



2014 RN Practice Analysis: Linking the NCLEX-RN® Examination to Practice U.S. and Canada

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

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Part 1

2014 RN Practice Analysis: Linking the NCLEX-RN® Examination to Practice

U.S. Respondents

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

EXECUTIVE SUMMARY

The National Council of State Boards of Nursing (NCSBN[®]) is responsible to its members, the boards of nursing in the U.S. and its member board territories for the preparation of psychometrically sound and legally defensible licensure examinations. The periodic performance of practice analysis (i.e., job analysis) studies assists NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure examination. Because the U.S. health care industry is rapidly changing, practice analysis studies are traditionally conducted on a three-year cycle.

A number of steps are necessary to perform an analysis of newly licensed registered nurse (RN) practice. A panel of subject matter experts was assembled, a list of RN activities was created and incorporated into a survey that was sent to a

survey had three forms that were evenly distributed among 6,000 newly licensed RNs. A “ve-stage mailing process was used to engage the participants in the study. All potential participants were promised confidentiality with regard to their participation and their responses. The survey was conducted from April through June 2014.

Return Rates

Out of the 6,000 paper surveys mailed out, 757 were returned for Form 1 and 758 were received for Form 2. With 71 undeliverable surveys, the adjusted return rate is 25.5% for paper survey. Out of the 6,000 Web surveys delivered, 731 surveys were received for Form 1, 754 surveys were received for Form 2, and 699 for Form 3. The return rate was 36.4% for the Web survey. There were 955 individuals (446 paper, 509 Web) who did not qualify for survey ratings based on one of the following reasons: (a) they did not indicate having an RN license; (b) they were not currently working in the U.S.; (c) they were working less than 20 hours per week as an RN; and/or (d) they failed to answer the previous two demographic questions. After adjusting for incorrect addresses and removals, the analyzable response rates were 18.0% for paper and 27.9% for Web.

Nonrespondent Survey Analysis

In order to ensure the validity of the results, NCSBN conducted a telephone survey of nonrespondents to determine if those RNs not responding would have rated the survey activity statements differently. Based on the nonrespondent data, the ratings for nonrespondents were similar to the ratings of respondents which provide support to the validity of the survey results.

Demographics, Experiences and Practice Environments of Participants

Demographics/Past Experiences

The majority (87.6%) of survey respondents reported were female. The age of respondent nurses averaged 31.6 years (SD 8.8 years). The respondents were 74.2% White, 10.5% African American, 6.1% Hispanic, 4.1% Asian, and 1.0% Asian Indian.

Newly licensed RNs listed obtaining an associate degree most frequently (54.7%) as the educational preparation for initial RN licensure. The second most frequent response was the baccalaureate degree (40.4%).

Respondents reported working an average of 3.4 months as RNs in the U.S. and its territories. On average, respondents indicated earning a nursing degree 7.4 months prior to taking the survey. Approximately 16.0% of newly licensed RNs reported previous experience as a licensed practical/vocational nurse (LPN/VN) and 43.6% reported previous experience as a nurse aide (NA). The average experience in those positions was 6.1 years as an LPN/VN and 4.7 years as an NA.

Orientation

The majority of newly licensed RNs received some form of formal orientation (95.4%). No formal orientation was reported by 4.6% and 1.2% reported having only classroom instruction or skills lab work for their orientation. The majority of newly licensed RNs reported working with an assigned preceptor (66.5%) for an average of 8.3 weeks. In the next largest group, 13.6% reported having a formal internship that lasted an average of 13.7 weeks, while just 11.2% of respondents indicated performing supervised work with patients for an average of 6.3 weeks.

Certifications Earned

In the current survey, Basic Life Support (57.4%), Advanced Cardiac Life Support (24.2%), and Intravenous Therapy (12.8%) were the most frequently reported certifications.

Facilities

The majority (72.0%) of newly licensed RNs in this study reported working in hospitals. The next largest group, of around 15%, reported working in long-term care while just fewer than 10% reported working in community-based facilities.

Related to the size of the facilities in which respondents work, the bulk of newly licensed RNs in this study indicated working in hospitals with at least 100 beds. The majority of respondents (27%) work

in a facility with 100-299 beds, followed by 21% of respondents in facilities with 500 or more beds, and lastly facilities with 300-499 beds included 19% of the sample. Only 16.5% of respondents indicated working in facilities containing less than 100 beds. Almost 53% of newly licensed RNs in this study reported working in urban or metropolitan areas, 31.8% in suburban areas, and 15.3% in rural areas.

Practice Settings

The majority of newly licensed RNs reported working in the medical/surgical (27.7%) and critical care (18.7%) settings. Nursing home, skilled or immediate care made up 11.2% of the current sample, followed by rehabilitation (5.5%) and step-down/progressive care (4.3%). Only 0.1% reported working in the occupational health settings.

Client Health Conditions and Ages

Newly licensed RNs reported caring for acutely ill clients (50.0%), clients with stable chronic conditions (38.8%), clients with unstable chronic conditions (29.0%) and clients with behavior/emotional conditions (25.3%). The majority of newly licensed RNs reported caring for older adult clients aged 65 to 85 (54.3%), adult clients aged 18 to 64 (52.8%), older adult clients aged 85 plus (30.2%) and young adult clients aged 13 to 17 (7.0%).

Shifts Worked

The shifts most commonly worked by newly licensed RNs continued to be days (43.8%) and nights (31.4%). Only 12.5% reported working rotating shifts.

Time Spent in Different Categories of Nursing Activities

Newly licensed RNs reported spending the greatest amount of time in Management of Care (17.6%), Physiological Adaptation (13.8%), and Pharmacological and Parenteral Therapies (13.2%).

Administrative Responsibilities/Primary Administrative Position

Of the respondents, 21.4% reported having administrative responsibilities and of those respondents, 43.4% reported having a primary administrative

position. Those working in long-term care facilities were far more likely to report having administrative responsibilities than those working in hospitals (60.6% in long-term care vs. 9.4% in hospitals). Those working in long-term care with administrative responsibilities were more than three times as likely to report being in a primary administrative position than those working in hospitals (61.2% of those working in long-term care reported having an administrative position compared to 20.8% of those working in hospitals). Of those working in community-based settings, 37.7% reported having administrative responsibilities. Of those respondents, 48.8% reported holding a primary administrative position.

Activity Performance Findings

Reliability

Reliability indices were calculated to assess the capability of the survey to measure the activities relevant to safe and effective practice of newly licensed RNs. Cronbach's alpha coefficients were calculated for frequency and importance ratings for the paper and Web forms of the survey. Paper surveys had a reliability index of about 0.97 for importance and about 0.96 for frequency ratings, which is quite good. Web surveys had a reliability index of .96 for importance and 0.95 for frequency ratings. These high-reliability indices indicate the survey is reliably measuring the nursing activities necessary for competent RN practice.

SME Panel Validation of Survey Findings

The subject matter expert panel for the 2014 RN Practice Analysis was asked to provide independent ratings of the 139 activity statements. The importance ratings estimated by panel members were compared to the average importance ratings from the practice analysis survey. In general, respondents regarded most of the activity statements as more important

reliability regression analysis

(89.3%) indicated that the survey covered the important nursing activities “well” or “very well.”

Applicability of Activities to Practice Setting

Respondents indicated if each of the activities was applicable to his or her work setting. The activities ranged from 21.5% applicability (21.5% of the respondents reported that the activity was performed within their work setting) to 99.9% (99.9% of the respondents reported the activity was performed within their work setting).

Frequency of Activity Performance

Respondents were asked to rate the frequency of performance of all activities that were applicable to their work setting on a six-point scale: “0 times” to “5 times or more.” Average frequency statistics were calculated in two ways: setting-specific frequency of activity performance and total group frequency. Average setting-specific frequencies ranged from 0.67 to 4.94. Average total group frequencies ranged from 0.20 to 4.94.

Importance of Activity Performance

Respondents were asked to rate the importance of performing each nursing activity in regard to the maintenance of client safety and/or threat of complications or distress using a “five point scale: “1” (not important) to “5” (critically important). Average setting-specific importance ratings ranged from 3.52 to 4.91. Average total group importance ratings ranged from 3.31 to 4.91.

Summary

Respondents to the 2014 RN Practice Analysis found the activities listed in the survey to be representative of the work they performed in their practice settings. In general, the importance ratings of SMEs and respondents were similar (correlation = 0.85), supporting the validity of the results. The reliability of the survey instrument was quite good. In addition, activities with the lowest average total group frequency and importance ratings corresponded, in general, to those activities performed in specialized areas of nursing practice.

Conclusion

The 2014 RN Practice Analysis used several methods to describe the practice of newly licensed RNs in the U.S.: (1) document reviews; (2) daily logs of newly licensed RNs; (3) subject matter experts knowledge; and (4) a large scale survey. The reliability of the survey instrument was quite good. In addition, there was evidence to support the validity of the activity statement ratings. Based on evidence, the “findings of this study can be used to evaluate and support an RN test plan.

Part 1

2014 RN Practice Analysis: Linking the NCLEX-RN® Examination to Practice

U.S. Respondents

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

The National Council of State Boards of Nursing (NCSBN®) is responsible to its members, the boards of nursing in the U.S. and its member board territories for the preparation of psychometrically sound and legally defensible licensure examinations. The periodic performance of practice analysis (i.e., job analysis) studies assists NCSBN in evaluating the validity of the test plan that guides content distribution of the licensure examination. Furthermore, practice analysis studies have long been recognized by measurement and testing professions as important sources of validity evidence for licensure examinations (AERA, APA, and NCME,

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

Survey Development

A number of processes were used to create, evaluate and refine the survey instrument used for the 2014 RN Practice Analysis study. The activity statements created by the panel of experts were reviewed, edited and approved by the NCLEX® Examination Committee. The committee also reviewed the survey form. Additionally, the practice analysis methodology reviewers approved the methodology and procedures. For this survey, both paper and Web-based (Web) versions of the survey were utilized in order to continue the investigation of using only a Web-based survey for practice analyses (NCSBN 2008).

There were 139 nursing activity statements that were incorporated into a practice analysis survey. The survey also included questions about the nurses' practice settings, past experiences and demographics. Half of the sample of newly registered nurses received a paper version of the survey. Two forms of the paper survey were created to decrease the number of activity statements contained on each survey. The other half of the sample received one of three Web versions of the survey. Three forms of the Web survey were created to reduce the number of activity statements on each survey.

For the paper survey, one survey form contained 70 activity statements while the other 69 statements. There were no shared activity statements between the survey forms. There were three Web versions of the survey, two of the Web surveys contained 46 activity statements and one of the Web surveys contained 47 activity statements, without

shared activity statements. Except for the activity statements, all surveys were identical.

The survey contained six sections. In the "rst section there were questions related to type of RN license, working in the U.S., and direct care of clients. Activity statements were also in this section. The second section contained questions about months of work experience as an RN, type and length of work orientation, and certifications earned. The third section focused on work environment including type and age of clients, employment setting, and type and size of facility. The fourth section requested information on the respondents' last day of work including numbers of hours worked, numbers of clients for whom care was provided and the amount of time spent in various types of nursing activities. The "fth section asked basic demographic information. The sixth section provided space for respondents to write comments or suggestions about the study. All forms of the Web and paper versions of the survey used in the 2014 RN Practice Analysis may be found in Appendix C.

Survey Process

Sample Selection

Two samples were randomly selected from the candidates who successfully passed the NCLEX-RN® examination from Oct. 1, 2013, through March 31, 2014, and were not previously included in the 2014 Knowledge of Newly Licensed Registered Nurses survey. First, a sample of 6,000 practitioners were randomly selected for the paper survey. Newly licensed RNs were excluded from this sample if their mailing address was not within the jurisdiction in which they were seeking licensure. The exclusion criterion was used to minimize the number of incorrect addresses to which the survey would be sent. The strategy effectively removed all candidates with international addresses. Then, of the remaining candidate pool, candidates with email addresses were extracted. A sample of 6,000 RN candidates was randomly selected from this population for the Web survey.

Representativeness

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

Mailing Procedure

The paper survey was sent to 6,000 newly licensed RNs (half receiving Form 1 and the other half receiving Form 2). The Web survey was sent to the other 6,000 newly licensed RNs; the three versions of the Web survey were distributed evenly among the sample.

Nonresponder Study

In order to ensure the validity of the results, NCSBN conducted a telephone survey of nonrespondents to determine if those RNs not responding would have rated the survey activity statements differently than the respondents. If there are no systematic differences in respondents versus nonrespondents, we have further evidence that the results are unbiased, which supports the validity of the 2014 RN Practice Analysis results. The nonrespondents rated the activity statements similar to the respondents, lending support for the validity of the results. See Appendix H for a full report of the nonrespondent study.

Summary

A panel of 12 registered RNs, subject matter experts in the practice of newly licensed RNs, met and created a comprehensive list of RN activity statements. A data collection instrument was developed and revised before being sent to 12,000 newly licensed RNs selected from lists of candidates who passed the NCLEX-RN examination between Oct. 1, 2013, and March 31, 2014. The survey response rate was 18.0% for paper and 27.9% for Web. This practice analysis contains the responses of 2,744 newly licensed RNs.

Demographics/Past Experiences

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

Age and Gender

In 2014, the majority of survey respondents reported being female (87.6%), a slight decrease from the percentage found in the 2011 RN Practice Analysis study. See *Figure 1* for gender. The age of respondent nurses averaged 31.6 years (SD= 8.8 years), similar to the average of 31.1 years from the 2011 survey.

Educational Background

Newly licensed RNs indicated obtaining an associate degree most frequently (54.7%). The second most frequently chosen response was baccalaureate degree (40.4%). It should be noted that this year's survey included an "In progress to complete generic Master's" which was not included in 2011. See *Figure 3* for the educational background of the respondents.

Previous Licensed Practical/ Vocational Nurse (LPN/ V N) or Nurse Aide/Nursing Assistant (NA) Experience

Respondents reported working an average of 3.4 months as RNs in the US and reported being an average of 7.4 out from graduating a nursing program. These data are displayed in *Figure 4*.

Approximately 16.0% of newly licensed RNs reported previous experience as an LPN/VN and 43.6% reported previous experience as a nurse aide (NA). The average experience in those positions was 6.3 years as a LPN/VN and 3.6 years as an NA. These data are tabulated in *Table 2*.

Race/Ethnicity of Newly Licensed Nurses

Participants in the current survey were ethnically diverse, with 74.2% reporting being White. In the current survey, the respondents reported their race/ethnicity as follows: 10.5% African American; 6.1% Hispanic; 4.1% Asian Other; 1.0% Asian Indian. See *Figure 2* for newly licensed RNs racial/ethnic backgrounds

Of the respondents, 87.7% reported English as their primary language and 9.4% had both English and another language as their primary languages. The primary language of the remaining 2.9% of respondents was not English.

Orientation

The majority of newly licensed RNs responded receiving some form of formal orientation (95.4%). No formal orientation was reported by 4.6% and 1.2% reported having only classroom instruction

Participants approximately 166 weeks

Figure 2. Race/Ethnicity of Newly Licensed RNs

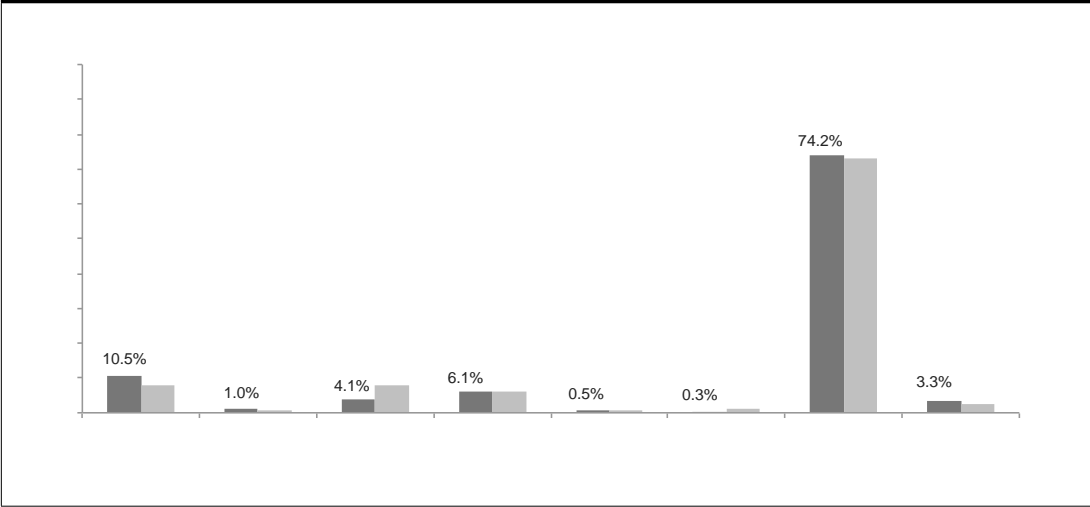


Table 3. Type and Length of Orientation				
	2014		2011	
	%	Agrees	%	Agrees
No formal orientation	4.6	NA	4.6	NA
Classroom instruction/skills lab work only	1.2	2.6	0.8	3.4
Classroom and/or skills lab plus supervised work with clients	11.2	6.3	9.7	7.6
Work with an assigned preceptor(s) or mentor(s) with or without additional classroom or skills lab work	66.5	8.3	73.5	9.0
A formal internship with or without additional classroom or skills lab work	13.6	13.7	8.8	13.2
Other	2.9	6.6	2.6	9.2

Table 4. Additional Course or Certification*		
Type of Additional Course or Certification	2014	2011
	% (n=2,744)	% (n=2,832)
Advanced Cardiac Life Support	24.2	22.6
Basic Life Support	57.4	53.3
Behavioral Management	3.4	2.6
Chemotherapy	0.8	1.1
Conscious/Moderate Sedation	3.8	4.6
Coronary Care	1.7	2.6
Critical Care	4.7	6.1
Intravenous Therapy	12.8	13.8
Neonatal Advanced Life Support	0.9	3.2
Neonatal Resuscitation	4.1	N/A
Pediatric Advanced Life Support	6.8	5.6
Phlebotomy	6.6	7.2
Peritoneal Dialysis	1.4	1.6
Rehabilitation	1.2	1.3
None	12.6	19.2
Other	10.2	11.2

*Respondents could select all that apply

Table 5. Employment Facilities		
Type of Facility/Organization	2014	2011
	% (n=2,744)	% (n=2,832)
Hospital	72	76.2
Long-term care facility	14.7	13.1
Community-based or ambulatory care facility/organization	9.9	6.9
Other	3.3	3.8

specific categories of activities (see Table 8). The hours spent were then converted to proportions of time by dividing the hours reported spent on each activity by the number of hours reported spent working. Because nurses often perform more than one type of activity at a time, such as teaching while giving medications or providing emotional support while giving routine care, these proportions did not equal 1. In order to make the proportions of time spent in activities useful to the task of helping to validate the NCLEX-RN® test plan, the proportions were standardized by dividing the time spent in each category of activity by the sum of hours reportedly spent in all the activities. These standardized proportions have the advantage of adding up to 1. Newly licensed RNs reported spending the greatest amount of time in management of care (18%), physiological adaptation (14%), and pharmacological and parenteral therapies (13%). The relatively least amount of time was reportedly spent on health promotion and maintenance activities (11%), psychosocial integrity (11%), and reduction of risk potential (11%). Compared to the 2011 study, there are only very slight variations in time spent on almost all categories of activities.

Administrative Responsibilities/Primary Administrative Position

The newly licensed RNs responding to the practice analysis survey were asked if they had administrative responsibilities within their nursing position such as being a unit manager, a team leader, charge nurse, or a coordinator. If they reported such responsibilities, they were asked if they had a primary administrative position. Of all respondents, 21.4% reported having such responsibilities and of those respondents who reported having administrative responsibilities, 43.4% reported having a primary administrative position. Those working in long-term care facilities were more likely to report having administrative responsibilities than those working in hospitals (60.6% in long-term care vs. 9.4% in hospitals). In addition, those working in long-term care with administrative responsibilities were three times as likely to report being in a primary administrative position than those working in hospitals (61.2% of those working in long-term care reported having a primary administrative position compared to 20.8%

of those working in hospitals). Of those working in community-based settings, 37.7% reported having administrative responsibilities. Of those respondents, 46.8% reported holding a primary administrative position. Compared to 2011, these results represent a slight increase in administrative responsibilities overall, but a decrease in every type of facility with the exception of Community-based care in holding a primary administrative position. See Table 9 for detailed results of administrative responsibilities.

Summary

The newly licensed RNs responding to the 2014 RN Practice Analysis survey were primarily female with an average age of 31.6 years. The majority worked day or night shifts in medical/surgical or critical care



survey. As can be seen in Table 11, there were no differences greater than 0.70 between the SME ratings and the newly licensed RNs. In general, the respondents rated most of the activity statements slightly more important than the SMEs did.

Representativeness of Activity Statements

Respondents were asked whether the activities on their survey form represented what they actually did in their positions. A large majority of participants (89.3%) indicated that the survey covered the important nursing activities "well" or "very well."

Applicability of Activities to Practice Setting

Respondents indicated if each of the activities was not applicable to his or her work setting by marking "Never performed in work setting." The percentages of newly licensed nurses indicating that the activities were applicable are reported in Table 12. The activities ranged from 21.5% applicability (21.5% of the respondents reported that the activity was performed within their work settings) to 100.0% (100.0% of the respondents reported the activity was performed within their work setting). The activities with the lowest percentage of applicability were "Provide care and education to a client in labor and antepartum client" (21.5%), "Provide post-partum care and education" (23.0%) and "Provide care and education for the newborn less than 1 month old through the infant or toddler client through 2 years" (26.7%). The activities with the highest percentage of applicability for respondents were "Organize workload to manage time effectively" (100.0%) and "Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)" (100.0%).

Frequency of Activity Performance

Respondents were asked to rate the frequency of performance of all activities that were applicable to their work settings. They reported how frequently they performed the activity on the last day they worked using a six-point scale: "0 times" to "5

times or more." Average frequency statistics were calculated in two ways. The setting-specific frequency was calculated by averaging the frequency ratings of those respondents providing ratings (i.e., respondents indicating that the activity applied to their work setting). The total group frequency was calculated by including the missing frequency ratings (i.e., respondents indicating that the activity did not apply to their work setting) before averaging the rating. To do this, the missing frequency ratings were converted to zero ("0 times" on the rating scale) for inclusion in the total group

the legal scope of practice (4.82), and •Ensure proper identification of client when providing care (4.80). Appendix E presents activity statements rank ordered by average total group frequency.

Importance of Activity Performance

Respondents were asked to rate the importance of performing each nursing activity in regard to the maintenance of client safety and/or threat of complications or distress. Respondents were further requested to consider the importance of activity performance in terms of client safety, namely risk of unnecessary complications, impairment of function or serious distress to clients. Importance ratings were recorded using a 5-point scale of 1 (Not Important) to 5 (Critically Important). Average importance ratings were calculated in two ways. Setting-specific importance was calculated by averaging only the ratings of respondents providing frequency ratings for the activity statement (those indicating that the activity applied to their work setting). The total group importance was calculated by including all importance ratings regardless of applicability to work setting. The average importance rating for each of the 139 activities is reported in Table 13.

Setting-Specific

Average setting-specific importance ratings ranged from 3.52 to 4.91. The activities with the lowest importance ratings were •Recognize complementary therapies and identify potential contraindications





Table 12. Activity A Utilization by Setting and Average Frequency of Performance								
Activity Number	Activity	Avg. to Setting	Average Frequency (Setting-Specific)			Average Frequency (Total Group)		
		%	N	Avg	Std. Err	N	Avg	Std. Err
50	Provide care and education for the preschool, school age and adolescent client ages 3 through 17 years	39.50	376	1.81	0.11	952	0.71	0.05
51	Provide care and education for the adult client ages 18 through 64 years	94.30	881	4.28	0.05	934	4.04	0.05
52	Provide care and education for the adult client ages 65 through 85 years and over	86.90	826	3.99	0.05	950	3.47	0.06
53	Assess client ability to manage care in home environment and plan care accordingly (e.g., equipment, community resources)	84.60	814	2.36	0.07	962	1.99	0.06
54	Assess and teach clients about health risks based on family, population, and/or community characteristics	87.70	817	2.19	0.07	932	1.92	0.06
55	Assess psychosocial, spiritual and occupational factors affecting care, and plan interventions	93.90	897	3.07	0.06	955	2.88	0.06
56	Assess client for abuse or neglect and intervene as appropriate	89.60	845	2.01	0.07	943	1.80	0.06
57	Assess client for drug/alcohol dependencies, withdrawal, or toxicities and intervene as appropriate	86.60	815	2.19	0.07	941	1.90	0.06
58	Provide care and education for acute and chronic psychosocial health issues (e.g., addictions/dependencies, depression, dementia, eating disorders)	86.20	821	2.45	0.07	952	2.11	0.06
59	Provide a therapeutic environment	98.50	943	4.42	0.04	957	4.36	0.04
60	Incorporate client cultural practice and beliefs when planning and providing care	94.60	876	2.48	0.07	926	2.35	0.07
61	Provide end of life care and education to clients	73.20	698	1.41	0.07	954	1.03	0.05
62	Assess the potential for violence and use safety precautions (e.g., suicide, homicide, self-destructive behavior)	91.20	871	2.23	0.07	955	2.04	0.07
63	Assess family dynamics to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	91.80	861	2.68	0.06	938	2.46	0.06
64	Assess client in coping with life changes and provide support (e.g., palliative, amputation, new diagnosis)	89.40	852	2.29	0.06	955	2.04	0.06
65	Use therapeutic communication techniques to provide client support	99.40	955	4.33	0.04	961	4.30	0.04
66	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits, de-escalation techniques)	93.10	868	2.67	0.06	932	2.49	0.06
67	Recognize non-verbal cues to physical and/or psychological stressors	98.80	944	3.71	0.05	955	3.67	0.05
68	Provide care for a client experiencing visual, auditory or cognitive distortions (e.g., hallucinations)	83.60	798	1.79	0.07	954	1.65	0.06
69	Assess and intervene in client performance of activities of daily living	93.50	876	3.54	0.06	937	3.31	0.06
70	Provide client nutrition through continuous or intermittent tube feedings	80.10	760	1.96	0.07	949	1.57	0.06
71	Perform post-mortem care	68.50	659	0.77	0.06	962	0.53	0.04
72	Perform irrigations (e.g., of bladder, ear, eye)	77.20	715	1.04	0.06	926	0.80	0.05

Table 12. Activity Statement Data for Setting and Average Frequency of Performance								
Activity Number	Activity	Achievement to Setting	Average Frequency (Setting-Specific)			Average Frequency (Total Group)		
		%	N	Ag	Std. Err	N	Ag	Std. Err
73	Assist client to compensate for a physical or sensory impairment (e.g., assistive devices, positioning, compensatory techniques)	93.60	897	3.35	0.06	958	3.13	0.06
74	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	96.80	924	4.09	0.05	955	3.95	0.05
75	Assess and manage client with an alteration in elimination (e.g., bowel, urinary)	94.30	881	3.50	0.06	934	3.30	0.06
76	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	73.00	648	1.47	0.07	888	1.08	0.06
77	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	87.90	785	3.25	0.07	893	2.86	0.07
78	Provide nonpharmacological comfort measures (e.g., light dimming, warm blanket)	98.40	866	3.78	0.05	880	3.72	0.05
79	Recognize complementary therapies and identify potential contraindications (e.g., aromatherapy, acupressure, supplements)	67.40	603	1.31	0.07	895	0.88	0.05
80	Manage the client's nutritional intake (e.g., adjust diet, monitor height and weight)	93.40	827	3.13	0.06	885	2.93	0.07
81	Assess client need for sleep/rest and intervene as needed	92.80	823	3.22	0.06	887	2.99	0.06
82	Evaluate client intake and output and intervene as needed	94.50	837	3.74	0.06	886	3.53	0.06
83	Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	90.80	813	3.36	0.06	895	3.05	0.07
84	Assess client need for pain management	99.20	873	4.53	0.04	880	4.49	0.04
85	Evaluate appropriateness and accuracy of medication order for client	99.00	879	4.39	0.04	888	4.35	0.04
86	Prepare and administer medications, using rights of medication administration	98.90	878	4.72	0.03	888	4.67	0.03
87	Perform calculations needed for medication administration	96.50	852	3.15	0.06	883	3.04	0.06
88	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access devices)	89.90	795	3.71	0.06	884	3.3	0.07
89	Administer controlled substances within regulatory guidelines (e.g., witness, waste)	95.30	853	3.82	0.06	895	3.64	0.06
90	Handle and maintain medication in a safe and controlled environment	99.50	877	4.73	0.03	881	4.71	0.03
91	Review pertinent data prior to medication administration (e.g., contraindications, lab results, allergies, potential interactions)	99.10	885	4.26	0.04	893	4.22	0.05
92	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)	91.20	809	3.26	0.07	887	2.98	0.07
93	Administer blood products and evaluate client response	74.20	660	1.24	0.07	889	0.92	0.05
94	Access venous access devices, including tunneled, implanted and central lines	81.50	723	2.56	0.08	887	2.09	0.07

Table 12. Activity Application to Setting and Average Frequency of Performance								
Activity Number	Activity	Application to Setting	Average Frequency (Setting-Specific)			Average Frequency (Total Group)		
			%	N	Avg	Std. Err	N	Avg
95	Educate client about medications	98.00	874	3.89	0.05	892	3.81	0.06
96	Evaluate client response to medication (e.g., therapeutic effects, side effects, adverse reactions)	99.30	872	4.53	0.03	878	4.50	0.04
97	Administer parenteral nutrition and evaluate client response (i.e., TPN)	70.20	626	1.30	0.07	892	0.91	0.05
98	Administer pharmacological measures for pain management	96.90	858	4.06	0.05	885	3.93	0.06
99	Participate in medication reconciliation process	88.70	786	2.41	0.07	886	2.14	0.07
100	Assess and respond to changes in client vital signs	99.20	876	3.90	0.05	883	3.87	0.05
101	Perform focused assessment	97.50	868	4.19	0.05	890	4.09	0.05
102	Monitor the results of diagnostic testing and intervene as needed	93.80	831	3.02	0.06	886	2.83	0.06
103	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	97.90	875	4.05	0.05	894	3.96	0.05
104	Evaluate responses to procedures and treatments	97.80	873	3.77	0.05	893	3.69	0.06
105	Provide preoperative and postoperative education	76.10	673	1.94	0.08	884	1.48	0.06
106	Provide preoperative care	67.90	604	1.50	0.07	889	1.02	0.06
107	Manage client during and/or following a procedure with moderate sedation	72.20	641	1.68	0.08	888	1.21	0.06
108	Obtain blood specimens peripherally or through central line	80.20	711	2.26	0.07	886	1.82	0.07
109	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	93.90	838	3.36	0.06	892	3.16	0.07
110	Educate client about treatments and procedures	95.00	850	3.28	0.06	895	3.11	0.06
111	Obtain specimens other than blood for diagnostic testing (e.g., wound, stool, urine)	92.70	825	2.33	0.07	890	2.16	0.07
112	Insert, maintain or remove a gastric tube	71.10	631	1.43	0.07	888	1.01	0.06
113	Insert, maintain or remove a urinary catheter	90.50	808	2.15	0.07	893	1.94	0.06
114	Insert, maintain or remove a peripheral intravenous line	85.10	754	2.82	0.07	886	2.40	0.07
115	Recognize trends and changes in client condition and intervene as needed	98.90	881	3.47	0.06	891	3.43	0.06
116	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	80.50	719	1.87	0.07	893	1.50	0.06
117	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	76.50	682	0.79	0.06	892	0.60	0.05
118	Monitor and care for clients on a ventilator	46.90	418	1.63	0.10	892	0.77	0.05
119	Perform wound care or dressing change	93.70	839	2.34	0.06	895	2.19	0.06
120	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	55.70	496	0.93	0.07	890	0.52	0.04

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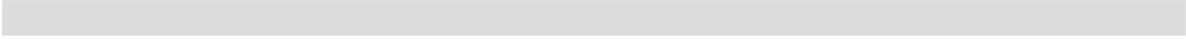
Table 13. A Strategic Goals and Setting Specific Performance Indicators

Activity Number	Activity	Goal 1			Goal 2		
		Indicator	Target	Actual	Indicator	Target	Actual



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REFERENCES

- American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (2014). *Standards for Educational and Psychological Testing*. Washington, D.C.: AERA.
- Cronbach, L. J. (1951). Coefficient Alpha and the Internal Structure of Tests. *Psychometrika*, 16, 297-334.
- Raymond, M.R. (2001). Job Analysis and the specifications of content for licensure and certification Examinations. *Applied Measurement in Education*, 14(4), 369-415.

APPENDIX A: 2014 NATIONAL ASSESSMENT METHODOLOGISTS

Robert Ackerman, PhD, is a professor at the University of North Carolina at Greensboro (UNCG). His research specializations include unidimensional and multidimensional item response theory, differential item/test functioning, and computerized testing. Dr. Ackerman has published extensively in journals such as *Applied Psychological Measurement*, *Journal of Educational Measurement*, *Journal of the American Statistical Association* and *Journal of Educational Statistics*. Some leadership roles that exemplify Dr. Ackerman's service to the "elds of assessment and measurement include acting as President of the National Council on Measurement in Education, Chair of the U.S. Department of Defense Advisory Committee, member of the Psychometric Oversight Committee for the American Institute of Certified Public Accountants, and current chair of the GRE Technical Advisory Committee. At UNCG, Dr. Ackerman serves as the Associate Dean of Research and Assessment for the School of Education. He is also a Senior Fellow for the Office of Assessment, Evaluation, and Research Services (OAERS) and teaches Intermediate Statistical Methods in Education and Multidimensional Item Response Theory.

Wendy Chin (Katherine) Chin, PhD, is an assistant director of psychometric consulting at Buros Center for Testing at the University of Nebraska-Lincoln. Her works in Buros Center include developing grant activities, providing technical advice and outreach efforts to improve testing, assessment, and measurement practices through consultation and education, with special emphases in psychology and education. Her research interests include value-added models, classification accuracy of diagnostic methods, survey response styles, survey response latency, and analyzing panelist data in standard settings. Dr. Chin has published in journals such as *Journal of Applied Testing Technology* and *Psychological Reports*.

Yongmei Yang, PhD, is a principal researcher, Methodology and Predictive Analytics, Gallup, Inc. His work in Gallup involves managing and conducting research. This includes designing and implementing research-based organizational interventions as well as evaluating the business impact of such interventions. It also includes leading the development of testing and survey tools that are business-relevant and psychometrically sound. His research interests include valid and defensible use of testing and survey outcomes, testing and surveys in multi-country, multi-cultural, and multi-lingual settings, analytics and modeling for complex organizational issues (recruiting, hiring, performance management, well-being, retention, etc.), improvements to measurement through improving items and questionnaire designs, administration procedures, and scoring or information extraction methods, and applications of technology-enhanced assessments. Dr. Yang has published in journals such as *Social Science Computer Review*, *International Journal of Social Research Methodology*, *Journal of Cross-Cultural Psychology*, *Journal of Applied Testing Technology*, *International Journal of Testing* and *Applied Measurement in Education*.

Member: Ismael Abregonde, RN

Board: Arizona State Board of Nursing (Area I)

Member: Arizona State Board of Nursing (Area I)
Specialist: Neurology, Trauma, Epilepsy Monitoring, Critical Care, Neurosurgery

Board: Arizona State Board of Nursing (Area I)
 Abregonde has 23 years of nursing experience and is currently the RN Clinical Education Specialist at

Specialist:

Abregonde has 23 years of nursing experience and is currently the RN Clinical Education Specialist at

National Medical Center (NMC) in Phoenix, Arizona. He is currently the RN Clinical Education Specialist at

Member: Robin Glenn, RN, EMT
Board: Indiana State Board of Nursing (Area II)
Specialty: Correctional Nursing

Glenn is a newly licensed nurse, having obtained her license in June 2013. She is currently employed by the Vanderburgh County Sheriff's Department and works in the field of correctional nursing

Member: Kari Robbins, RN

Board: College and Association of Registered Nurses of Alberta ... Canada (Associate Member)

Specialty: Ambulatory Services, Home Parental Therapy

Robbins has 16 years of nursing experience and is employed at Covenant Health where she is a home parental therapy nurse. She provides education on central catheter care and maintenance to newly licensed nurses to ensure that the nurse is following the newest guidelines regarding catheter care.

Member: Laura Schilling, RN

Board: Washington State Nursing Care Quality Assurance Commission (Area I)

Specialty: Oncology, Medical-Surgical

Schilling has nine years of nursing experience and currently is a staff nurse on a medical oncology unit at





ACTIVITIES (continued)

A - FREQUENCY B - IMPORTANCE

NEVER performed in work setting	1 = Not Important
0 Times	2 = Minimally Important
1 Time	3 = Moderately Important
2 Times	4 = Important
3 Times	5 = Critically Important
4 Times	
5 or more Times	

SECTION 2: EXPERIENCE AND ORIENTATION



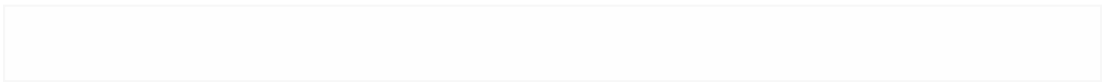
1. What is the total number of months you have worked as an RN in the U.S. or its territories?

- 11-1
- 12-1
- 13-1
- 14-1
- 15-1
- 16-1
- 17-1
- 18-1
- 19-1



SECTION 5: DEMOGRAPHIC INFORMATION

- 11
- 11
- 22
- 33
- 44
- 55
- 66
- 7
-
-





SECTION 2: EXPERIENCE AND ORIENTATION



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

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

2. Have you ever worked outside the U.S. or its territories as an RN?

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

SECTION 3: WORK ENVIRONMENT

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

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

6

SECTION 5: DEMOGRAPHIC INFORMATION

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

1. Did you work as an unlicensed assistive personnel prior to becoming an RN?

- Yes
- No

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

YEARS

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

This survey is being performed by the National Council of State Boards of Nursing (NCSBN) on behalf of your board of nursing/regulatory body. The survey is part of a comprehensive study of the practice of newly licensed registered nurses (RNs) in the NCSBN areas using the NCLEX[®] examination for primary licensure decisions.

INTRODUCTION

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

RN

LPN/VN



SECTION 1: NURSING ACTIVITIES

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

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

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

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

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

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

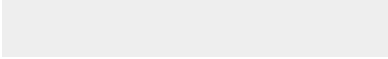
A - Frequency

B - Importance

18 Provide care and education for the adult client
ages 65 through 85 years and over

19 Assess psychosocial, spiritual and occupational
factors affecting care, and plan interventions

SECTION 1: NURSING ACTIVITIES



A - Frequency

B - Importance

condition

48. How well did the survey cover the important activities a newly licensed RN should possess, regardless of the practice setting?

Very well m262>.461.3733 45.6811 Tm 1 1 1 scn 19008>Tf .83529 .81961

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

SECTION 2: EXPERIENCE AND ORIENTATION

1. What is the total number of months you have worked as an RN in the U.S or its territories? Please enter a positive, whole number only (e.g., 20).

Months:

2a. Have you ever worked outside the U.S. or its territories as an RN?

Yes

No

SECTION 2: EXPERIENCE AND ORIENTATION

3. Which of the following best describes the orientation you received for your current position? (Select only ONE)

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

SECTION 2: EXPERIENCE AND ORIENTATION

5. Which of the following types of certificates have you earned or courses completed since you have concluded your nursing course requirements? (Select ALL that apply)

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

SECTION 2: EXPERIENCE AND ORIENTATION

6a. Do you routinely have administrative responsibilities within your nursing position (e.g., Unit Manager, Team Leader, Charge Nurse, Coordinator)?

Yes

No

SECTION 2: EXPERIENCE AND ORIENTATION

6b. If yes, is this your primary position?

Yes

No

SECTION 3: WORK ENVIRONMENT

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

Well clients, possibly with minor illnesses

OB (Maternity) clients

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

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

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <input type="checkbox"/> Critical care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, post-anesthesia recovery unit) | Subacute unit |
| <input type="checkbox"/> Medical-surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology) | Transitional care unit |
| <input type="checkbox"/> Pediatrics | Physician/Advanced Practice RN/Nurse Practitioner (NP)/Dentist office |
| <input type="checkbox"/> Nursery | Occupational health |
| <input type="checkbox"/> Labor and delivery | Outpatient clinic |
| Postpartum unit | Home health, including visiting nurses associations |
| Psychiatry or any of its sub-specialties (e.g., detox) | Public health |
| Assisted Living | Student/school health |
| Operating room, including outpatient surgery and surgicenters | Hospice care |
| Nursing home, skilled or intermediate care | Prison/Correctional Facility/Jail |
| Other long-term care (e.g., residential care, developmental disability) | Short Stay/Observational |
| Rehabilitation | Step-down/Progressive Care |
| Other (please specify) | |

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

Hospital

Long-term care facility

Community-based or ambulatory care facility/organization (including public health department, visiting nurses association, home health, physician/Advanced Practice RN/Nurse Practitioner (NP)/dentist office, clinic, school, prison, etc.)

Other (please specify)



3. How much of your time was spent performing each of the following types of

SECTION 5: DEMOGRAPHIC INFORMATION

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

1a. Did you work as an unlicensed assistive personnel prior to becoming an RN?

Yes

No

SECTION 5: DEMOGRAPHIC INFORMATION

1b. If yes, for how many years and months? Please enter positive, whole numbers (e.g., 10).

Years:

Months:

SECTION 5: DEMOGRAPHIC INFORMATION

2b. If yes, for how many years and months? Please enter positive, whole numbers (e.g., 10).

Years:

Months:

SECTION 5: DEMOGRAPHIC INFORMATION

3. What is your gender?

- Male
 Female

4. What is your age in years? Please answer with a positive, whole numbers (e.g., 35).

Age:

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

- African American
 Asian Indian
 Asian Other
 Hispanic
 Native American
 Pacific Islander
 White – Not of Hispanic Origin
 Other

6. What is your primary language?

- English
 English and another language
 Another language

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

- RN - Diploma in U.S.
- RN - Associate degree in U.S.
- RN - Baccalaureate degree in U.S.
- RN - Generic master's degree in U.S.
- RN - Generic doctorate in U.S. (e.g., ND)
- Any nursing program NOT located in the U.S.
- In progress to complete generic master's
- Other program (please specify)

8. How many months has it been since you completed course requirements from the above nursing education program? Please enter a positive, whole number (e.g., 15)

Months:

SECTIONS 6: COMMENTS

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

Name:

Daytime or Early Evening

Phone Number with Area

Code:

E-mail address:

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



This survey is being performed by the National Council of State Boards of Nursing (NCSBN) on behalf of your board of nursing/regulatory body. The survey is part of a comprehensive study of the practice of newly licensed registered nurses (RNs) in the NCSBN areas using the NCLEX[®] examination for primary licensure decisions. Please complete this survey as soon as possible. This is your opportunity to contribute to the development of the NCLEX[®] examination that future candidates will take.

Instructions:

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

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

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

Survey Progression:

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

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

INTRODUCTION

2. Are you currently working as an RN in the U.S. or a Member Board jurisdiction?

Yes

No

SECTION 1: NURSING ACTIVITIES

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

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

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

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

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

Question B –

18 Assess client ability to manage care in home environment and plan care accordingly (e.g., equipment, community resources)

19 Assess client for abuse or neglect and intervene as appropriate.

equipment, community resources)

SECTION 1: NURSING ACTIVITIES

	A - Frequency	B - Importance
26 Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	<input type="text"/>	<input type="text"/>
27 Manage the client's nutritional intake (e.g., adjust diet, monitor height and weight)	<input type="text"/>	<input type="text"/>
28 Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	<input type="text"/>	<input type="text"/>
29 Prepare and administer medications, using rights of medication administration	<input type="text"/>	<input type="text"/>

48. How well did the survey cover the important activities a newly licensed RN should

SECTION 2: EXPERIENCE AND ORIENTATION

1. What is the total number of months you have worked as an RN in the U.S or its territories? Please enter a positive, whole number only (e.g., 20).

Months:

2a. Have you ever worked outside the U.S. or its territories as an RN?

Yes

No

SECTION 2: EXPERIENCE AND ORIENTATION

2b. If yes, what is the total number of months you worked outside the U.S. or its territories as an RN? Please enter a positive, whole number only (e.g., 7).

Months:

SECTION 2: EXPERIENCE AND ORIENTATION

3. Which of the following best describes the orientation you received for your current position? (Select only ONE)

SECTION 2: EXPERIENCE AND ORIENTATION

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

Weeks:

SECTION 2: EXPERIENCE AND ORIENTATION

5. Which of the following types of certificates have you earned or courses completed since you have concluded your nursing course requirements? (Select ALL that apply)

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

SECTION 2: EXPERIENCE AND ORIENTATION

6a. Do you routinely have administrative responsibilities within your nursing position (e.g., Unit Manager, Team Leader, Charge Nurse, Coordinator)?

Yes

No

SECTION 2: EXPERIENCE AND ORIENTATION

6b. If yes, is this your primary position?

Yes

No

5. If you work in a hospital or nursing home, how large is it? (Select only ONE)

Less than 50 beds

50-99 beds

100-299 beds

300-499 beds

500 or more beds

I do not know

I do not work in a hospital or nursing home

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

Days

Evenings

Nights

Rotating shifts

Other (please specify)

7. What is the length of your shift on a typical work day? (Select only ONE)

8 hours

10 hours

12 hours

Varied 8 hours and 12 hours

Other (please specify)

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

3. How much of your time was spent performing each of the following types of activities on the last day you worked? For each of the sets of activities please rate the approximate amount of time you spent on that type of activity on the last day you worked rounded to the nearest hour. For example, if you spent about 2 and ¼ hours on a set of activities, select the option “2”. If you spent 3 and ¾ hours on a set of activities, select the option “4.” Numerous categories may be performed simultaneously; therefore total hours spent may be greater than total hours or shift worked.

Sets of Activities

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

0 1 2 3 4 5 6 7 8 8+

1. Management of Care: Provide and direct nursing care that enhances the care delivery setting to protect clients and health care personnel.

2. Safety and Infection Control: Protect clients and health care personnel from health and environmental hazards.

3. Health Promotion and Maintenance: Provide and direct nursing care of the client that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health.

4. Psychosocial Integrity: Provide and direct nursing care that promotes and supports the emotional, mental and social well being of the client experiencing stressful events, as well as clients with acute or chronic mental illness.

5. Basic Care and Comfort: Provide comfort and assistance in the performance of activities of daily living.

SECTION 5: DEMOGRAPHIC INFORMATION

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

1a. Did you work as an unlicensed assistive personnel prior to becoming an RN?

Yes

No

SECTION 5: DEMOGRAPHIC INFORMATION

1b. If yes, for how many years and months? Please enter positive, whole numbers
(e.g., 10).

Years:

Months:

SECTION 5: DEMOGRAPHIC INFORMATION

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

Yes

No

SECTION 5: DEMOGRAPHIC INFORMATION

2b. If yes, for how many years and months? Please enter positive, whole numbers (e.g., 10).

Years:

Months:

SECTION 5: DEMOGRAPHIC INFORMATION

3. What is your gender?

- Male
 Female

4. What is your age in years? Please answer with a positive, whole numbers (e.g., 35).

Age:

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

- African American
 Asian Indian
 Asian Other
 Hispanic
 Native American
 Pacific Islander
 White – Not of Hispanic Origin
 Other

6. What is your primary language?

- English
 English and another language
 Another language

Thank you!

Thank you for your participation in this important study.

To finalize your survey, please click the [Submit Survey](#) button below.

e Form 3

INSTRUCTIONS

This survey is being performed by the National Council of State Boards of Nursing (NCSBN) on behalf of your board of nursing/regulatory body. The survey is part of a comprehensive study of the practice of newly licensed registered nurses (RNs) in the NCSBN areas using the NCLEX[®] examination for primary licensure decisions. Please complete this survey as soon as possible. This is your opportunity to contribute to the development of the NCLEX[®] examination that future candidates will take.

Instructions:

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

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

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

Survey Progression:

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

Continue to the next page of the survey by clicking the Continue to the Next Page link.

Go back to the previous page in the survey by clicking on the Previous Page link. This will allow you to move back in the survey to look over the previous answers.

Finish the survey, by clicking the Submit the Survey link on the Thank You page.

INTRODUCTION

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

RN

LPN/VN

INTRODUCTION

2. Are you currently working as an RN in the U.S. or a Member Board jurisdiction?

Yes

No

INTRODUCTION

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

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

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

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

	A - Frequency	B - Importance
1 Assign and supervise care provided by others (e.g., LPN/VN, assistive personnel, other RNs)	<input type="text"/>	<input type="text"/>
2 Participate in performance improvement/quality improvement process	<input type="text"/>	<input type="text"/>
3 Integrate advance directives into client plan of care	<input type="text"/>	<input type="text"/>

19 Assess client for drug/alcohol dependencies, withdrawal, or toxicities and intervene as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
20 Incorporate client cultural practice and beliefs when planning and providing care	<input type="checkbox"/>	<input type="checkbox"/>
21 Assess family dynamics to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	<input type="checkbox"/>	<input type="checkbox"/>
22 Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits, de-escalation techniques)	<input type="checkbox"/>	<input type="checkbox"/>
23 Assess and intervene in client performance of activities of daily living	<input type="checkbox"/>	<input type="checkbox"/>
24 Perform irrigations (e.g., of bladder, ear, eye)	<input type="checkbox"/>	<input type="checkbox"/>
25 Assess and manage client with an alteration in elimination (e.g., bowel, urinary)	<input type="checkbox"/>	

SECTION 1: NURSING ACTIVITIES

26 Provide nonpharmacological comfort measures
(e.g., light dimming, warm blanket)

A - Frequency

B - Importance

SECTION 2: EXPERIENCE AND ORIENTATION

1. What is the total number of months you have worked as an RN in the U.S or its territories? Please enter a positive, whole number only (e.g., 20).

Months:

2a. Have you ever worked outside the U.S. or its territories as an RN?

Yes

No

SECTION 2: EXPERIENCE AND ORIENTATION

2b. If yes, what is the total number of months you worked outside the U.S. or its territories as an RN? Please enter a positive, whole number only (e.g., 7).

Months:

SECTION 2: EXPERIENCE AND ORIENTATION

3. Which of the following best describes the orientation you received for your current position? (Select only ONE)

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

SECTION 2: EXPERIENCE AND ORIENTATION

5. Which of the following types of certificates have you earned or courses completed since you have concluded your nursing course requirements? (Select ALL that apply)

Advanced Cardiac Life Support

SECTION 2: EXPERIENCE AND ORIENTATION

6a. Do you routinely have administrative responsibilities within your nursing position (e.g., Unit Manager, Team Leader, Charge Nurse, Coordinator)?

Yes

No

SECTION 3: WORK ENVIRONMENT

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

Well clients, possibly with minor illnesses

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

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

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Critical care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, post-anesthesia recovery unit) | <input type="checkbox"/> Subacute unit |
| <input type="checkbox"/> Medical-surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology) | <input type="checkbox"/> Transitional care unit |
| <input type="checkbox"/> Pediatrics | <input type="checkbox"/> Physician/Advanced Practice RN/Nurse Practitioner (NP)/Dentist office |
| <input type="checkbox"/> Nursery | <input type="checkbox"/> Occupational health |
| <input type="checkbox"/> Labor and delivery | <input type="checkbox"/> Outpatient clinic |
| <input type="checkbox"/> Postpartum unit | <input type="checkbox"/> Home health, including visiting nurses associations |
| <input type="checkbox"/> Psychiatry or any of its sub-specialties (e.g., detox) | <input type="checkbox"/> Public health |
| <input type="checkbox"/> Assisted Living | <input type="checkbox"/> Student/school health |
| <input type="checkbox"/> Operating room, including outpatient surgery and surgicenters | <input type="checkbox"/> Hospice care |
| <input type="checkbox"/> Nursing home, skilled or intermediate care | <input type="checkbox"/> Prison/Correctional Facility/Jail |
| <input type="checkbox"/> Other long-term care (e.g., residential care, developmental disability) | <input type="checkbox"/> Short Stay/Observational |
| <input type="checkbox"/> Rehabilitation | <input type="checkbox"/> Step-down/Progressive Care |
| <input type="checkbox"/> Other (please specify) | |

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

- Hospital
- Long-term care facility
- Community-based or ambulatory care facility/organization (including public health department, visiting nurses association, home health, physician/Advanced Practice RN/Nurse Practitioner (NP)/dentist office, clinic, school, prison, etc.)
- Other (please specify)



3. How much of your time was spent performing each of the following types of activities on the last day you worked? For each of the sets of activities please rate the approximate amount of time you spent on that type of activity on the last day you worked rounded to the nearest hour. For example, if you spent about 2 and ¼ hours on a set of activities, select the option "2". If you spent 3 and ¾ hours on a set of activities, select the option "4." Numerous categories may be performed

SECTION 5: DEMOGRAPHIC INFORMATION

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

1a. Did you work as an unlicensed assistive personnel prior to becoming an RN?

Yes

No

SECTION 5: DEMOGRAPHIC INFORMATION

1b. If yes, for how many years and months? Please enter positive, whole numbers (e.g., 10).

Years:

Months:

SECTION 5: DEMOGRAPHIC INFORMATION

2b. If yes, for how many years and months? Please enter positive, whole numbers (e.g., 10).

Years:

Months:

3. What is your gender?

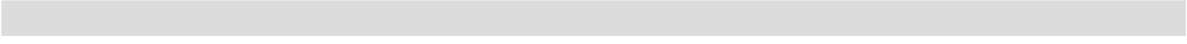
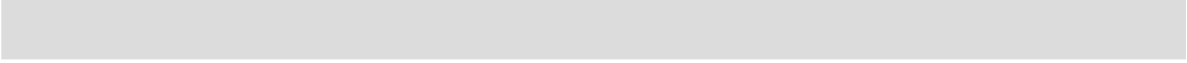
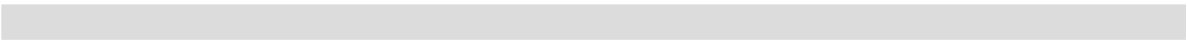
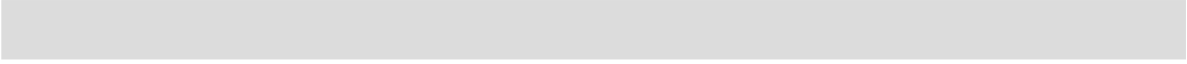


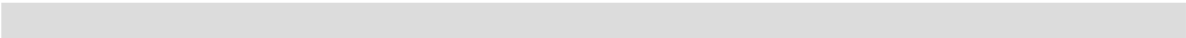
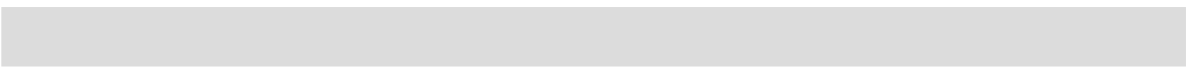
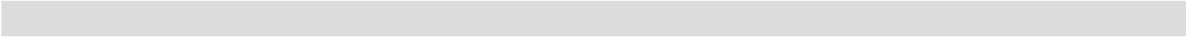
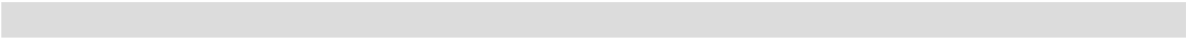
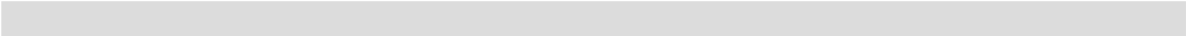
Activities in an Ordered Average Setting-Specific Frequency *				
Activity Number	Activity	Average Frequency (Setting-Specific)		
		N	Avg	Std. Err
50	Provide care and education for the preschool, school age and adolescent client ages 3 through 17 years	376	1.81	0.11
116	Monitor and maintain devices and equipment used for drainage (e.g., surgical wound drains, chest tube suction, negative pressure wound therapy)	719	1.87	0.07
105	Provide preoperative and postoperative education	673	1.94	0.08
70	Provide client nutrition through continuous or intermittent tube feedings	760	1.96	0.07
56	Assess client for abuse or neglect and intervene as appropriate	845	2.01	0.07
129	Maintain optimal temperature of client (e.g., cooling and/or warming blanket)	726	2.01	0.07
122	Provide postoperative care	663	2.04	0.08
6	Participate in performance improvement/quality improvement process	851	2.04	0.06
113	Insert, maintain or remove a urinary catheter	808	2.15	0.07
37	Follow requirements for use of restraints and/or safety devices (e.g., least restrictive restraints, timed client monitoring)	772	2.15	0.07
49	Provide care and education for the newborn less than 1 month old through the infant or toddler client through 2 years	256	2.17	0.13
54	Assess and teach clients about health risks based on family, population, and/or community characteristics	817	2.19	0.07
57	Assess client for drug/alcohol dependencies, withdrawal, or toxicities and intervene as appropriate	815	2.19	0.07
62	Assess the potential for violence and use safety precautions (e.g., suicide, homicide, self-destructive behavior)	871	2.23	0.07
108	Obtain blood specimens peripherally or through central line	711	2.26	0.07
64	Assess client in coping with life changes and provide support (e.g., palliative, amputation, new diagnosis)	852	2.29	0.06
134	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	720	2.29	0.07
126	Provide pulmonary hygiene (e.g., chest physiotherapy, incentive spirometry)	711	2.29	0.07
43	Provide information for prevention and treatment of high risk health behaviors (e.g., smoking cessation, safe sexual practice, needle exchange)	815	2.31	0.07
30	Follow security plan and procedures (e.g., newborn nursery security, violence, controlled access)	844	2.31	0.07

Activities and Ordered Average Setting-Specific Frequency *				
Activity Number	Activity	Average Frequency (Setting-Specific)		
		N	Ag	Std. Err
96				

APPENDIX E: ACTIVITIES ANK O DE ED B A E AGE O AL G O P F E ENC

Activity Number	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
130	Implement and monitor phototherapy	891	0.20	0.03
124	Perform hemodialysis or continuous renal replacement therapy	894	0.22	0.03
46	Provide post-partum care and education	948	0.31	0.04
45	Provide care and education to a client in labor or antepartum client	934	0.35	0.04
123	Perform and manage care of client receiving peritoneal dialysis	891	0.35	0.04
40	Provide prenatal care and education	949	0.38	0.04
36	Implement emergency response plans (e.g., internal/external disaster, bomb threat, community planning)	933	0.48	0.04
120	Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy)	890	0.52	0.04
71	Perform post-mortem care	962	0.53	0.04
49	Provide care and education for the newborn less than 1 month old through the infant or toddler client through 2 years	960	0.58	0.05
117	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external de"brillator)	892	0.60	0.05
10	Report unsafe practice of health care personnel and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	957	0.60	0.04
32	Acknowledge and document practice errors (e.g., incident report for medication error)	954	0.63	0.04
41	Plan and/or participate in community health education	963	0.63	0.04
50	Provide care and education for the preschool, school age and adolescent client ages 3 through 17 years	952	0.71	0.05
132	Monitor and maintain arterial lines	883	0.73	0.05
118	Monitor and care for clients on a ventilator	892	0.77	0.05
17	Report client conditions as required by law (e.g., abuse/neglect and communicable disease)	964	0.80	0.05
72	Perform irrigations (e.g., of bladder, ear, eye)	926	0.80	0.05
137	Manage the care of a client receiving hemodialysis	897	0.81	0.05
79	Recognize complementary therapies and identify potential contraindications (e.g., aromatherapy, acupressure, supplements)	895	0.88	0.05
97	Administer parenteral nutrition and evaluate client response (i.e., TPN)	892	0.91	0.05
93	Administer blood products and evaluate client response	889	0.92	0.05
20	Recognize ethical dilemmas and take appropriate action	952	1.01	0.05
112	Insert, maintain or remove a gastric tube	888	1.01	0.06
106	Provide preoperative care	889	1.02	0.06
61	Provide end of life care and education to clients	954	1.03	0.05
76	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	888	1.08	0.06
121	Provide ostomy care and education (e.g., tracheal, enteral)	887	1.12	0.06
107	Manage client during and/or following a procedure with moderate sedation	888	1.21	0.06
131	Manage the care of a client with a pacing device (e.g., pacemaker, vagus nerve stimulator)	896	1.26	0.06
18	Manage conflict among clients and health care staff	928	1.26	0.05
125	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	895	1.33	0.07





Activities and Ordered Average Total Group Frequency *				
Activity Number	Activity	Average Frequency (Total Group)		
		N	Avg	Std. Err.
86	Prepare and administer medications, using rights of medication administration	888	4.67	0.03
90	Handle and maintain medication in a safe and controlled environment	881	4.71	0.03
15	Maintain client confidentiality and privacy	931	4.72	0.03
23	Practice in a manner consistent with a code of ethics for registered nurses	957	4.73	0.03
33	Ensure proper identification of client when providing care	940	4.80	0.02
24	Provide care within the legal scope of practice	933	4.82	0.02
26	Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)	955	4.94	0.01

*Activities are rank ordered from least to most frequent

APPENDIX F: ACQUISITION OF DEBITABLE AGE SECTOR-SPECIFIC INFORMATION

Activities and Ordered Average Setting-Specific Importance*				
Activity Number	Activity	Setting-Specific Importance		
		N	Ag	Std. Err.
117	Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator)	646	4.85	0.02
33	Ensure proper identification of client when providing care	923	4.88	0.01
86	Prepare and administer medications, using rights of medication administration	858	4.89	0.01
26	Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions)	933	4.91	0.01

*Activities are rank ordered from least to most important

APPENDIX G: ACTIVITIES RANKED BY AGE GROUP

Activity Number	Activity	Total Group Importance*		
		N	Age	Std. Err.
79	Recognize complementary therapies and identify potential contraindications (e.g., aromatherapy, acupuncture, supplements)	810	3.31	0.04
41	Plan and/or participate in community health education	901	3.37	0.03
130	Implement and monitor phototherapy	767	3.42	0.05
45	Provide care and education to a client in labor or antepartum client	810	3.56	0.05
71	Perform post-mortem care	894	3.60	0.04
46	Provide post-partum care and education	829	3.66	0.04
72	Perform irrigations (e.g., of bladder, ear, eye)	867	3.66	0.04
40	Provide prenatal care and education	840	3.66	0.05
50	Provide care and education for the preschool, school age and adolescent client ages 3 through 17 years	857	3.66	0.04
76	Apply, maintain or remove orthopedic devices (e.g., traction, splints, braces, casts)	819	3.67	0.04
54	Assess and teach clients about health risks based on family, population, and/or community characteristics	890	3.76	0.03
49	Provide care and education for the newborn less than 1 month old through the infant or toddler client through 2 years	826	3.77	0.05
25	Provide cost effective care	938	3.81	0.03
18	Manage conflict among clients and health care staff	895	3.82	0.03
81	Assess client need for sleep/rest and intervene as needed	858	3.83	0.03
123	Perform and manage care of client receiving peritoneal dialysis	808	3.83	0.04
42	Perform targeted screening assessments (e.g., vision, nutrition)	882	3.84	0.03
6	Participate in performance improvement/quality improvement process	903	3.84	0.03
112	Insert, maintain or remove a gastric tube	814	3.88	0.04
63	Assess family dynamics to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms)	905	3.88	0.03
78	Provide nonpharmacological comfort measures (e.g., light dimming, warm blanket)	860	3.88	0.03
44	Provide information about health promotion and maintenance recommendations (e.g., physician visits, immunizations)	921	3.91	0.03
60	Incorporate client cultural practice and beliefs when planning and providing care	891	3.92	0.03
106	Provide preoperative care	816	3.94	0.04
121	Provide ostomy care and education (e.g., tracheal, enteral)	822	3.94	0.03
124	Perform hemodialysis or continuous renal replacement therapy	778	3.94	0.05
14	Initiate, evaluate, and update plan of care (e.g., care map, clinical pathway)	925	3.95	0.03
68	Provide care for a client experiencing visual, auditory or cognitive distortions (e.g., hallucinations)	915	3.96	0.03
43	Provide information for prevention and treatment of high risk health behaviors (e.g., smoking cessation, safe sexual practice, needle exchange)	920	3.96	0.03
55	Assess psychosocial, spiritual and occupational factors affecting care, and plan interventions	932	3.96	0.03



Activities and Ordered Average Total Group Importance*				
Activity Number	Activity	Total Group Importance		
		N	Ag	Std. Err.
52	Provide care and education for the adult client ages 65 through 85 years and over	907	4.21	0.03
77	Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	866	4.22	0.03
99	Participate in medication reconciliation process	844	4.22	0.03
19	Utilize valid resources to enhance the care provided to a client (e.g., evidenced-based research, information technology, policies and procedures)	940	4.23	0.03
127	Manage the care of a client on telemetry	834	4.24	0.04
59	Provide a therapeutic environment	930	4.24	0.03
65	Use therapeutic communication techniques to provide client support	939	4.25	0.02
125	Perform suctioning (e.g., oral, nasopharyngeal, endotracheal, tracheal)	842	4.25	0.03
37	Follow requirements for use of restraints and/or safety devices (e.g., least restrictive restraints, timed client monitoring)	911	4.25	0.03
51	Provide care and education for the adult client ages 18 through 64 years	907	4.28	0.03
67	Recognize non-verbal cues to physical and/or psychological stressors	939	4.28	0.02
118	Monitor and care for clients on a ventilator	802	4.29	0.04
139	Educate client regarding an acute or chronic condition	866	4.29	0.03
30	Follow security plan and procedures (e.g., newborn nursery security, violence, controlled access)	898	4.30	0.03
107	Manage client during and/or following a procedure with moderate sedation	828	4.30	0.03
82	Evaluate client intake and output and intervene as needed	857	4.30	0.03
94	Access venous access devices, including tunneled, implanted and central lines	836	4.32	0.03
56	Assess client for abuse or neglect and intervene as appropriate	906	4.33	0.03
1	Perform procedures necessary to safely admit, transfer or discharge a client	941	4.34	0.02
38	Educate client and staff regarding infection control measures	921	4.35	0.03
135	Evaluate the effectiveness of the treatment regimen for a client with an acute or chronic diagnosis	859	4.35	0.03
62	Assess the potential for violence and use safety precautions (e.g., suicide, homicide, self-destructive behavior)	921	4.37	0.03
102	Monitor the results of diagnostic testing and intervene as needed	857	4.37	0.03
109	Use precautions to prevent injury and/or complications associated with a procedure or diagnosis	856	4.38	0.03
134	Manage the care of a client with alteration in hemodynamics, tissue perfusion and hemostasis (e.g., cerebral, cardiac, peripheral)	844	4.39	0.03
133	Manage the care of the client with a fluid and electrolyte imbalance	851	4.41	0.03
98	Administer pharmacological measures for pain management	862	4.41	0.02
104	Evaluate responses to procedures and treatments	867	4.42	0.02
17	Report client conditions as required by law (e.g., abuse/neglect and communicable disease)	922	4.43	0.03
136	Identify pathophysiology related to an acute or chronic condition (e.g., signs and symptoms)	856	4.43	0.03
95	Educate client about medications	874	4.43	0.02
31	Use ergonomic principles	5,296	3.568	0.407

Activity Number	Activity	Total Group Importance*		
		N	Avg	Std. Err.
32	Acknowledge and document practice errors (e.g., incident report for medication error)	907	4.48	0.02
16	Recognize limitations of self and others and seek assistance	932	4.48	0.02
10	Report unsafe practice of health care personnel and intervene as appropriate (e.g., substance abuse, improper care, staffing practices)	911	4.48	0.02
7	Collaborate with interprofessional team members when providing client care (e.g., language interpreter, health care professionals)	941	4.49	0.02
84	Assess client need for pain management	860	4.50	0.02
22	Organize workload to manage time effectively	933	4.51	0.02
29	Follow procedures for handling biohazardous and hazardous materials	942	4.51	0.02
8	Receive and/or transcribe health care provider orders	914	4.52	0.02
47	Perform comprehensive health assessments	931	4.54	0.02
128	Manage the care of a client with impaired ventilation/oxygenation	850	4.55	0.03
103	Perform diagnostic testing (e.g., electrocardiogram, oxygen saturation, glucose monitoring)	875	4.56	0.02
101	Perform focused assessment	872	4.56	0.02
2	Provide and receive hand off of care (report) on assigned clients	935	4.58	0.02
74	Perform skin assessment and implement measures to maintain skin integrity and prevent skin breakdown (e.g., turning, repositioning, pressure-relieving support surfaces)	928	4.58	0.02
4	Advocate for client rights and needs	940	4.59	0.02
88	Monitor intravenous infusion and maintain site (e.g., central, PICC, epidural and venous access devices)	854	4.61	0.03
89	Administer controlled substances within regulatory guidelines (e.g., witness, waste)	873	4.61	0.02
93	Administer blood products and evaluate/adjust for a client with impaired ventilation/oxygenation			850

PF746)egu

[Redacted Title]			

APPENDIX H: 2014 RN PRACTICE ANALYSIS SURVEY NONRESPONDER STUDY

Introduction

The National Council of State Boards of Nursing (NCSBN®) conducts practice analysis studies every three years to assess the practice environment and emerging practice changes. Although the response rate for the 2014 RN Practice Analysis had an adequate return rate of approximately 23%, many individuals did not respond to the survey. Out of the 12,000 newly licensed RNs who were invited to take the survey, only 3,699 returned the survey. NCSBN wanted to contact a sample of the invitees who chose not to participate in the survey to ascertain the reasons for not returning the survey and compare a sample of activity statements, as well as demographic information against the RN practice survey respondents.

Background of Study

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

Findings from the 2014 RN Practice Analysis Non-respondent Study will provide possible reasons why individuals do not participate in surveys and differences between survey respondents and non-respondents to determine if the nonrespondents were systematically different in terms of demographics and ratings of the activity statements. This study was conducted to determine if the results for the practice analysis were somehow biased.

Methodology

Sample Selection

A random sample of newly selected RNs who were invited, but did not respond to the RN practice analysis survey was contacted via telephone. The sample was derived from the 6,000 invitees who

were mailed the paper form of the RN practice analysis survey. 48 RNs from this survey were selected from the 12,006 RNs who were invited to take the survey. These 48 RNs were selected from the survey respondents who did not return the survey form. These 48 RNs were selected from the survey respondents who did not return the survey form.

Table H1. Employment Setting/ Specialty				
Job Title	Nonresponders		Responders	
	Frequency	%	Frequency	%
Public health	0	0.0	13	0.5
Student/school health	0	0.0	10	0.4
Hospice care	0	0.0	37	1.3
Prison	0	0.0	20	0.7
Short Stay	0	0.0	34	1.2
Step-down	0	0.0	117	4.3
Other	1	2.1	123	4.5

Table H2. Activity Statement Importance Ratings			
Activity #	Activity Statement	Nonresponding	Responding
6	Participate in performance improvement/quality improvement	4.42 (N=48)	3.84 (N=903)
16	Recognize limitations of self and others and seek assistance	4.56 (N=48)	4.48 (N=932)
30	Follow security plan and procedures (e.g., newborn nursery security, violence, controlled access)	4.73 (N=48)	4.30 (N=898)
53	Assess client ability to manage in home environment and plan care accordingly (e.g., equipment, community resources)	4.42 (N=48)	3.99 (N=920)
66	Incorporate behavioral management techniques when caring for a client (e.g., positive reinforcement, setting limits, de-escalation techniques)	4.52 (N=48)	3.99 (N=900)
79	Recognize complementary therapies and identify potential contraindications (e.g., aromatherapy, acupuncture, supplements)	3.73 (N=48)	3.31 (N=810)
99	Participate in medication reconciliation process	4.79 (N=48)	4.22 (N=844)
107	Manage client during and/or following a procedure with moderate sedation	4.06 (N=48)	4.30 (N=828)
118	Monitor and care for clients on a ventilator	4.29 (N=48)	4.29 (N=802)
129	Maintain optimal temperature of clients (e.g., cooling and/or warming blanket)	4.67 (N=48)	3.98 (N=837)

Nonresponder 286 TD [(r)18 (einfo)54] (n=900)ments)

Part 2

2014 RN Practice Analysis: Linking the NCLEX-RN® Examination to Practice Canadian Respondents

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

Survey Process

Sample Selection

NCSBN received a list of 2,297 RNs licensed/registered within 10 Canadian regulatory bodies between Oct. 1, 2013, and March 31, 2014. Because the size of the population was relatively small, it was unnecessary and unreasonable to draw stratified random samples

respectively. Almost 63.3% of newly licensed/registered RNs in this study reported working in urban or metropolitan areas, 18.6% in rural areas, and 18.1% in suburban areas.

Practice Settings

The majority of newly licensed/registered RNs reported working in the medical/surgical (32.0%) and critical care (10.1%) settings. Nursing home, skilled or immediate care made up 6.3% of the current sample, followed by home health, including visiting nurses associations (4.9%) and other long-term care (e.g., residential care, developmental disability) (4.7%).

Client Health Conditions and Ages

Newly licensed/registered RNs reported caring for acutely ill clients (42.6%), clients with stable chronic conditions (31.2%), clients with behavioral/emotional conditions (27.4%) and clients with unstabilized chronic conditions (22.9%). The majority of newly licensed/registered RNs reported caring for older adult clients aged 65 to 85 (47.5%), adult clients aged 18 to 64 (41.4%), older adult clients over age

Applicability of Activities to Practice Setting

Respondents indicated if each of the activities was applicable to his or her work setting. The activities ranged from 23.7% applicability (23.7% of the respondents reported that the activity was performed within their work setting) to 100.0% (100.0% of the respondents reported the activity was performed within their work setting).

Frequency of Activity Performance

Respondents were asked to rate the frequency of performance of all activities that were applicable to their work setting on a six-point scale: •0 timesŽ to •5 times or more.Ž Average frequency statistics were calculated in two ways: setting-specific frequency of activity performance and total group frequency. Average setting-specific frequencies ranged from 0.31 to 4.90. Average total group frequencies ranged from 0.11 to 4.85.

Importance of Activity Performance

Respondents were asked to rate the importance of performing each nursing activity in regard to the maintenance of client safety and/or threat of complications or distress using a 5-point scale: •1Ž (not important) to •5Ž (critically important). Average setting-specific importance ratings ranged from 3.28 to 4.89. Average total group importance ratings ranged from 3.10 to 4.89.

Summary

Respondents to the 2014 RN practice analysis found the activities listed in the survey to be representative of the work they performed in their practice settings. In general, the importance ratings of SMEs and respondents were similar (correlation = 0.80), supporting the validity of the results. The reliability of the survey instrument was quite good. In addition, activities with the lowest average total group frequency and importance ratings corresponded, in general, to those activities performed in specialized areas of nursing practice.

Conclusion

The 2014 RN Practice Analysis used several methods to describe the practice of newly licensed/registered RNs in the U.S. and Canadian territories/jurisdictions: (1) document reviews; (2) daily logs of newly licensed/registered RNs; (3) subject matter experts knowledge; and (4) a large scale survey. The reliability of the survey instrument was quite good. In addition, there was evidence to support the validity of the activity statement ratings.

Part 2

2014 RN Practice Analysis: Linking the NCLEX-RN® Examination to Practice Canadian Respondents

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

The National Council of State Boards of Nursing
(NCSBN®)

and urging participation. Approximately two weeks after the first email, a second reminder was sent to nonrespondents and two weeks later, a third email was sent to continued nonrespondents. The survey was conducted from April through June 2014.

Confidentiality

See the section on confidentiality in Part I for more details.

Return Rates

Out of the 2,297 surveys, 593 were received overall for the three forms. The raw response rate was

Figure 2. Ethnicity of Newly Licensed/registered Nurses

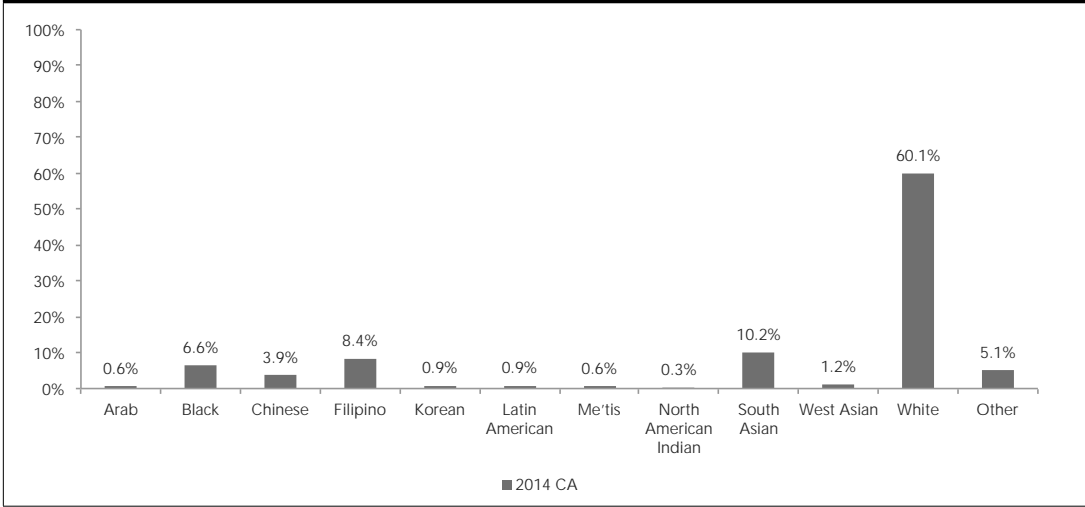


Figure 3. Average Months Since Graduation and Months Employed

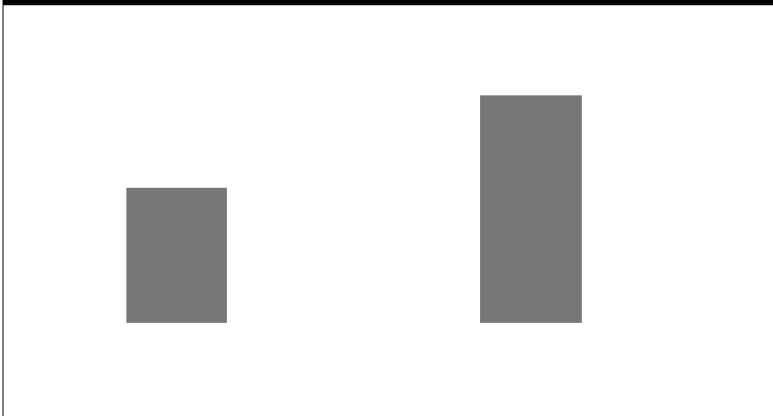


Table 3. Type and Length of Orientation				
	2014 CA		2013 CA	
	%	Ag ees	%	Ag ees
No formal orientation	2.7	NA	1.5	NA
Classroom instruction/skills lab work only	2.1	2.0	1.4	2.1
Classroom and/or skills lab plus supervised work with clients	19.4	4.1	16.8	4.0
Work with an assigned preceptor(s) or mentor(s) with or without additional classroom or skills lab work	67.4	5.9	67.3	6.3
A formal internship with or without additional classroom or skills lab work	2.7	10.7	5.1	11.2
Other	5.9	3.1	7.9	9.4

Table 4. Additional Course or /Certification*		
Type of Additional Course or /Certification	2014 CA	2013 CA
	% (n=493)	% (n=797)
Advanced Cardiac Life Support	13.2	19.2
Basic Life Support	47.9	52.8
Behavioral Management	6.7	6.4
Chemotherapy	2.6	1.0
Conscious/Moderate Sedation	2.8	0.0
Coronary Care	4.1	5.0
Critical Care	3.4	0.0
Intravenous Therapy	30.6	39.4
Neonatal Advanced Life Support	1.2	9.7
Neonatal Resuscitation	6.9	NA
Pediatric Advanced Life Support	3.0	0.0
Phlebotomy	10.8	9.8
Peritoneal Dialysis	2.4	3.4
Rehabilitation	0.8	0.0
None	8.5	17.9
Other	18.1	25.1

*Respondents could select all that apply

Table 5. Employment Facilities		
Type of Facility /Organization	2014 CA	2013 CA
	% (n=493)	% (n=797)
Hospital	76.9	85.2
Long-term care facility	11.5	4.9
Community-based or ambulatory care facility/organization	9.5	8.2
Other	2.1	1.8

Table 6. Employment Setting Characteristics		
Type of Facility /Organization	2014 CA	2013 CA
	% (n=493)	

Table 7. Practice Settings*		
Type of Facility/Organization	2014 CA	2013 CA
	%	

and of those respondents, 30.2% reported having a primary administrative position. Those working in long-term care facilities were far more likely to report having administrative responsibilities than those working in hospitals (86.8% in long-term care vs. 25.4% in hospitals). Those working in long-term care with administrative responsibilities were more than three times as likely to report being in a primary administrative position than those working in hospitals (56.3% of those working in long-term care reported having an administrative position compared to 14.3% of those working in hospitals). Of those working in community-based settings, 43.8% reported having administrative responsibilities. Of those respondents, 42.9% reported holding a primary administrative position. See Table 9 for more details.

Summary

The newly licensed/registered Canadian RNs responding to the 2014 RN Practice Analysis survey were primarily female with an average age of 30.0 years. The majority worked day or rotating shifts in medical/surgical or critical care units of hospitals. The majority of respondents were provided an



Applicability of Activities to Practice Setting

Respondents indicated if each of the activities was not applicable to his or her work setting by marking •Never performed in work setting. The percentages of newly licensed/registered nurses indicating that the activities were applicable are reported in Table 11. The activities ranged from 23.7% applicability (23.7% of the respondents reported that the activity was performed within their work settings) to 100.0% (100.0% of the respondents reported the activity was performed within their work setting). The activities with the lowest percentage of applicability were •Perform hemodialysis or continuous renal replacement therapy (23.7%), •Provide post-partum care and education (31.4%) and •Provide care and education to a client in labor or antepartum client (31.5%). There are 13 activities with the highest percentage of applicability (100.0%). Some of those activities are •Maintain client confidentiality and privacy, •Protect client from injury (e.g., falls, electrical hazards), and •Handle and maintain medication in a safe and controlled environment. See Table 11 for more details on applicability of activities to practice setting.

Frequency of Activity Performance

Respondents were asked to rate the frequency of performance of all activities that were applicable to their work settings. They reported how frequently they performed the activity on the last day they worked using a six-point scale: •0 times to •5 times or more. Average frequency statistics were calculated in two ways. The setting-specific frequency was calculated by averaging the frequency ratings of those respondents providing ratings (i.e., respondents indicating that the activity applied to their work setting). The total group frequency was calculated by including the missing frequency ratings (i.e., respondents indicating that the activity did not apply to their work setting) before averaging the rating. To do this, the missing frequency ratings were converted to zero (•0 times on the rating scale) for inclusion in the total group frequency calculation. See Table 11 for setting-specific and total group frequency.

Setting-Specific

Average setting-specific frequencies ranged from 0.31 to 4.90. The activities performed with the lowest frequencies were •Perform and manage care of client receiving peritoneal dialysis (0.31), •Implement and monitor phototherapy (0.33), and •Assist with invasive procedures (e.g., central line, thoracentesis, bronchoscopy) (0.47). The activities with the highest setting-specific average frequencies of performance were •Provide care within the legal scope of practice (4.90), •Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions) (4.89), •Maintain client confidentiality and privacy (4.75) and •Ensure proper identification of client when providing care (4.69).

Total Group

Average total group frequencies ranged from 0.11 to 4.85. The activities performed with the lowest total group frequency were •Implement and monitor phototherapy (0.11), •Perform hemodialysis or continuous renal replacement therapy (0.13), and •Perform and manage care of client receiving peritoneal dialysis (0.14). Those activities performed with the overall highest frequencies were •Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions) (4.85), •Provide care within the legal scope of practice (4.85), •Maintain client confidentiality and privacy (4.75) and •Ensure proper identification of client when providing care (4.69).



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INTRODUCTION

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

RN

RPN/LPN

NATIONAL**INTRODUCTION****2. What is your province/territory of registration?**

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland and Labrador
- Northwest Territories and Nunavut
- Nova Scotia
- Ontario
- Prince Edward Island
- Quebec
- Saskatchewan
- Yukon

INTRODUCTION

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

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

NATIONAL

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

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

QUESTION B

NATIONAL

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

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

A - Frequency

B - Importance



|

|



NATIONAL**SECTION 1: NURSING ACTIVITIES**

A - Frequency

B - Importance

26 Apply, maintain or remove orthopedic devices
(e.g., traction, splints, braces, casts)

NATIONAL**SECTION 2: EXPERIENCE AND ORIENTATION**

3. Which of the following best describes the orientation you received for your current position? (Select only ONE)

No formal orientation

Classroom instruction/skills lab work only

Classroom and/or skills lab plus supervised work with clients

Work with an assigned preceptor(s) or mentor(s) with or without additional classroom or skills lab work

A formal internship/residency with or without additional classroom or skills lab work

Other (please specify):

NCLEX

E

SECTION 2: EXPERIENCE AND ORIENTATION

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

Weeks:

NATIONAL

3. Which of the following choices best describes your employment setting/specialty area on the last day you worked? If you worked mainly in one setting, select the appropriate choice for that one setting. If you worked in more than one setting, select

12 hours

Varied 8 hours and

Other (please specify)

8. Which best describes the location of your employer?

Urban/Metropolitan area

Suburban

Rural

NATIONAL

1. How many hours did you work on the last shift you worked

NATIONAL

3. How much of your time was spent performing each of the following types of activities on the last day you worked? For each of the sets of activities please rate the approximate amount of time you spent on that type of activity on the last day you worked rounded to the nearest hour. For example, if you spent about 2 and ¼ hours on a set of activities, select the option “2”. If you spent 3 and ¾ hours on a set of activities, select the option “4.” Numerous categories may be performed simultaneously; therefore total hours spent may be greater than total hours or shift worked.

Sets of Activities

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

0 1 2 3 4 5 6 7 8 8+

1. Management of Care: Provide and direct nursing care that enhances the care delivery setting to protect clients and health care personnel.

NATIONAL

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

NATIONAL

If we need additional information in order to clarify the results of this study, we may call and/or e -



INTRODUCTION

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

RN

RPN/LPN

NATIONAL COUNCIL OF STATE BOARDS OF NURSING REGISTERED**INTRODUCTION**

2. What is your province/territory of registration?

Alberta

British Columbia

Manitoba

New Brunswick

Newfoundland and Labrador

Northwest Territories and Nunavut

Nova Scotia

Ontario

Prince Edward Island

Quebec



NATIONAL COUNCIL OF STATE BOARDS OF NURSING REGISTERED

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

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

	A - Frequency	B - Importance
1 Provide and receive hand off of care (report) on assigned clients	<input type="text"/>	<input type="text"/>
2 Prioritize the delivery of client care	<input type="text"/>	<input type="text"/>
3 Receive and/or transcribe health care provider orders	<input type="text"/>	<input type="text"/>
4 Verify that the client received appropriate procedure education and consents to care and procedures	<input type="text"/>	<input type="text"/>
5 Initiate, evaluate, and update plan of care (e.g., care map, clinical pathway)	<input type="text"/>	<input type="text"/>
6 Report client conditions as required by law (e.g., abuse/neglect and communicable disease)	<input type="text"/>	<input type="text"/>

NATIONAL COUNCIL OF STATE BOARDS OF NURSING REGISTERED

NATIONAL COUNCIL OF STATE BOARDS OF NURSING REGISTERED

SECTION 1: NURSING ACTIVITIES

	A - Frequency	B - Importance
26 Apply and maintain devices used to promote venous return (e.g., anti-embolic stockings, sequential compression devices)	<input type="text"/>	<input type="text"/>
27 Manage the client's nutritional intake (e.g., adjust diet, monitor height and weight)	<input type="text"/>	<input type="text"/>
28 Implement measures to promote circulation (e.g., active or passive range of motion, positioning and mobilization)	<input type="text"/>	<input type="text"/>
29 Prepare and administer medications, using rights of medication administration	<input type="text"/>	<input type="text"/>
30 Administer controlled substances within regulatory guidelines (e.g., witness, waste)	<input type="text"/>	<input type="text"/>
31 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)	<input type="text"/>	<input type="text"/>
32 Educate client about medications	<input type="text"/>	<input type="text"/>
33 Administer pharmacological measures for pain management	<input type="text"/>	<input type="text"/>
34 Perform focused assessment	<input type="text"/>	<input type="text"/>
35 Evaluate responses to procedures and treatments	<input type="text"/>	<input type="text"/>
36 Manage client during and/or following a procedure with moderate sedation	<input type="text"/>	<input type="text"/>
37 Educate client about treatments and procedures	<input type="text"/>	<input type="text"/>

NATIONAL COUNCIL OF STATE BOARDS OF NURSING REGISTERED

hemodialysis

48. How well did the survey cover the important activities a newly licensed RN should possess, regardless of the practice setting?

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

NCL

SECTION 2: EXPERIENCE AND ORIENTATION

1. What is the total number of months you have worked as an RN in Canada? Please enter a positive, whole number only (e.g., 20).

Months:

2a. Have you ever worked outside Canada as an RN?

Yes

No





N

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

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Critical care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, post-anesthesia recovery unit) | <input type="checkbox"/> Subacute unit |
| <input type="checkbox"/> Medical-surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology) | <input type="checkbox"/> Transitional care unit |
| <input type="checkbox"/> Pediatrics | <input type="checkbox"/> Physician/Advanced Practice RN/Nurse Practitioner (NP)/Dentist office |
| <input type="checkbox"/> Nursery | <input type="checkbox"/> Occupational health |
| <input type="checkbox"/> Labor and delivery | <input type="checkbox"/> Outpatient clinic |
| <input type="checkbox"/> Postpartum unit | <input type="checkbox"/> Home health, including visiting nurses associations |
| <input type="checkbox"/> Psychiatry or any of its sub-specialties (e.g., detox) | <input type="checkbox"/> Public health |
| <input type="checkbox"/> Assisted Living | <input type="checkbox"/> Student/school health |
| <input type="checkbox"/> Operating room, including outpatient surgery and surgicenters | <input type="checkbox"/> Hospice care |
| <input type="checkbox"/> Nursing home, skilled or intermediate care | <input type="checkbox"/> Prison/Correctional Facility/Jail |
| <input type="checkbox"/> Other long-term care (e.g., residential care, developmental disability) | <input type="checkbox"/> Short Stay/Observational |
| <input type="checkbox"/> Rehabilitation | <input type="checkbox"/> Step-down/Progressive Care |
| <input type="checkbox"/> Other (please specify) | |

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

- Hospital
- Long-term care facility
- Community-based or ambulatory care facility/organization (including public health department, visiting nurses association, home health, physician/Advanced Practice RN/Nurse Practitioner (NP)/dentist office, clinic, school, prison, etc.)
- Other (please specify)

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NATIONAL COUNCIL OF STATE BOARDS OF NURSING REGISTERED

3. How much of your time was spent performing each of the following types of activities on the last day you worked

In this section you
completed this

background information that will be summarized to describe the group that
cases will be reported.

1a. Did you work as

personnel prior to becoming an RN?

- Yes
- No

NATIONAL COUNCIL OF STATE BOARDS OF NURSING REGISTERED

1b. If yes, for how many years and months? Please enter positive, whole numbers (e.g., 10).

SECTION 5: DEMOGRAPHIC INFORMATION

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

Yes

No





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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.

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

N

Thank you!

Thank you for your participation in this important study.

To finalize your survey, please click the [Submit Survey](#) button below.

NATIONAL**INTRODUCTION****2. What is your province/territory of registration?**

Alberta

British Columbia

Manitoba

New Brunswick

Newfoundland and Labrador

Northwest Territories and Nunavut

Nova Scotia

Ontario

Prince Edward Island

Quebec

Saskatchewan

Yukon



National Council of State Boards of Nursing Registered
Nursing Sur e

INTRODUCTION

3. Are you currently working as an RN in Canada?

Yes

No

INTRODUCTION

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

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

NATIONAL

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

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

A - Frequency

B -

NATIONAL

on family, population, and/or community
characteristics

NATIONAL**SECTION 1: NURSING ACTIVITIES**

	A - Frequency	B - Importance
26 Provide nonpharmacological comfort measures (e.g., light dimming, warm blanket)	<input type="text"/>	<input type="text"/>
27 Assess client need for sleep/rest and intervene as needed	<input type="text"/>	<input type="text"/>



48. How well did the survey cover the important activities a newly licensed RN should possess, regardless of the practice setting?

- Very well
- Well
- Adequately
- Poorly

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

SECTION 2: EXPERIENCE AND ORIENTATION

2b. If yes, what is the total number of months you worked outside Canada as an RN?

Please enter a positive, whole number only (e.g., 7).

Months:

N

SECTION 2: EXPERIENCE AND ORIENTATION

3. Which of the following best describes the orientation you received for your current position? (Select only ONE)

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

NCLEX

EXAMINA

SECTION 2: EXPERIENCE AND ORIENTATION

5. Which of the following types of certificates have you earned or courses completed since you have concluded your nursing course requirements? (Select ALL that apply)

Advanced Cardiac Life Support

Basic Life Support

Behavioral Management

Chemotherapy

Conscious/Moderate Sedation

Coronary Care

Critical Care

Intravenous Therapy

Neonatal Advanced Life Support

Neonatal Resuscitation

Pediatric Advanced Life Support

Phlebotomy

Peritoneal Dialysis

Rehabilitation

None

Other (please specify)

SECTION 2: EXPERIENCE AND ORIENTATION

6a. Do you routinely have administrative responsibilities within your nursing position (e.g., Unit Manager, Team Leader, Charge Nurse, Coordinator)?

Yes

No

NATIONAL

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

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



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

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Critical care (e.g., ICU, CCU, step-down units, pediatric/neonatal intensive care, emergency department, post-anesthesia recovery unit) | <input type="checkbox"/> Subacute unit |
| <input type="checkbox"/> Medical-surgical unit or any of its sub-specialties (e.g., oncology, orthopedics, neurology) | <input type="checkbox"/> Transitional care unit |
| <input type="checkbox"/> Pediatrics | <input type="checkbox"/> Physician/Advanced Practice RN/Nurse Practitioner (NP)/Dentist office |
| <input type="checkbox"/> Nursery | <input type="checkbox"/> Occupational health |
| <input type="checkbox"/> Labor and delivery | <input type="checkbox"/> Outpatient clinic |
| <input type="checkbox"/> Postpartum unit | <input type="checkbox"/> Home health, including visiting nurses associations |
| <input type="checkbox"/> Psychiatry or any of its sub-specialties (e.g., detox) | <input type="checkbox"/> Public health |
| <input type="checkbox"/> Assisted Living | <input type="checkbox"/> Student/school health |
| <input type="checkbox"/> Operating room, including outpatient surgery and surgicenters | <input type="checkbox"/> Hospice care |
| <input type="checkbox"/> Nursing home, skilled or intermediate care | <input type="checkbox"/> Prison/Correctional Facility/Jail |
| <input type="checkbox"/> Other long-term care (e.g., residential care, developmental disability) | <input type="checkbox"/> Short Stay/Observational |
| <input type="checkbox"/> Rehabilitation | <input type="checkbox"/> Step-down/Progressive Care |
| <input type="checkbox"/> Other (please specify) | |

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

- Hospital
- Long-term care facility
- Community-based or ambulatory care facility/organization (including public health department, visiting nurses association, home health, physician/Advanced Practice RN/Nurse Practitioner (NP)/dentist office, clinic, school, prison, etc.)
- Other (please specify)

NATIONAL

3. How much of your time was spent performing each of the following types of activities on the last day you worked? For each of the sets of activities please rate the approximate amount of time you spent on that type of activity on the last day you worked rounded to the nearest hour. For example, if you spent about 2 and $\frac{1}{4}$ hours on a set of activities, select the option "2". If you spent 3 and $\frac{3}{4}$ hours on a set of activities, select the option "4." Numerous categories may be performed

NCLEX

EXAM

SECTION 5: DEMOGRAPHIC INFORMATION

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

Yes

No

5: DEMOGRAPHIC INFORMATION

3. How many children do you have?

How many children do you have? Please answer with a positive, whole number (e.g., 35).

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

White

Hispanic or Latino (e.g., Mexican, Puerto Rican, Cuban, Dominican, Nicaraguan, Honduran, Venezuelan, Colombian, Ecuadorian, Peruvian, Bolivian, Chilean, Argentine, Central American, South American, etc.)

Asian (e.g., Chinese, Vietnamese, Cambodian, Malaysian, Laotian, etc.)

Black or African American (e.g., African, Nigerian, Ghanaian, etc.)



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If we need additional information in order to clarify the results of this study, we may call and/or e -

