.73	0.03	199	4.00	0.06	149	3.58	0.08	197	3.69	0.07
197	Types of Abuse and Neglect	1020	3.96	0.03	200	4.35	0.05	150	4.02	0.07	195	4.03	0.06
198	Types of Allergic Reactions	1020	4.28	0.02	200	4.31	0.05	150	4.25	0.07	195	4.35	0.05
199	Types of Restraints	1015	3.83	0.03	200	3.65	0.07	150	3.58	0.09	196	3.81	0.07
200	Unsafe Practices	1014	4.47	0.02	199	4.42	0.05	149	4.43	0.06	196	4.60	0.04
201	Urinary Catheters	1021	4.09	0.02	198	4.07	0.05	150	3.84	0.07	197	4.04	0.06
202	Urinary Catheter Insertion	1017	4.12	0.03	199	4.20	0.05	149	3.88	0.08	195	4.03	0.06
203	Venous Access Device Complications	1015	4.22	0.03	198	4.18	0.06	148	3.98	0.08	197	4.09	0.06
204	Venous Access Device Types	1018	4.01	0.03	199	4.02	0.06	150	3.81	0.08	196	3.80	0.07
205	Venous Access Interventions	1018	4.11	0.03	198	4.08	0.06	148	3.89	0.08	197	3.97	0.07
206	Venous Complications	1014	4.19	0.03	198	4.17	0.06	147	3.97	0.08	196	4.12	0.06

	Knowledge Statements Subgroup Analysis: Facility												
Survey Position #	Knowledge Statement	Hospital			Long-term Care			Community-based Facility			Other		
		N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.	N	Avg.	Std. Err.
207	Venous Interventions	1017	4.07	0.03	196	4.01	0.06	148	3.89	0.08	194	3.99	0.06
208	Venous Return Devices	1009	3.89	0.03	196	3.87	0.07	148	3.68	0.08	195	3.79	0.07
209	Venous Site Assessment	1011	4.27	0.02	197	4.16	0.06	147	4.09	0.08	191	4.21	0.06
210	Ventilation/Oxygenation Complications	1013	4.41	0.03	200	4.23	0.07	150	4.21	0.08	194	4.41	0.06
211	Ventilator Management	1014	3.42	0.04	199	3.38	0.09	150	3.51	0.10	196	3.33	0.08
212	Vulnerable Populations	1017	3.68	0.03	199	3.52	0.07	149	3.79	0.08	195	3.82	0.07
213	Withdrawal Symptoms	1015	3.85	0.03	199	3.63	0.06	149	3.74	0.09	196	3.82	0.06
214	Wound Assessment	1016	4.27	0.02	198	4.40	0.04	150	4.29	0.07	194	4.23	0.05
215	Wound Care	1016	4.20	0.02	198	4.36	0.05	149	4.25	0.07	197	4.16	0.06

APPENDIX J: KNOWLEDGE SURVEY NONRESPONDER STUDY

Introduction

The National Council of State Boards of Nursing (NCSBN®) conducted a knowledge statement survey to assess the knowledge newly licensed nurses needed to possess for safe and effective professional practice. The purpose of the study was to inform NCLEX® item development. The overall analyzable response rate for the 2011 Knowledge of Newly Licensed Registered Nurses (RNs) Survey was 27.9%. Of the 6,350 Newly Licensed RNs, RN Educators and RN Supervisors who were invited to take the survey, 1,682 completed and returned a valid survey. NCSBN made the decision to contact a sample of the nurses who did not respond to the survey in order to determine if the results of the 2011 knowledge survey could be biased. If there is a systematic difference in the ratings of the knowledge statement between responders and nonresponders, then the results could potentially be biased. Ruling out the potential for systematic differences among raters supports the validity of the results. Additionally, NCSBN wanted to assess the reasons nonresponders did not return the survey in order to increase response rates in future studies.

Methodology

Sample Selection

A random sample of Newly Licensed RNs, RN Educators and RN Supervisors who were invited, but did not respond to the 2011 Knowledge of Newly Licensed RNs Survey were contacted via telephone. The sample selected for this study was proportionally equivalent to the population of nonresponders.

Telephone Interview Process

Nonresponders were contacted via telephone by a vendor using telephone numbers provided by NCSBN. Initially, these nonresponders were asked about their reasons for not completing the 2011 Knowledge of Newly Licensed RNs Survey. To facilitate the gathering of data from nonresponders, NCSBN developed a list of possible reasons why invitees may not have responded to the survey.

These reasons included "too busy," "did not care," "do not like/trust surveys," "did not receive it" or they were asked to provide another response. Next, in order to provide background on nonresponders, individuals were asked for employment setting/specialty and length of time in their current position. In addition, responders were asked to rate 10 knowledge statements that were listed in the 2011 Knowledge of Newly Licensed RNs Survey. Responders were thanked for their time and responses were recorded in a Microsoft Excel ©2007 spreadsheet.

Return Rates

Of the nonresponders who were potential contacts, 80 individuals participated in the study: 30 Newly Licensed RNs, 26 RN Educators and 24 RN Supervisors.

Nonresponder Results

Reasons for Not Responding

In general, reasons for not responding were listed as "too busy" (24 responses or 30.0%), "did not receive" the survey (24 responses or 30.0%) or "other" (28 responses or 35.0%). There were two individuals (2.5%) who provided "did not care" as a response; two others (2.5%) provided "do not like/trust surveys" as a reason for not returning the survey. *See Figure J.1.*

Time at Current Position

Responders were asked how many months they had been in their current position. Nonresponders who were Newly Licensed RNs averaged 10.7 months (0.9 years) at their job compared to responders, who averaged 7.0 months (0.6 years). Nonresponder supervisors spent an average of 118.8 months (9.9 years) at their job compared to responders who spent an average of 153.6 months (12.8 years). Nonresponder educators spent an average of 92.3 months (7.7 years) at their position compared to responders who averaged and 151.2 months (12.6 years) at their current position. *See Figure J.2.*
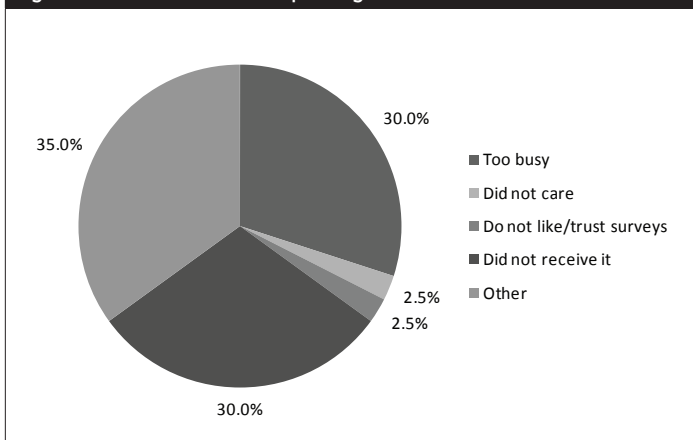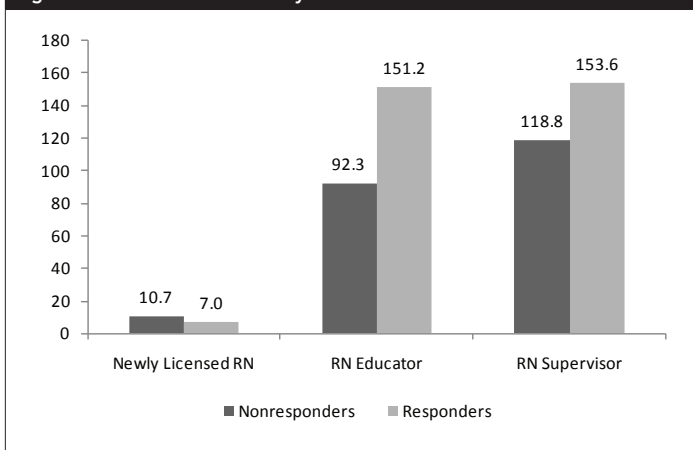
Figure J.1. Reasons for Not Responding

- Too busy — 30.0%
- Did not care — 2.5%
- Do not like/trust surveys — 2.5%
- Did not receive it — 30.0%
- Other — 35.0%

Figure J.2. Months at Position by Job Title

Job Title	Nonresponders	Responders
Newly Licensed RN	10.7	7.0
RN Educator	92.3	151.2
RN Supervisor	118.8	153.6

Employment Setting/Specialty

The different specialties were well represented in this sample. Similar to responders, the largest percentage of Newly Licensed RN nonresponders listed their field as medical/surgical (40.0% for nonresponders and 38.1% for responders). Among responder supervisors, nursing home was listed as the most frequent employment setting (45.1%); nonresponder supervisors reported medical/surgical as the most frequent employment setting (29.2%). Other/student school health (61.5% or N=16) was listed as the most frequent employment setting among RN Educators in the nonresponder study. The most frequent employment setting among RN Educators in the responder study was medical/surgical unit (40.2%). Differences between nonresponder

and responder results could be due to the classification by the vendor of their setting (the vendor categorized school health for the nonresponder educators while the survey responders chose their nursing specialty area). *See Table J.1.*

Importance Ratings

Importance ratings of the knowledge statements were provided by the nonresponders and compared to the average rating of the same knowledge statements by survey responders. Overall, nonresponders and responders had very similar ratings of knowledge statements. *See Table J.2.*

Summary

This study found that the responders and nonresponders rated the importance of 10 knowledge statements quite similarly. These findings suggest that there are no systematic differences in ratings between the two groups that could bias the results of the study. This lends support to the validity of the findings from the 2011 knowledge survey. Additionally, the findings suggest that individuals did not complete the study because they were "too busy," "did not receive the survey" or due to other situations. Overall, these results provide important information on the validity of the 2011 knowledge survey and why individuals do not complete surveys.

Table J.1. Employment Setting/Specialty for Responders and Nonresponders												
	Responders						Nonresponders					
	Newly Licensed RN		RN Educator		RN Supervisor		Newly Licensed RN		RN Educator		RN Supervisor	
Employment Setting	N	%	N	%	N	%	N	%	N	%	N	%
Critical care	132	23.3	140	17.3	57	18.8	11	36.7	1	3.8	3	12.5
Medical-surgical unit	216	38.1	326	40.2	86	28.3	12	40.0	4	15.4	7	29.2
Pediatrics	21	3.7	96	11.8	17	5.6	1	3.3	0	0.0	1	4.2
Nursery	12	2.1	70	8.6	7	2.3	0	0.0	3	11.5	2	8.3
Labor and delivery	20	3.5	106	13.1	12	3.9	1	3.3	0	0.0	0	0.0
Postpartum unit	17	3.0	117	14.4	8	2.6	0	0.0	0	0.0	0	0.0
Psychiatric	18	3.2	190	23.4	6	2.0	0	0.0	1	3.8	0	0.0
Operating room	15	2.6	11	1.4	8	2.6	0	0.0	0	0.0	0	0.0
Assisted living	9	1.6	5	0.6	11	3.6	0	0.0	0	0.0	0	0.0
Nursing home	61	10.8	47	5.8	137	45.1	0	0.0	0	0.0	3	12.5
Other long-term care	16	2.8	3	0.4	7	2.3	1	3.3	0	0.0	0	0.0
Rehabilitation	35	6.2	7	0.9	43	14.1	1	3.3	0	0.0	4	16.7
Subacute unit	16	2.8	9	1.1	36	11.8	0	0.0	0	0.0	0	0.0
Transitional care unit	5	0.9	4	0.5	10	3.3	0	0.0	0	0.0	0	0.0
Physician/dentist's office	14	2.5	8	1.0	0	0.0	0	0.0	0	0.0	0	0.0
Occupational health	0	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0
Outpatient clinic	12	2.1	19	2.3	2	0.7	0	0.0	0	0.0	0	0.0
Home health	18	3.2	11	1.4	46	15.1	0	0.0	0	0.0	0	0.0
Public health	2	0.4	21	2.6	7	2.3	0	0.0	1	3.8	0	0.0
Student/school health	5	0.9	21	2.6	1	0.3	0	0.0	0	0.0	0	0.0
Hospice care	7	1.2	8	1.0	24	7.9	1	3.3	0	0.0	0	0.0
Prison/correctional facility/jail	2	0.4	5	0.6	1	0.3	0	0.0	0	0.0	0	0.0
Other	50	8.8	142	17.5	20	6.6	2	6.7	16	61.5	4	16.7

*Other included responders and nonresponders answering student/school health and specialties which were not listed on the survey.

Table J.2. Importance Ratings for Knowledge Statements		
Knowledge Statement	Responder Rating	Nonresponder Rating
1. Cost effective measures	3.52 (N = 1661)	3.69 (N = 80)
2. Cultural factors affecting care	4.01 (N = 1659)	4.41 (N = 79)
3. Interdisciplinary resources	3.60 (N = 1655)	4.26 (N = 80)
4. Medication classifications	4.29 (N = 1654)	4.75 (N = 80)
5. Organ donation process	3.10 (N = 1653)	3.66 (N = 80)
6. Proper client identification	4.70 (N = 1662)	4.86 (N = 80)
7. Reportable conditions	4.08 (N = 1660)	4.65 (N = 79)
8. Specimen collection techniques	3.87 (N = 1665)	4.50 (N = 80)
9. Types of restraints	3.79 (N = 1662)	4.23 (N = 80)
10. Vulnerable populations	3.70 (N = 1661)	4.38 (N = 80)

APPENDIX K: LINKING OF KNOWLEDGE STATEMENTS AND ACTIVITY STATEMENTS

Appendix K was developed by subject matter expert panelists and does not reflect the final knowledge statement and categorization

Linking of Knowledge Statements and Activity Statements
1. Management of Care
Perform procedures necessary to safely admit, transfer or discharge a client
Handoff or handovers
Medication reconciliation
Community resources
Client education
Comprehensive physical assessment
Comprehensive health history
Client risk assessment
Provide and receive report on assigned clients (e.g., standardized handoff communication)
Handoff or handovers
Professional communication techniques
Plan of care
Assign and supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)
Delegation
Scope of practice
Client prioritization
Professional communication techniques
Supervision
Advocate for client rights and needs
Ethical principles
Client advocacy
Client rights
Interdisciplinary resources
Nurse self-awareness
Cultural awareness
Prioritize the delivery of client care
Scope of practice
Client prioritization
Plan of care
Comprehensive physical assessment
Comprehensive health history
Client risk assessment
Participate in performance improvement/quality improvement process
Data collection
Performance improvement
Incident reporting

Linking of Knowledge Statements and Activity Statements
Collaborate with health care members in other disciplines when providing client care
Interdisciplinary resources
Scope of practice
Professional communication techniques
Plan of care
Client advocacy
Receive and/or transcribe health care provider orders
Appropriate use of abbreviations
Scope of practice
Order accuracy and timeliness
Plan of care
Professional communication techniques
Transcription process
Integrate advance directives into client plan of care
Plan of care
Advanced directive types
Ethical principles
Client advocacy
Interdisciplinary resources
Report unsafe practice of health care personnel and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)
Scope of practice
Reporting process
Unsafe practices
Client safety
Client advocacy
Code of ethics
Verify that the client comprehends and consents to care and procedures
Informed consent
Client education
Scope of practice
Vulnerable populations
Cultural awareness
Client advocacy
Provide education about client rights and responsibilities
Client education
Client learning strategies
Barriers to learning
Client rights
Client responsibilities
Recognize the need for referrals and obtain necessary orders
Interdisciplinary resources
Plan of care
Comprehensive physical assessment
Professional communication techniques

Linking of Knowledge Statements and Activity Statements

Comprehensive health history
Psychosocial assessment
Client advocacy
Cultural awareness
Initiate, evaluate, and update plan of care (e.g., care map, clinical pathway)
Plan of care types
Nursing process
Interdisciplinary resources
Client advocacy
Disease process
Cultural awareness
Maintain client confidentiality and privacy
Confidentiality and privacy requirements
Scope of practice
Client advocacy
Code of ethics
Recognize limitations of self/others and seek assistance
Scope of practice
Professional resources
Unsafe practices
Nurse self awareness
Professional competency limitations
Report client conditions as required (e.g., abuse/neglect, communicable disease, gunshot wound)
Reportable conditions
Scope of practice
Professional communication
Reporting processes
Manage conflict among clients and health care staff
Conflict resolution techniques
Professional communication
Interdisciplinary resources
Conflict resolution process
Utilize information resources to enhance the care provided to a client (e.g., evidence-based research, information technology, policies and procedures)
Plan of care
Professional resources
Scope of practice
Evidence-based practice
Recognize ethical dilemmas and take appropriate action
Ethical principles
Interdisciplinary resources
Reporting processes
Code of ethics
Cultural factors affecting care
Scope of practice

Linking of Knowledge Statements and Activity Statements
Use approved abbreviations and standard terminology when documenting care
Appropriate use of abbreviations
Medical terminology
Organize workload to manage time effectively
Client prioritization
Delegation
Time management techniques
Interdisciplinary resources
Scope of practice
Practice in a manner consistent with a code of ethics for registered nurses
Ethical principles
Reporting processes
Code of ethics
Scope of practice
Provide care within the legal scope of practice
Scope of practice
Participate in providing cost effective care
Cost effective measures
Evidence-based practice
Delegation
2. Safety and Infection Control
Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)
Infection control standards
Infection transmission
Isolation guidelines
Communicable diseases
Professional communication
Client education
Protect client from injury (e.g., falls, electrical hazards)
Client risk factors
Client education
Client risk assessment
Community resources
Client safety interventions
Interdisciplinary resources
Verify appropriateness and/or accuracy of a treatment order
Plan of care
Treatment order
Disease process
Treatment order components
Professional communication
Follow procedures for handling biohazardous materials
Biohazardous materials
Material safety data sheet (MSDS)

Linking of Knowledge Statements and Activity Statements
Biohazardous material disposal
Personal protective equipment
Biohazardous material handling
Participate in institution security plan (e.g., newborn nursery security, bomb threats)
Security plans
Use ergonomic principles when providing care (e.g., assistive devices, proper lifting)
Body mechanics
Safe client handling
Assistive devices and equipment
Acknowledge and document practice error (e.g., incident report for medication error)
Practice errors
Reporting process
Disclosure of errors
Code of ethics
Documentation process
Ensure proper identification of client when providing care
Proper client identification
Client identifiers
Facilitate appropriate and safe use of equipment
Safe equipment use
Educate client on home safety issues
Client risk assessment
Client education
Community resources
Interdisciplinary resources
Barriers to learning
Learning strategies
Implement emergency response plans (e.g., internal/external disaster)
Emergency response plans
Scope of practice
Code of ethics
Follow requirement for use of restraints and/or safety device (e.g., least restrictive restraints, timed client monitoring)
Types of restraints
Client risk assessment
Alternatives to restraints
Educate client regarding infection control measures
Infection transmission
Isolation guidelines
Communicable diseases
Learning strategies
Barriers to learning
Client education

Linking of Knowledge Statements and Activity Statements
Assess client for allergies and intervene as needed (e.g., food, latex, environmental allergies)
Allergies
Types of allergic reactions
Allergic reaction interventions
Client education
Client risk assessment
Comprehensive physical assessment
Comprehensive health history
3. Health Promotion and Maintenance
Provide prenatal care and education
Client education
Prenatal care
Barriers to learning
Learning strategies
Cultural awareness
Comprehensive physical assessment
Comprehensive health history
Community resources
Normal growth and development
Provide care to client in labor
Pain management
Labor process
Plan of care
Maternal fetal monitoring
Cultural awareness
Comprehensive physical assessment
Comprehensive health history
Interdisciplinary resources
Plan and/or participate in community health education
Community resources
Learning strategies
Barriers to learning
Professional communication
Client needs assessment
Client education
Perform targeted screening assessments (e.g., vision, hearing, nutrition)
Screening tools
Focused assessment
Community resources
Normal growth and development
Provide newborn care and education
Client education
Newborn care
Barriers to learning

Linking of Knowledge Statements and Activity Statements
Comprehensive physical assessment
Community resources
Cultural awareness
Normal growth and development
Comprehensive health history
Provide information for prevention and treatment of high risk health behaviors (e.g., smoking cessation, safe sexual practice, drug education)
Community resources
Behavior modification techniques
High risk health behaviors
Prevention and treatment techniques
Client risk assessment
Client education
Learning strategies
Barriers to learning
Cultural awareness
Therapeutic communication
Nurse self awareness
Code of ethics
Provide information about health promotion and maintenance recommendations (e.g., physician visits, immunizations)
Community resources
Client education
Health promotion and maintenance recommendations
Provide postpartum care and education
Client education
Postpartum care
Barriers to learning
Postpartum assessment techniques
Community resources
Learning styles
Perform comprehensive health assessment
Screening tools
Comprehensive physical assessment
Comprehensive health history
Normal anatomy and physiology
Normal growth and development
Psychosocial assessment
Cultural factors affecting care
Assess client's readiness to learn, learning preferences and barriers to learning
Client education
Barriers to learning
Learning strategies
Cultural awareness

Linking of Knowledge Statements and Activity Statements
Provide care and education for the infant client 1 month to 1 year
Infant care
Normal growth and development
Client safety
Comprehensive physical assessment
Client education
Community resources
Health promotion and maintenance recommendations
Comprehensive health history
Provide care and education for the preschool client ages 1 year to 4 years
Preschool client care
Normal growth and development
Client safety
Comprehensive physical assessment
Client education
Community resources
Health promotion and maintenance recommendations
Comprehensive health history
Provide care and education for the school age client ages 5 to 12 years
School age client care
Normal growth and development
Client safety
Comprehensive physical assessment
Client education
Community resources
Health promotion and maintenance recommendations
Comprehensive health history
Provide care and education for the adolescent client ages 13 to 18 years
Adolescent client care
Normal growth and development
Client safety
Comprehensive physical assessment
Client education
Community resources
Health promotion and maintenance recommendations
Comprehensive health history
Provide care and education for the adult client ages 19 to 64 years
Adult client care
Normal growth and development
Client safety
Comprehensive physical assessment
Client education

Linking of Knowledge Statements and Activity Statements
Community resources
Health promotion and maintenance recommendations
Comprehensive health history
Provide care and education for the older adult client ages 65 to 85 years
Older adult client care
Normal growth and development
Client safety
Comprehensive physical assessment
Client education
Community resources
Health promotion and maintenance recommendations
Comprehensive health history
Provide care and education for the older adult client over 85 years
Older adult client care
Normal growth and development
Client safety
Comprehensive physical assessment
Client education
Community resources
Health promotion and maintenance recommendations
Comprehensive health history
Assess client ability to manage care in home environment and plan care accordingly (e.g., equipment, community resources)
Client risk assessment
Client education
Community resources
Plan of care
Interdisciplinary resources
Cultural factors affecting care
Psychosocial factors affecting care
Comprehensive health history
Comprehensive physical assessment
4. Psychosocial Integrity
Assess psychosocial, spiritual and occupational factors affecting care, and plan interventions
Cultural factors affecting care
Plan of care
Occupational factors affecting care
Psychosocial factors affecting care
Spiritual factors affecting care
Psychosocial assessments
Community resources
Interdisciplinary resources
Professional communication

Linking of Knowledge Statements and Activity Statements
Assess client for abuse or neglect
Psychosocial assessments
Types of abuse and neglect
Vulnerable populations
Comprehensive health history
Comprehensive physical assessment
Therapeutic communication
Cultural awareness
Assess client for drug/alcohol dependencies, withdrawal, or toxicities and intervene when appropriate
Vulnerable populations
Effects of substance abuse
Withdrawal symptoms
Community resources
Client safety
Comprehensive physical assessment
Comprehensive health history
Psychosocial factors affecting care
Client coping mechanisms
Client risk assessment
Psychosocial assessment
Interdisciplinary resources
Client lab results
Code of ethics
Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders)
Client education
Learning strategies
Behavioral health issues
Therapeutic communication
Community resources
Plan of care
Behavior modification techniques
Interdisciplinary resources
Cultural factors affecting care
Psychosocial factors affecting care
Disease process
Provide a therapeutic environment for clients with emotional/behavioral issues
Client risk assessment
Therapeutic communication
Behavioral health issues
Community resources
Characteristics of a therapeutic environment
Incorporate client cultural practice and beliefs when planning and providing care
Cultural factors affecting care
Plan of care

Linking of Knowledge Statements and Activity Statements
Community resources
Nurse self-awareness
Interdisciplinary resources
Code of ethics
Provide end-of-life care and education to clients
Organ donation process
Client education
Learning strategies
Grief process
End-of-life care
Interdisciplinary resources
Community resources
Plan of care
Advance directives
Stages of death and dying
Palliative care
Therapeutic communication
Code of ethics
Barriers to learning
Cultural factors affecting care
Assess the potential for violence and use safety precautions (e.g., suicide, homicide, self-destructive behavior)
Psychological assessment tools
Client risk assessment
Community resources
Therapeutic communication
Client safety precautions
Security plans
Plan of care
Code of ethics
Comprehensive health history
Interdisciplinary resources
Comprehensive physical assessment
Client coping mechanisms
Assess family dynamics to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)
Plan of care
Family dynamics
Professional communication
Client coping mechanisms
Code of ethics
Interdisciplinary resources
Cultural awareness
Client advocacy
Therapeutic communication
Community resources

Linking of Knowledge Statements and Activity Statements
Assess client in coping with life changes and provide support
Client coping mechanisms
Client advocacy
Interdisciplinary resources
Community resources
Normal growth and development
Aging process
Body image changes
Grief process
Life transitions
Plan of care
Use therapeutic communication techniques to provide client support
Therapeutic communication
Client advocacy
Code of ethics
Nurse self awareness
Plan of care
Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits)
Therapeutic communication
Behavioral management techniques
Normal growth and development
Coping mechanisms
Behavioral issues
Plan of care
Cultural awareness
Professional communication
Recognize nonverbal cues to physical and/or psychological stressors
Comprehensive physical assessment
Psychological assessment
Nonverbal cues
Normal growth and development
Cultural factors affecting care
Provide care for a client experiencing visual, auditory or cognitive distortions (e.g., hallucinations)
Plan of care
Psychological assessment
Comprehensive physical assessment
Client risk assessment
Interdisciplinary resources
Therapeutic communication
Comprehensive health history
Coping mechanisms
Client safety

Linking of Knowledge Statements and Activity Statements
5. Basic Care and Comfort
Assess and intervene in client performance of activities of daily living
Activities of daily living
Client risk assessment
Plan of care
Comprehensive physical assessment
Client assistive devices
Interdisciplinary resources
Community resources
Client advocacy
Cultural factors affecting care
Coping mechanisms
Provide client nutrition through continuous or intermittent tube feedings
Tube feedings
Plan of care
Focused assessment
Scope of practice
Client advocacy
Perform postmortem care
Cultural factors affecting care
Postmortem care
Code of ethics
Community resources
Perform irrigations (e.g., of bladder, ear, eye)
Irrigation techniques
Scope of practice
Infection control standards
Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)
Client education
Assistive devices
Interdisciplinary resources
Comprehensive physical assessment
Coping mechanisms
Client safety
Community resources
Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)
Comprehensive physical assessment
Client risk assessment
Interdisciplinary resources
Skin integrity interventions
Plan of care

Linking of Knowledge Statements and Activity Statements
Assess and manage client with an alteration in elimination (e.g. bowel, urinary)
Comprehensive physical assessment
Plan of care
Body image changes
Nutritional assessment
Skin integrity interventions
Altered elimination interventions
Comprehensive health history
Disease process
Coping mechanisms
Interdisciplinary resources
Client education
Barriers to learning
Learning strategies
Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)
Orthopedic devices
Skin integrity interventions
Body image changes
Client education
Comprehensive physical assessment
Barriers to learning
Learning strategies
Coping mechanisms
Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)
Venous return devices
Skin integrity interventions
Comprehensive physical assessment
Client education
Disease process
Client safety
Provide nonpharmacological comfort measures
Nonpharmacological comfort measures
Client education
Comprehensive physical assessment
Pain scales
Cultural factors affecting care
Coping mechanisms
Comprehensive health history
Client advocacy
Therapeutic communication
Plan of care
Interdisciplinary resources

Linking of Knowledge Statements and Activity Statements
Assess client need for pain management
Comprehensive physical assessment
Pain scales
Nursing self-awareness
Cultural factors affecting care
Pain management techniques
Coping mechanisms
Plan of care
Code of ethics
Interdisciplinary resources
Comprehensive health history
Manage the client's nutritional intake (e.g., adjust diet, monitor height and weight)
Nutritional assessment
Interdisciplinary resources
Plan of care
Client diet types
Client education
Client lab results
Comprehensive physical assessment
Community resources
Cultural factors affecting care
Psychosocial factors affecting care
Allergies
Assess client need for sleep/rest and intervene as needed
Client sleep/rest requirements
Plan of care
Nonpharmacological comfort measures
Comprehensive physical assessment
Comprehensive health history
Evaluate client intake and output and intervene as needed
Client intake and output
Comprehensive physical assessment
Comprehensive health history
Disease process
Normal growth and development
Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)
Client risk assessment
Client education
Plan of care
Techniques to promote circulation
Comprehensive physical assessment
Remove peripheral intravenous line, nasogastric tube and urinary catheter
Peripheral intravenous lines
Nasogastric tubes

Linking of Knowledge Statements and Activity Statements
Urinary catheter
Focused physical assessment
Scope of practice
Infection control standards
6. Pharmacological and Parenteral Therapies
Evaluate appropriateness and accuracy of medication order for client
Appropriate use of abbreviations
Scope of practice
Order accuracy and timeliness
Plan of care
Pharmacology
Professional resources
Disease process
Allergies
Participate in medication reconciliation process
Medication reconciliation process
Interdisciplinary resources
Professional communication
Pharmacology
Comprehensive health history
Client advocacy
Generic and trade medication names
Professional resources
Prepare and administer medications, using rights of medication administration
Rights of medication administration
Client education
Scope of practice
Pharmacology
Professional resources
Medication error prevention
Infection control standards
Perform calculations needed for medication administration
Pharmacology
Medication calculations
Professional resources
Metric conversions
Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access)
Venous site assessment
Venous access device types
Venous complications
Venous interventions
Infection control standards
Client education
Infusion delivery devices

Linking of Knowledge Statements and Activity Statements
Insert and maintain a peripheral intravenous line
Venous site assessment
Venous access device types
Venous complications
Venous interventions
Infection control standards
Client education
Administer controlled substances within regulatory guidelines (e.g., witness, waste)
Controlled substances
Code of ethics
Regulatory guidelines
Rights of medication administration
Scope of practice
Medication error prevention
Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)
Rights of medication administration
Pharmacology
Professional resources
Comprehensive physical assessment
Client diagnostic results
Plan of care
Comprehensive health history
Scope of practice
Medication interactions
Medication incompatibilities
Medication allergies
Medication contraindications
Medication side effects
Disease process
Medication classifications
Titrate dosage of medication based on assessment and ordered parameters (e.g., giving insulin according to blood glucose levels, titrating medication to maintain a specific blood pressure)
Scope of practice
Comprehensive physical assessment
Professional resources
Medication calculations
Pharmacology
Rights of medication administration
Client lab results
Infusion delivery devices
Administer blood products and evaluate client response
Scope of practice
Client lab results
Blood product types

Linking of Knowledge Statements and Activity Statements
Informed consent
Comprehensive physical assessment
Blood product complications
Comprehensive health history
Blood product administration
Rights of medication administration
Cultural factors affecting care
Access venous access devices, including tunneled, implanted and central lines
Venous site assessment
Venous access device types
Venous access device complications
Venous access interventions
Infection control standards
Client education
Scope of practice
Educate client about medications
Client education
Pharmacology
Therapeutic communication
Barriers to learning
Professional resources
Learning strategies
Disease process
Evaluate client response to medication (e.g., therapeutic effects, side effects, adverse reactions)
Pharmacology
Comprehensive physical assessment
Client diagnostic results
Therapeutic communication
Disease process
Medication side effects
Medication therapeutic effects
Administer parenteral nutrition and evaluate client response (e.g., TPN)
Pharmacology
Client diagnostic results
Parenteral nutrition
Rights of medication administration
Venous access device types
Comprehensive physical assessment
Use pharmacological measures for pain management as needed
Client education
Comprehensive physical assessment
Pain scales
Cultural factors affecting care
Coping mechanisms

Linking of Knowledge Statements and Activity Statements
Nursing self-awareness
Pharmacology
Plan of care
Code of ethics
Professional resources
Client advocacy
Psychosocial factors affecting care
Comprehensive health history
Scope of practice
7. Reduction of Risk Potential
Assess and respond to changes in client vital signs
Comprehensive physical assessment
Normal growth and development
Normal vital signs
Disease process
Therapeutic interventions
Plan of care
Professional communication
Perform focused assessment
Focused assessment
Anatomy and physiology
Normal growth and development
Disease process
Provide intraoperative care
Safe equipment use
Intraoperative care
Client positioning
Client safety
Client advocacy
Professional communication
Infection control standards
Interdisciplinary resources
Scope of practice
Monitor the results of diagnostic testing and intervene as needed
Client diagnostic results
Professional communication
Interdisciplinary resources
Anatomy and physiology
Disease process
Plan of care
Client education
Scope of practice

Linking of Knowledge Statements and Activity Statements
Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)
Diagnostic tests
Interdisciplinary resources
Anatomy and physiology
Disease process
Plan of care
Client education
Scope of practice
Client safety
Professional resources
Evaluate responses to procedures and treatments
Plan of care
Comprehensive physical assessment
Anatomy and physiology
Client education
Procedure or treatment complications
Disease process
Comprehensive health history
Provide preoperative and postoperative education
Client education
Barriers to learning
Preoperative care
Postoperative care
Learning strategies
Cultural factors affecting care
Spiritual factors affecting care
Informed consent
Advance directives
Plan of care
Provide preoperative care
Preoperative care
Advance directives
Informed consent
Plan of care
Cultural factors affecting care
Spiritual factors affecting care
Client risk assessment
Psychosocial factors affecting care
Comprehensive physical assessment
Comprehensive health history
Infection control standards
Interdisciplinary resources
Professional communications

Linking of Knowledge Statements and Activity Statements
Manage client during and following a procedure with moderate sedation
Moderate sedation
Comprehensive physical assessment
Pharmacology
Client positioning
Procedure or treatment complications
Professional communications
Scope of practice
Plan of care
Obtain blood specimens peripherally or through central line
Blood specimen collection techniques
Infection control standards
Scope of practice
Use precautions to prevent injury and/or complications associated with a procedure or diagnosis
Client safety
Disease process
Client risk assessment
Infection control standards
Risk reduction interventions
Professional communication
Educate client about treatments and procedures
Client education
Procedure or treatment complications
Client advocacy
Professional resources
Learning strategies
Barriers to learning
Informed consent
Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)
Specimen collection techniques
Client education
Infection control standards
Scope of practice
Insert or maintain gastric tubes and/or urinary catheters
Gastric tube insertion
Urinary catheter insertion
Infection control standards
Comprehensive physical assessment
Client education
Procedure or treatment complications
Comprehensive health history
Recognize trends and changes in client condition and intervene as needed
Client safety
Disease process

Linking of Knowledge Statements and Activity Statements
Client risk assessment
Infection control standards
Risk reduction interventions
Anatomy and physiology
Comprehensive physical assessment
Plan of care
Scope of practice
Client diagnostics results
Client advocacy
Interdisciplinary resources
Comprehensive health history
Professional communication
8. Physiological Adaptation
Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)
Drainage device care
Infection control standards
Perform emergency care procedures (e.g., cardiopulmonary resuscitation, respiratory support, automated external defibrillator)
Emergency care procedures
Advanced directives
Scope of practice
Focused assessment
Client advocacy
Code of ethics
Professional communication
Interdisciplinary resources
Monitor and care for clients on a ventilator
Ventilator management
Infection control standards
Comprehensive physical assessment
Interdisciplinary resources
Client advocacy
Therapeutic communication
Client diagnostic results
Perform wound care or dressing change
Wound care
Dressing change techniques
Infection control standards
Interdisciplinary resources
Wound assessment
Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)
Scope of practice
Invasive procedures
Informed consent

Linking of Knowledge Statements and Activity Statements
Client advocacy
Client safety
Infection control standards
Professional communication
Provide ostomy care and education (e.g., tracheal, enteral)
Ostomy care
Client education
Body image changes
Barriers to learning
Learning strategies
Infection control standards
Focused assessment
Provide postoperative care
Postoperative care
Client safety
Client advocacy
Professional communication
Infection control standards
Interdisciplinary resources
Scope of practice
Pain management
Comprehensive physical assessment
Plan of care
Disease process
Advance directives
Perform and manage care of client receiving peritoneal dialysis
Peritoneal dialysis care
Interdisciplinary resources
Infection control standards
Community resources
Client education
Client diagnostic results
Plan of care
Comprehensive physical assessment
Psychosocial assessment
Body image changes
Comprehensive health history
Disease process
Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)
Suctioning techniques
Infection control standards
Client advocacy

Linking of Knowledge Statements and Activity Statements
Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)
Pulmonary hygiene techniques
Client education
Disease process
Focused assessment
Infection control standards
Interdisciplinary resources
Manage the care of a client on telemetry
Telemetry
Basic cardiac rhythms
Professional communications
Comprehensive physical assessment
Professional resources
Client diagnostic results
Client education
Manage the care of a client with impaired ventilation/oxygenation
Client diagnostic results
Oxygen delivery systems
Ventilation/oxygenation complications
Comprehensive physical assessment
Therapeutic interventions
Client education
Disease process
Comprehensive health history
Interdisciplinary resources
Professional communication
Maintain optimal temperature of client (e.g., cooling and/or warming blanket)
Complications of hypo/hyperthermia
Client advocacy
Temperature regulation techniques
Disease process
Comprehensive physical assessment
Comprehensive health history
Implement and monitor phototherapy
Phototherapy
Complications of phototherapy
Client lab results
Community resources
Comprehensive physical assessment
Client education
Disease process
Client safety
Client advocacy

Linking of Knowledge Statements and Activity Statements
Manage the care of a client with a pacing device (e.g., pacemaker)
Pacing devices
Client education
Basic cardiac rhythms
Professional communication
Interdisciplinary resources
Focused assessment
Disease process
Monitor and maintain arterial lines
Infection control standards
Arterial line site assessment
Arterial line complications
Client education
Professional communication
Professional resources
Manage the care of the client with a fluid and electrolyte imbalance
Client diagnostic results
Disease process
Comprehensive physical assessment
Fluid and electrolyte imbalance
Client education
Professional communication
Interdisciplinary resources
Plan of care
Therapeutic interventions
Comprehensive health history
Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)
Alteration in hemodynamics
Tissue perfusion
Hemostasis
Professional communication
Comprehensive physical assessment
Plan of care
Client diagnostic results
Client education
Client advocacy
Therapeutic interventions
Scope of practice
Comprehensive health history
Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis
Comprehensive physical assessment
Disease process
Anatomy and physiology
Client education

Linking of Knowledge Statements and Activity Statements
Treatment regimens
Client diagnostic results
Psychosocial assessment
Plan of care
Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)
Disease process
Anatomy and physiology
Comprehensive physical assessment
Client diagnostic results
Comprehensive health history
Manage the care of a client receiving hemodialysis
Hemodialysis care
Interdisciplinary resources
Infection control standards
Community resources
Client education
Barriers to learning
Client diagnostic results
Plan of care
Comprehensive physical assessment
Psychosocial assessment
Body image changes
Disease process
Recognize signs and symptoms of complications and intervene appropriately when providing client care
Comprehensive physical assessment
Therapeutic interventions
Disease process
Client safety
Anatomy and physiology
Plan of care
Scope of practice
Client diagnostics results
Client advocacy
Interdisciplinary resources
Professional communication
Comprehensive health history