

2010 Role Delineation Study: Nursing Professional Development National Survey Results



MARCH 2011

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About this Report

This report pertaining to the practice of nursing professional development specialists was based on the results of a 2010 national study of practice of nursing professional development specialists.

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Background

The American Nurses Credentialing Center (ANCC), which was incorporated in 1991 as a subsidiary of the American Nurses Association, is the largest nursing credentialing organization in the United States. Its vision is to be a galvanizing force for quality healthcare through credentialing excellence. Currently, ANCC offers 25 examinations at various levels including diploma and associate degree, baccalaureate, and advanced practice. More than 12,000 candidates take an ANCC certification examination each year. In addition to certification, ANCC provides services such as the Magnet and Pathways to Excellence recognition programs for hospitals and other facilities that demonstrate excellence in nursing services, accreditation of continuing education programs, education and consultation services, and outreach to nursing organizations around the globe.

Role Delineation Study Overview

Role delineation or job analysis studies are typically carried out at the national level with the goal of describing current practice expectations, performance requirements, and environments. ANCC has a current goal of conducting a study of each specialty approximately every three years in order to capture changes in work activities and the knowledge and skill areas required to perform those activities. The findings are used to update the content of its respective certification examination.

The 2010 Nursing Professional Development Role Delineation Study involved two sets of processes or activities that ran more or less concurrently: a national web-based survey and a linking activity. The national survey was designed to collect information on the work activities nursing professional development specialists actually perform in practice, while the linking activity identifies the major knowledge and skill areas required to perform the work activities listed in the survey. The results of both of these processes were used in the updating of the test content outline for the ANCC Nursing Professional Development examination.

Updated Test Content Outline for Nursing Professional Development

The test content outline for the Nursing Professional Development examination was updated using the results of this role delineation study. Examination forms will be produced based on this updated test content outline. A copy of the test content outline will be available on the American Nurses Credentialing Center website approximately six months prior to the release of the new examination form.

Role of the Content Expert Panels

The American Nurses Credentialing Center invited professionals in practice and educators who teach courses relevant to nursing professional development to serve on a panel of content experts for this study. They developed the work activities and demographic items for the survey, linked knowledge and skill areas to the work activities list, and finalized the test content outline. All of the content experts serving on the panel were certified by ANCC in nursing professional development and were invited to serve on the panel based upon expertise in the specialty.

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Survey Methodology

The purpose of the development and administration of the national survey was to collect information on the work activities nursing professional development specialists actually perform in practice. The role delineation study panel met for three days in April 2010 to draft a pilot version of the survey and to construct the initial map of knowledge and skill areas relevant to the work activities included in the survey.

Survey Chronology

The survey development and administration timeline was as follows:

April - July 2010

- The role delineation study panel along with staff from ANCC drafted the survey.
- The survey was pilot tested and revised.

July-August 2010

- The final survey was administered on the web.

August-October 2010

- The survey activity results were analyzed, and activity weights were determined.
- The role delineation study panel met to review the survey results and activity weights.

Survey Development and Measures

On April 28-30, 2010, the role delineation study panel met in Silver Spring, MD in order to draft the national Nursing Professional Development Role Delineation Study survey for the 2010 role delineation study. During the meeting, the group reviewed American Nurses Association's *Nursing Professional Development: Scope and Standards of Practice* (2010) and discussed any additions, deletions, and changes they would make to convert the measurement criteria to work activities to be used on the survey. These deliberations resulted in a list of 78 work activities to be used in the 2010 pilot survey. The workgroup also identified and finalized a set of demographic items for inclusion as part of the survey.

During the same meeting, the workgroup reviewed and approved three scales that respondents would use to rate the work activities listed in the survey—Frequency (the frequency with which a work activity is performed), Performance Expectation (how soon on the job the performance of an activity is expected), and Consequence (the consequence of performing an activity incorrectly). The performance expectation scale was specifically designed to distinguish entry-level skills. These three questions and the instructions for answering them are presented in Table 2.

Table 2. Survey Questions for Rating Work Activity Statements

Please respond to each activity with three separate responses, one response in each category. When considering a response for one category, do not consider the other categories. For example: When considering the consequences of incorrect performance of an activity, do not worry about whether you perform or are expected to perform the activity; the possibility exists that an activity has severe consequences, even if you never perform it.

Performance Expectation: When is a nursing professional development specialist first expected to perform this activity?

- Within the first 6 months of working within the specialty.
- After the first 6 months of working within the specialty.
- Never expected to perform this activity within the specialty.

Frequency: How often does a nursing professional development specialist perform this activity (consider within a one year period)?

- Frequently
- Often
- Occasionally
- Seldom
- Never

Consequences: How much harm does incorrect performance of this activity cause to patients, organization or staff?

- Little or no harm
- Moderate harm
- Severe harm

The study design included combining each respondent's responses to each of the three rating scales in a hierarchical manner into one overall ranking of criticality. To select a procedure for combining the three scales, the role delineation study panel discussed the importance of each scale to the performance of the work activity. The panel determined that the performance expectation scale should be regarded as more critical than the other two scales for representing entry-level practice. The consequence scale was then regarded as more critical than the frequency scale. Therefore the panel agreed to combine the scales so that a particular value on the performance expectation scale would outweigh or outrank all values on the consequence and frequency scales. This hierarchical scheme emphasized the work activities that are required of new practitioners immediately on the job and have the greatest impact on public health or safety. Thus this scheme was selected as the organizing mechanism for combining the responses from the three survey scales into an overall measure of criticality.

Sample Selection

On April 26, 2010, there were a total of 1,802 actively certified ANCC nursing professional development specialists. One hundred were randomly selected to participate in the pilot survey and 1,500 were selected by stratified random sampling to participate in the national

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survey. Table 1 presents the number of ANCC-certified nursing professional development specialists selected to participate in the national survey per region.

Table 1. Number ANCC-certified Nursing Professional Development Specialists Selected per Geographic Region

Geographic Region	Number certified (percent of total pop.) Selected
Northeast – NY, CT, MA, NJ, ME, PA, NH, VT, RI	364 (24.27%)
South – TN, MS, TX, FL, LA, AL, GA, AR, OK, VA, MD, SC, DC, NC, WV, DE, KY	547 (36.47%)
Midwest – IA, NE, KS, OH, MO, MN, SD, ND, MI, IL, IN, WI	384 (25.60%)
West – WA, AZ, CA, OR, CO, AK, ID, NM, UT, HI, NV, WY, MT	204 (13.60%)
Other	1 (0.07%)
Total	1,500 (100%)

Data Collection

Pilot Testing. Using the same procedures intended for administering the national data collection, the survey was piloted in May 2010. One hundred ANCC-certified nursing professional development specialists randomly selected from across the nation were invited to take the pilot survey. Fifty (50 percent) of the nursing professional development specialists invited to take the pilot survey responded. The panel members revised the survey based on the results of the pilot survey and finalized 78 work activities to be used in the final survey. The complete text of the work activities are presented in **Appendix A**.

National Survey. In July and August 2010, the 1,500 ANCC-certified nursing professional development specialists who were selected to take the national survey were sent three notifications via the United States Postal Service: an alert letter, and two follow-up reminders. The alert letter explained the purpose and importance of the study, the eligibility criteria of the study, and stated how to access the survey via the internet. The letter indicated that the participant's responses would be kept confidential. The letter also notified that respondents completing the survey would receive a 5 hour reduction of their continuing education requirement for their ANCC recertification.

The first follow-up reminder letter was sent approximately two-weeks after the alert letter. It thanked recipients if they had already submitted their completed survey and encouraged them to do so if they had not already.

The final follow-up reminder letter was sent out only to those who had not yet responded to the survey and was sent out approximately two-weeks prior to the end of the survey.

Data Analysis

The three rating scales were combined into a single measure of overall criticality using a hierarchical method. As agreed by the initial study workgroup, the three rating scales were combined into a single measure in such a manner that a particular value on the performance expectation scale would outweigh or outrank all values on the consequence and frequency

scales, and that a particular value on the consequence scale would outweigh or outrank all values on the frequency scale.

Table 3 displays how the values of the overall criticality rating were constructed according to all the possible survey response patterns that might be given to rate an individual work activity by its frequency, performance expectation, and consequence. For example, if a respondent indicated that a particular work activity was expected to be performed within the first six months of assuming the role of a nursing professional development specialist, could cause severe harm to the patient if it was performed incorrectly, and is performed occasionally, the overall criticality rating for that response pattern would be 29. A score of 22 suggests that a work activity is generally expected to be performed within the first six months of assuming the role of a nursing professional development specialist and have moderate consequences if incorrectly performed. Therefore, work activities with scores of 22 or higher on the overall criticality variable may be considered as highly critical. When a work activity was rated as *never expected* on the performance expectation scale, it would receive an overall criticality score of 1 as the bottom row in Table 3 indicates.

Table 3. Construction of the Overall Criticality Variable

Survey Response Options			Overall Criticality Score
Performance Expectation	Consequence	Frequency	
Within first 6 months	Severe	Frequently	31
		Often	30
		Occasionally	29
		Seldom	28
		Never	27
	Moderate	Frequently	26
		Often	25
		Occasionally	24
		Seldom	23
		Never	22
	Little or no	Frequently	21
		Often	20
		Occasionally	19
		Seldom	18
		Never	17
After first 6 months	Severe	Frequently	16
		Often	15
		Occasionally	14
		Seldom	13
		Never	12
	Moderate	Frequently	11
		Often	10
		Occasionally	9
		Seldom	8
		Never	7
	Little or no	Frequently	6
		Often	5
		Occasionally	4
		Seldom	3
		Never	2
Never expected	All options	All options	1

Survey Results

The initial, total sample size included 1,500 ANCC-certified nursing professional development specialists. A total of 770 valid surveys were returned for an overall response rate of 51 percent.

Table 4 shows the percent of surveys returned in each geographic region compared to the number of ANCC-certified nursing professional development specialists selected within the region.

Table 4. Number of Surveys Returned per Geographic Region for Nursing Professional Development Specialists

Geographic Region	Number Selected (percent of total pop.)	Number Return (percent of total pop.)
Northeast – NY, CT, MA, NJ, ME, PA, NH, VT, RI	364 (24.27%)	202 (26.23%)
South – TN, MS, TX, FL, LA, AL, GA, AR, OK, VA, MD, SC, DC, NC, WV, DE, KY	547 (36.47%)	264 (34.29%)
Midwest – IA, NE, KS, OH, MO, MN, SD, ND, MI, IL, IN, WI	384 (25.60%)	209 (27.14%)
West – WA, AZ, CA, OR, CO, AK, ID, NM, UT, HI, NV, WY, MT	204 (13.60%)	95 (12.34%)
Other	1 (0.07%)	0 (0.0%)
Total	1,500	770

Demographic Information

Appendix B details the survey respondents' responses to the survey's demographic questions which included inquiry on the respondents' background and practice setting.

Demographic Background

Approximately 97 percent of the respondents were female and approximately 92 percent reported to be white. Approximately 83 percent of the respondents fell into the age group of 45 - 64 years of age.

Approximately 61 percent of respondents indicated that they held a Masters in Nursing as one of their highest degree. Approximately 31 percent of the respondents had a Baccalaureate in Nursing as one of their highest degrees.

The average number of years of experience the nursing professional development specialists had as an RN was 30.24 years. The respondents also reported on average 16.24 years of experience working within the specialty.

Practice Settings

Approximately 41 percent of the respondents indicated that they practiced in cities (population between 50,000 - 249,999). Metropolitan (population between 250,000 and 999,999) areas came in second with approximately 21 percent of respondents.

In terms of practice setting, the highest percentage of respondents indicated they practiced in an acute care (in-patient) setting (69 percent).

Practice Descriptions

Descriptive statistics (means, standard deviations, and medians) for the three ratings of all 78 work activities—performance expectation, consequence, and frequency—and overall criticality are listed in **Appendix C**. The scales were highly reliable. Cronbach's coefficient alpha estimates for the performance expectation, consequence, and frequency scales when applied to all the data were 0.94, 0.97, and 0.96, respectively. (Cronbach's coefficient alpha, a measure of internal stability, ranges in value between 0 and 1.)

In **Appendix D**, the mean overall criticality statistics are presented in rank order of criticality. As indicated in Table 5, 36 work activity statements were rated by the respondents as being highly critical (with a mean overall criticality rank of 22 or above).

Table 5. Number of Work Activities by Mean Overall Criticality for Nursing Professional Development Specialists

Number of Work Activities	Mean Overall Criticality Score						Total number above 22
	27 and above	Between 22 and 26	Between 17 and 21	Between 12 and 16	Between 7 and 11	6 and below	
	9	27	6	14	22	0	36

Table 6 and 7 displays the 20 highest-ranking and the 20 lowest-ranking work activities by overall criticality.

Table 6. Top 20 Work Activities Ranked by Overall Criticality for Nursing Professional Development

Work Activity Number and Name	Overall Criticality
60 Maintains the security of sensitive information	31
77 Supports safety initiatives for patients and others	31
64 Supports initiatives to ensure compliance with regulatory standards	31
61 Incorporates current organizational policies, regulatory standards into educational activities	31
65 Reports compliance issues and concerns	31
63 Protects intellectual property and copyrighted materials	31
66 Supports application of Nurse Practice Act and nursing specialty standards to nursing practice	31
27 Models ethical decision-making	31
41 Communicates sensitive information appropriately	30
47 Promotes personal accountability of self and others	26
26 Models sensitivity to diversity	26
33 Models flexibility and adaptability in responding to change	26
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Work Activity Number and Name	Overall Criticality
46 Adjusts communication to the context and individuals involved	26
68 Facilitates an environment that supports evidence-based practice	26
28 Models effective decision-making	26
12 Assesses learning needs	26
8 Models commitment to lifelong learning	26
62 Addresses commercial bias and conflict of interest issues	26
17 Creates an effective learning environment	25
40 Communicates support of organizational values and strategies	25

Table 7. Bottom 20 Work Activities Ranked by Overall Criticality for Nursing Professional Development

Work Activity Number and Name	Overall Criticality
31 Facilitates change management	11
48 Assesses need for and impact of proposed program or project	11
52 Designs formative and summative evaluation processes for program or project	11
24 Designs programs that meet contact hour requirements	11
4 Implements own professional development plan	11
59 Manages process that grant contact hours for educational programs	11
71 Addresses opportunities to improve nursing professional development practice	10
50 Engages champions and stakeholders in program or project	10
45 Collaborates on initiatives with others inside and outside the organization	10
44 Facilitates formal and informal performance feedback processes	10
7 Coaches others in developing and achieving career goals	10
43 Mentors others	10
75 Disseminates research findings	10
39 Communicates contributions of nursing professional development in organizational initiatives	10
5 Encourages others' involvement in professional organizations	10
3 Enhances professional practice through involvement in professional organizations	10
49 Builds program or project team	10
55 Monitors key metrics or measures that indicate sustainability	10
54 Integrates sustainability plan into program or project	10
74 Facilitates research initiatives	9

Appendix A

Work Activities Statements

Work Activity No. and Statement

- 1 Designs own professional development plan
- 2 Integrates feedback from a variety of sources to enhance personal professional development.
- 3 Enhances professional practice through involvement in professional organizations
- 4 Implements own professional development plan
- 5 Encourages others' involvement in professional organizations
- 6 Networks with other professionals
- 7 Coaches others in developing and achieving career goals
- 8 Models commitment to lifelong learning
- 9 Provides constructive feedback to others
- 10 Differentiate between learning needs and other performance or system issues
- 11 Assesses learner characteristics
- 12 Assesses learning needs
- 13 Designs educational activities considering learner characteristics, resources, and desired outcomes
- 14 Designs programs based on best evidence for educational strategies and content
- 15 Plans innovative and creative educational activities.
- 16 Develops educational materials
- 17 Creates an effective learning environment
- 18 Implements educational plan
- 19 Adapts teaching strategies based on situation and/or learner response
- 20 Evaluates educational activities
- 21 Measures the outcomes of education
- 22 Uses technology throughout the educational process
- 23 Facilitates the competency validation process
- 24 Designs programs that meet contact hour requirements
- 25 Advocates for educational activities and resources that support the needs of the learner and the organization
- 26 Models sensitivity to diversity
- 27 Models ethical decision-making
- 28 Models effective decision-making
- 29 Fosters team building and effective team function
- 30 Facilitates group processes
- 31 Facilitates change management
- 32 Supports shared governance processes
- 33 Models flexibility and adaptability in responding to change
- 34 Communicates program outcomes to stakeholders
- 35 Provide information and recommendations to support decision making
- 36 Facilitates problem resolution
- 37 Sets priorities based on internal and external factors

Work Activity No. and Statement

- 38 Manages educational activities to optimize resources
- 39 Communicates contributions of nursing professional development in organizational initiatives
- 40 Communicates support of organizational values and strategies
- 41 Communicates sensitive information appropriately
- 42 Represents the interests of nursing professional development within and outside the organization.
- 43 Mentors others
- 44 Facilitates formal and informal performance feedback processes
- 45 Collaborates on initiatives with others inside and outside the organization
- 46 Adjusts communication to the context and individuals involved
- 47 Promotes personal accountability of self and others
- 48 Assesses need for and impact of proposed program or project
- 49 Builds program or project team
- 50 Engages champions and stakeholders in program or project
- 51 Plans programs or projects that align with organizational goals
- 52 Designs formative and summative evaluation processes for program or project
- 53 Conducts formative and summative evaluations for program or project
- 54 Integrates sustainability plan into program or project
- 55 Monitors key metrics or measures that indicate sustainability
- 56 Manages resources throughout the program or project
- 57 Initiates program or project changes based on ongoing evaluation
- 58 Manages program or project documentation
- 59 Manages process that grant contact hours for educational programs
- 60 Maintains the security of sensitive information
- 61 Incorporates current organizational policies, regulatory standards into educational activities
- 62 Addresses commercial bias and conflict of interest issues
- 63 Protects intellectual property and copyrighted materials
- 64 Supports initiatives to ensure compliance with regulatory standards
- 65 Reports compliance issues and concerns
- 66 Supports application of Nurse Practice Act and nursing specialty standards to nursing practice
- 67 Contributes to the creation and modification of organizational policies
- 68 Facilitates an environment that supports evidence-based practice
- 69 Promotes innovation and creativity within the practice environment
- 70 Provides consultation to improve practice
- 71 Addresses opportunities to improve nursing professional development practice
- 72 Addresses opportunities to improve clinical practice
- 73 Facilitates performance improvement initiatives

Work Activity No. and Statement

- 74 Facilitates research initiatives
- 75 Disseminates research findings
- 76 Evaluates data to inform decisions
- 77 Supports safety initiatives for patients and others
- 78 Identifies trends in nursing practice, health care, and other disciplines that affect nursing professional development practice.

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Appendix B Demographic Data Summary

1. What is the ZIP code of your primary place of work?

	Recruitment		Respondents	
	Count	Percent	Count	Percent
Northeast	364	24.27%	202	26.23%
South	547	36.47%	264	34.29%
Midwest	384	25.60%	209	27.14%
West	204	13.60%	95	12.34%
Other	1	0.07%	0	0.00%
Total	1500	100.00%	770	100.00%

2. What is your gender?

	Count	Percent
Female	720	97.43%
Male	19	2.57%
Total (Not Answered)	739 31	100.00%

3. What is your racial/ethnic background? (Mark all that apply)

	Count	Percent
American Indian/Alaska Native	3	0.40%
Asian	15	2.02%
Black or African-American	27	3.63%
Caucasian	681	91.53%
Hispanic or Latino	11	1.48%
Middle Eastern	0	0.00%
Native Hawaiian and other Pacific Islander	0	0.00%
Other	7	0.94%
Total (Not Answered)	744 26	100.00%

The percentage is computed using "Total = 744"

4. What is your age?

	Count	Percent
25 - 34 years old	14	1.87%
35 - 44 years old	87	11.65%
45 - 54 years old	289	38.69%
55 - 64 years old	328	43.91%
65 and older	29	3.88%
Total	747	100.00%
(Not Answered)	23	

5. Indicate the highest earned degree in nursing

	Count	Percent
Baccalaureate in Nursing	228	30.52%
Master's in Nursing	456	61.04%
Ph.D. in Nursing	16	2.14%
DNS/DSN/DSNsc	3	0.40%
ND	6	0.80%
DNP	4	0.54%
Other	34	4.55%
	747	100.00%
(Not Answered)	23	

6a. Have you earned a degree outside of Nursing?

	Count	Percent
Yes	244	32.84%
No	499	67.16%
Total	743	100.00%
(Not Answered)	27	

7. How many years have you been:

	a Registered Nurse?		practicing in a nursing professional development role?		ANCC-certified in Nursing Professional Development?	
	Count	Percent	Count	Percent	Count	Percent
0 to 9	7	0.94%	177	23.95%	460	62.93%
10 to 19	74	9.92%	291	39.38%	244	33.38%
20 to 29	230	30.83%	212	28.69%	27	3.69%
30 to 39	337	45.17%	54	7.31%	0	0.00%
40 to 49	94	12.60%	5	0.68%	0	0.00%
50 to 59	4	0.54%	0	0.00%	0	0.00%
Total	746	100.00%	739	100.00%	731	100.00%
(Invalid Response)	1		1		8	
(Not Answered)	23		30		31	
Mean	30.24		16.24		7.92	
Median	31.00		15.00		5.00	

8. Which one best characterizes your current primary practice location?

	Count	Percent
Rural (population less than 2,500)	9	1.22%
Town (population between 2,500 - 49,999)	121	16.35%
City (population between 50,000 - 249,999)	304	41.08%
Metropolitan (population between 250,000 - 999,999)	153	20.68%
Greater Metropolitan (population greater than 999,999)	136	18.38%
Other	17	2.30%
Total	740	100.00%
(Not Answered)	30	

**9. Which of the following best describes your current primary employment setting?
(you may mark more than one)**

	Count	Percent
Academia	47	6.10%
Acute care (in-patient)	531	68.96%
Ambulatory care (out-patient) - Hospital-based	19	2.47%
Ambulatory care (out-patient) - Free standing clinic	6	0.78%
Ambulatory care (out-patient) - Surgical centers	2	0.26%
Community/Public health (city/county/state/federal agency)	11	1.43%
Consulting firm	12	1.56%
Correctional facility	0	0.00%
Day treatment center	0	0.00%
Home health/hospice	18	2.34%
Industrial	0	0.00%
Managed care (HMO, Blue Cross/Blue Shield)	2	0.26%
School or college health center	0	0.00%
Skilled nursing/subacute/long-term care	12	1.56%
Other	82	10.65%
Total	742	
(Not Answered)	28	

The percentage is computed using "Total = 770"

10. What is the number of employees at your facility?

	Count	Percent
0	4	0.56%
1 to 1000	185	49.51%
1 to 250	63	8.81%
251 to 500	42	5.87%
501 to 750	26	3.64%
751 to 1000	54	7.55%
1001 to 2000	169	23.64%
1001 to 1250	35	4.90%
1251 to 1500	56	7.83%
1501 to 1750	17	2.38%
1751 to 2000	61	8.53%
2001 to 3000	85	11.89%
3001 to 4000	65	9.09%
4001 to 5000	55	7.69%
5001 to 6000	25	3.50%
6001 to 7000	24	3.36%
7001 to 8000	20	2.80%
8001 to 9000	10	1.40%
9001 to 10000	24	3.36%
Above 10001	49	6.85%
Total	715	100.00%
(Not Answered)	55	

11. To which division does your department report?

	Count	Percent
Nursing	481	65.00%
Quality	34	4.59%
Human Resources	108	14.59%
Academic	25	3.38%
Other	92	12.43%
Total	740	100.00%
(Not Answered)	30	

12. Which function most closely aligns with your current primary job?

	Count	Percent
Vice-president	9	1.18%
Director	118	15.45%
Manager	87	11.39%
Coordinator	91	11.91%
Organization/Division-wide educator	207	27.09%
Clinical/Unit-based educator	105	13.74%
Academic faculty	32	4.19%
Consultant	35	4.58%
Other	80	10.47%
Total	764	100.00%
(Not Answered)	6	

13. Approximately what percentage of your work time (during an average week) is spent in the following areas?

	Direct Care		Research		Consultation		Orientation		In-service	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
0%	568	77.60%	281	38.81%	53	7.23%	146	20.28%	141	19.61%
1% to 19%	123	16.80%	411	56.77%	419	57.16%	337	46.81%	416	57.86%
20% to 39%	19	2.60%	24	3.31%	198	27.01%	173	24.03%	150	20.86%
40% to 59%	12	1.64%	4	0.55%	45	6.14%	43	5.97%	12	1.67%
60% to 79%	4	0.55%	2	0.28%	9	1.23%	17	2.36%	0	0.00%
80% to 100%	6	0.82%	2	0.28%	9	1.23%	4	0.56%	0	0.00%
Valid Responses	732	100.00%	724	100.00%	733	100.00%	720	100.00%	719	100.00%
(Not Answered)	38		46		37		50		51	
Mean percent spent within each area		3.50%		4.92%		16.17%		14.34%		10.29%

13. Approximately what percentage of your work time (during an average week) is spent in the following areas? (Continued)

	Competency validation/annual requirements		Nursing professional development		Quality improvement and risk assessment		Academic partnerships		Other	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
0%	149	20.90%	40	5.46%	137	19.30%	304	45.37%	319	65.24%
1% to 19%	404	56.66%	341	46.58%	479	67.46%	317	47.31%	95	19.43%
20% to 39%	139	19.50%	220	30.05%	67	9.44%	34	5.07%	39	7.98%
40% to 59%	16	2.24%	84	11.48%	17	2.39%	8	1.19%	19	3.89%
60% to 79%	5	0.70%	34	4.64%	8	1.13%	1	0.15%	13	2.66%
80% to 100%	0	0.00%	13	1.78%	2	0.28%	6	0.90%	4	0.82%
Valid Responses	713	100.00%	732	100.00%	710	100.00%	670	100.00%	489	100.00%
(Not Answered)	57		38		60		100		281	
Mean percent spent within each area		10.97%		21.61%		9.19%		5.44%		8.05%

14. Current responsibilities include Nursing Professional Development?

	Count	Percent
Yes	746	97.01%
No	23	2.99%
<hr/>		
Total	769	100.00%
(Not Answered)	1	

15. What percent of your time is spent working in Nursing Professional Development?

	Count	Percent
0%	26	3.44%
1% to 10%	32	4.24%
11% to 20%	34	4.50%
21% to 30%	38	5.03%
31% to 40%	19	2.52%
41% to 50%	73	9.67%
51% to 60%	20	2.65%
61% to 70%	18	2.38%
71% to 80%	121	16.03%
81% to 90%	46	6.09%
91% to 100%	328	43.44%
<hr/>		
Total	755	100.00%
(Not Answered)	15	

Appendix C

Work Activities Descriptive Statistics

**Nursing Professional Development(N=746)
Survey Order**

		Performance Expectation			Consequence			Frequency			Overall Rank		
		Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median
1	Designs own professional development plan	1.55	0.53	2	0.64	0.59	1	2.91	0.94	3	16.56	8.8	19
2	Integrates feedback from a variety of sources to enhance personal professional development.	1.61	0.52	2	0.85	0.61	1	3.22	0.8	3	18.74	8.8	21
3	Enhances professional practice through involvement in professional organizations	1.3	0.59	1	0.52	0.59	0	2.7	0.99	3	12.64	9.1	10
4	Implements own professional development plan	1.39	0.51	1	0.77	0.61	1	3.06	0.85	3	14.89	8.8	11
5	Encourages others' involvement in professional organizations	1.34	0.57	1	0.48	0.59	0	2.78	1.03	3	12.91	9.3	10
6	Networks with other professionals	1.79	0.42	2	0.83	0.66	1	3.28	0.72	3	21.29	7.9	25
7	Coaches others in developing and achieving career goals	1.34	0.52	1	0.8	0.65	1	2.95	0.84	3	14.33	8.8	10

Performance expectation response options: 0 = never, 1 = after first 6 months, 2 = within the first 6 months; Consequences response option: 0 = little or none, 1 = moderate, 2 = severe; Frequency response options: 0 = never, 1 = seldom, 2 = occasionally, 3 = often, 4 = frequently

**Nursing Professional Development(N=746)
Survey Order**

		Performance Expectation			Consequence			Frequency			Overall Rank		
		Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median
8	Models commitment to lifelong learning	1.8	0.42	2	1.13	0.7	1	3.68	0.61	4	23.44	7.7	26
9	Provides constructive feedback to others	1.69	0.47	2	1.26	0.67	1	3.33	0.72	3	22.03	8.5	25
10	Differentiate between learning needs and other performance or system issues	1.47	0.5	1	1.3	0.59	1	3.28	0.65	3	18.83	8.3	16
11	Assesses learner characteristics	1.72	0.46	2	1.04	0.59	1	3.39	0.69	3	21.52	7.9	25
12	Assesses learning needs	1.78	0.42	2	1.28	0.6	1	3.47	0.63	4	23.57	7.5	26
13	Designs educational activities considering learner characteristics, resources, and desired outcomes	1.59	0.49	2	1.3	0.59	1	3.42	0.65	3	20.79	8.2	25
14	Designs programs based on best evidence for educational strategies and content	1.47	0.51	1	1.24	0.61	1	3.34	0.73	3	18.57	8.7	16
15	Plans innovative and creative educational activities.	1.47	0.51	1	0.82	0.56	1	3.12	0.67	3	16.36	8.5	15

Performance expectation response options: 0 = never, 1 = after first 6 months, 2 = within the first 6 months; Consequences response option: 0 = little or none, 1 = moderate, 2 = severe; Frequency response options: 0 = never, 1 = seldom, 2 = occasionally, 3 = often, 4 = frequently

**Nursing Professional Development(N=746)
Survey Order**

		Performance Expectation			Consequence			Frequency			Overall Rank		
		Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median
16	Develops educational materials	1.7	0.46	2	1.07	0.59	1	3.19	0.68	3	21.07	7.9	25
17	Creates an effective learning environment	1.78	0.41	2	1.16	0.63	1	3.58	0.59	4	23.08	7.2	25
18	Implements educational plan	1.65	0.48	2	1.12	0.59	1	3.32	0.67	3	20.6	8.3	25
19	Adapts teaching strategies based on situation and/or learner response	1.55	0.5	2	1.14	0.59	1	3.42	0.65	3.5	19.42	8.4	21
20	Evaluates educational activities	1.74	0.44	2	1.11	0.62	1	3.56	0.61	4	22.14	7.8	25
21	Measures the outcomes of education	1.41	0.51	1	1.18	0.63	1	3.09	0.85	3	17.3	8.8	15
22	Uses technology throughout the educational process	1.82	0.39	2	0.81	0.61	1	3.27	0.64	3	21.7	6.9	25
23	Facilitates the competency validation process	1.66	0.5	2	1.47	0.63	2	3.23	0.79	3	22.54	8.6	25
24	Designs programs that meet contact hour requirements	1.39	0.54	1	0.83	0.67	1	2.74	0.9	3	15.06	9.2	11
25	Advocates for educational activities and resources that support	1.39	0.5	1	1.18	0.61	1	3.1	0.81	3	16.9	8.6	15

Performance expectation response options: 0 = never, 1 = after first 6 months, 2 = within the first 6 months; Consequences response option: 0 = little or none, 1 = moderate, 2 = severe; Frequency response options: 0 = never, 1 = seldom, 2 = occasionally, 3 = often, 4 = frequently

**Nursing Professional Development(N=746)
Survey Order**

		Performance Expectation			Consequence			Frequency			Overall Rank		
		Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median
26	the needs of the learner and the organization Models sensitivity to diversity	1.89	0.32	2	1.4	0.64	1	3.62	0.67	4	26.06	6.5	26
27	Models ethical decision-making	1.87	0.35	2	1.53	0.61	2	3.63	0.71	4	26.44	6.8	31
28	Models effective decision-making	1.75	0.43	2	1.34	0.59	1	3.56	0.59	4	23.61	7.7	26
29	Fosters team building and effective team function	1.67	0.47	2	1.3	0.62	1	3.41	0.67	4	21.98	8.6	25
30	Facilitates group processes	1.42	0.51	1	0.92	0.56	1	2.93	0.72	3	15.98	8.7	11
31	Facilitates change management	1.33	0.51	1	1.17	0.61	1	2.85	0.84	3	15.79	8.7	11
32	Supports shared governance processes	1.59	0.58	2	0.97	0.66	1	3.01	1.03	3	19.27	9.6	25
33	Models flexibility and adaptability in responding to change	1.83	0.38	2	1.28	0.64	1	3.54	0.65	4	24.42	7.2	26
34	Communicates program outcomes to stakeholders	1.44	0.54	1	1.06	0.6	1	2.94	0.88	3	17.13	9	15
35	Provide information and recommendations to	1.59	0.5	2	1.04	0.58	1	3.03	0.72	3	19.09	8.6	24

Performance expectation response options: 0 = never, 1 = after first 6 months, 2 = within the first 6 months; Consequences response option: 0 = little or none, 1 = moderate, 2 = severe; Frequency response options: 0 = never, 1 = seldom, 2 = occasionally, 3 = often, 4 = frequently

**Nursing Professional Development(N=746)
Survey Order**

		Performance Expectation			Consequence			Frequency			Overall Rank		
		Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median
	support decision making												
36	Facilitates problem resolution	1.54	0.51	2	1.16	0.56	1	2.94	0.78	3	18.92	8.8	24
37	Sets priorities based on internal and external factors	1.57	0.5	2	1.15	0.6	1	3.25	0.71	3	19.65	8.6	24
38	Manages educational activities to optimize resources	1.63	0.49	2	1.15	0.62	1	3.47	0.65	4	20.74	8.4	25
39	Communicates contributions of nursing professional development in organizational initiatives	1.27	0.49	1	0.85	0.68	1	2.67	0.93	3	13.17	8.4	10
40	Communicates support of organizational values and strategies	1.76	0.44	2	1.16	0.68	1	3.36	0.81	4	22.62	8.4	25
41	Communicates sensitive information appropriately	1.89	0.32	2	1.63	0.57	2	3.5	0.8	4	27.01	6.2	30
42	Represents the interests of nursing professional development within and outside the organization.	1.54	0.52	2	0.88	0.66	1	3.1	0.94	3	17.74	9.5	20
43	Mentors others	1.29	0.47	1	1	0.6	1	2.89	0.81	3	14.31	8.4	10

Performance expectation response options: 0 = never, 1 = after first 6 months, 2 = within the first 6 months; Consequences response option: 0 = little or none, 1 = moderate, 2 = severe; Frequency response options: 0 = never, 1 = seldom, 2 = occasionally, 3 = often, 4 = frequently

**Nursing Professional Development(N=746)
Survey Order**

Survey Order		Performance Expectation			Consequence			Frequency			Overall Rank		
		Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median
44	Facilitates formal and informal performance feedback processes	1.28	0.55	1	1	0.62	1	2.59	0.99	3	14.44	8.9	10
45	Collaborates on initiatives with others inside and outside the organization	1.37	0.51	1	0.9	0.58	1	2.68	0.82	3	14.91	8.8	10
46	Adjusts communication to the context and individuals involved	1.83	0.38	2	1.25	0.63	1	3.49	0.65	4	24.2	7.1	26
47	Promotes personal accountability of self and others	1.92	0.27	2	1.38	0.64	1	3.72	0.53	4	26.47	5.9	26
48	Assesses need for and impact of proposed program or project	1.35	0.5	1	1.12	0.57	1	2.84	0.79	3	15.73	8.3	11
49	Builds program or project team	1.17	0.44	1	1	0.57	1	2.49	0.83	3	12.42	7.1	10
50	Engages champions and stakeholders in program or project	1.29	0.49	1	1.15	0.61	1	2.74	0.86	3	15.06	8.7	10
51	Plans programs or projects that align with organizational goals	1.47	0.52	1	1.31	0.62	1	3.11	0.83	3	18.81	9	16

Performance expectation response options: 0 = never, 1 = after first 6 months, 2 = within the first 6 months; Consequences response option: 0 = little or none, 1 = moderate, 2 = severe; Frequency response options: 0 = never, 1 = seldom, 2 = occasionally, 3 = often, 4 = frequently

**Nursing Professional Development(N=746)
Survey Order**

		Performance Expectation			Consequence			Frequency			Overall Rank		
		Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median
52	Designs formative and summative evaluation processes for program or project	1.33	0.52	1	0.99	0.6	1	2.87	0.92	3	15.13	8.6	11
53	Conducts formative and summative evaluations for program or project	1.41	0.53	1	1	0.61	1	2.87	0.92	3	16.3	8.9	14
54	Integrates sustainability plan into program or project	1.08	0.48	1	0.97	0.66	1	2.37	1.08	2	11.38	7.5	10
55	Monitors key metrics or measures that indicate sustainability	1.09	0.54	1	0.95	0.65	1	2.19	1.11	2	11.54	8	10
56	Manages resources throughout the program or project	1.43	0.53	1	1.17	0.63	1	3.01	0.93	3	17.57	9.1	16
57	Initiates program or project changes based on ongoing evaluation	1.36	0.5	1	1.11	0.55	1	2.99	0.8	3	16.07	8.3	11
58	Manages program or project documentation	1.53	0.53	2	1.11	0.62	1	3.11	0.9	3	18.82	9.1	21
59	Manages process that grant contact hours for educational programs	1.27	0.6	1	1.02	0.71	1	2.63	1.12	3	14.72	9.2	11

Performance expectation response options: 0 = never, 1 = after first 6 months, 2 = within the first 6 months; Consequences response option: 0 = little or none, 1 = moderate, 2 = severe; Frequency response options: 0 = never, 1 = seldom, 2 = occasionally, 3 = often, 4 = frequently

**Nursing Professional Development(N=746)
Survey Order**

		Performance Expectation			Consequence			Frequency			Overall Rank		
		Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median
60	Maintains the security of sensitive information	1.95	0.24	2	1.84	0.42	2	3.76	0.62	4	29.28	4.5	31
61	Incorporates current organizational policies, regulatory standards into educational activities	1.91	0.29	2	1.65	0.54	2	3.7	0.53	4	27.59	5.6	31
62	Addresses commercial bias and conflict of interest issues	1.71	0.51	2	1.38	0.71	2	3.17	1.12	4	23.01	8.9	26
63	Protects intellectual property and copyrighted materials	1.92	0.29	2	1.57	0.65	2	3.65	0.72	4	27.39	5.9	31
64	Supports initiatives to ensure compliance with regulatory standards	1.93	0.26	2	1.72	0.51	2	3.68	0.59	4	28.22	5.2	31
65	Reports compliance issues and concerns	1.9	0.33	2	1.7	0.52	2	3.25	1.07	4	27.43	6	31
66	Supports application of Nurse Practice Act and nursing specialty standards to nursing practice	1.89	0.33	2	1.58	0.59	2	3.58	0.73	4	26.85	6.7	31
67	Contributes to the creation and modification of	1.41	0.53	1	1.14	0.6	1	2.66	0.87	3	16.75	9	14

Performance expectation response options: 0 = never, 1 = after first 6 months, 2 = within the first 6 months; Consequences response option: 0 = little or none, 1 = moderate, 2 = severe; Frequency response options: 0 = never, 1 = seldom, 2 = occasionally, 3 = often, 4 = frequently

**Nursing Professional Development(N=746)
Survey Order**

		Performance Expectation			Consequence			Frequency			Overall Rank		
		Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median
	organizational policies												
68	Facilitates an environment that supports evidence-based practice	1.79	0.42	2	1.27	0.6	1	3.44	0.72	4	23.68	7.5	26
69	Promotes innovation and creativity within the practice environment	1.59	0.51	2	0.78	0.57	1	3.04	0.75	3	17.94	8.4	20
70	Provides consultation to improve practice	1.45	0.54	1	1.05	0.55	1	2.79	0.85	3	16.97	9	15
71	Addresses opportunities to improve nursing professional development practice	1.39	0.52	1	0.91	0.6	1	2.74	0.89	3	15.32	9.1	10
72	Addresses opportunities to improve clinical practice	1.72	0.47	2	1.28	0.61	1	3.05	0.79	3	22.4	8.1	25
73	Facilitates performance improvement initiatives	1.46	0.54	1	1.16	0.58	1	2.78	0.84	3	17.65	9	15
74	Facilitates research initiatives	1.03	0.5	1	0.69	0.61	1	1.88	1.01	2	9.22	7.1	9
75	Disseminates research findings	1.3	0.6	1	0.81	0.58	1	2.23	1	2	13.72	9.1	10

Performance expectation response options: 0 = never, 1 = after first 6 months, 2 = within the first 6 months; Consequences response option: 0 = little or none, 1 = moderate, 2 = severe; Frequency response options: 0 = never, 1 = seldom, 2 = occasionally, 3 = often, 4 = frequently

**Nursing Professional Development(N=746)
Survey Order**

		Performance Expectation			Consequence			Frequency			Overall Rank		
		Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median
76	Evaluates data to inform decisions	1.45	0.56	1	1.02	0.61	1	2.71	0.93	3	17.04	9.5	16
77	Supports safety initiatives for patients and others	1.95	0.24	2	1.73	0.51	2	3.69	0.6	4	28.64	5	31
78	Identifies trends in nursing practice, health care, and other disciplines that affect nursing professional development practice.	1.42	0.53	1	1.03	0.61	1	2.85	0.85	3	16.5	9.3	15

Performance expectation response options: 0 = never, 1 = after first 6 months, 2 = within the first 6 months; Consequences response option: 0 = little or none, 1 = moderate, 2 = severe; Frequency response options: 0 = never, 1 = seldom, 2 = occasionally, 3 = often, 4 = frequently

Appendix D
Work Activities Overall Criticality – Rank Order

Work Activity No. and Statement	Overall Criticality			
	N	Mean	Std Dev	Median
60 Maintains the security of sensitive information	730	29.28	4.5	31
77 Supports safety initiatives for patients and others	729	28.64	5	31
64 Supports initiatives to ensure compliance with regulatory standards	728	28.22	5.2	31
61 Incorporates current organizational policies, regulatory standards into educational activities	729	27.59	5.6	31
65 Reports compliance issues and concerns	729	27.43	6	31
63 Protects intellectual property and copyrighted materials	729	27.39	5.9	31
66 Supports application of Nurse Practice Act and nursing specialty standards to nursing practice	729	26.85	6.7	31
27 Models ethical decision-making	745	26.44	6.8	31
41 Communicates sensitive information appropriately	745	27.01	6.2	30
47 Promotes personal accountability of self and others	745	26.47	5.9	26
26 Models sensitivity to diversity	745	26.06	6.5	26
33 Models flexibility and adaptability in responding to change	745	24.42	7.2	26
46 Adjusts communication to the context and individuals involved	745	24.2	7.1	26
68 Facilitates an environment that supports evidence-based practice	729	23.68	7.5	26
28 Models effective decision-making	745	23.61	7.7	26
12 Assesses learning needs	746	23.57	7.5	26
8 Models commitment to lifelong learning	746	23.44	7.7	26
62 Addresses commercial bias and conflict of interest issues	729	23.01	8.9	26
17 Creates an effective learning environment	746	23.08	7.2	25
40 Communicates support of organizational values and strategies	745	22.62	8.4	25
23 Facilitates the competency validation process	746	22.54	8.6	25
72 Addresses opportunities to improve clinical practice	729	22.4	8.1	25
20 Evaluates educational activities	746	22.14	7.8	25
9 Provides constructive feedback to others	746	22.03	8.5	25
29 Fosters team building and effective team function	745	21.98	8.6	25
22 Uses technology throughout the educational process	746	21.7	6.9	25
11 Assesses learner characteristics	746	21.52	7.9	25
6 Networks with other professionals	746	21.29	7.9	25
16 Develops educational materials	746	21.07	7.9	25

Work Activity No. and Statement	Overall Criticality			
	N	Mean	Std Dev	Median
13 Designs educational activities considering learner characteristics, resources, and desired outcomes	746	20.79	8.2	25
38 Manages educational activities to optimize resources	745	20.74	8.4	25
18 Implements educational plan	746	20.6	8.3	25
32 Supports shared governance processes	745	19.27	9.6	25
37 Sets priorities based on internal and external factors	745	19.65	8.6	24
35 Provide information and recommendations to support decision making	745	19.09	8.6	24
36 Facilitates problem resolution	745	18.92	8.8	24
19 Adapts teaching strategies based on situation and/or learner response	746	19.42	8.4	21
58 Manages program or project documentation	738	18.82	9.1	21
2 Integrates feedback from a variety of sources to enhance personal professional development.	746	18.74	8.8	21
69 Promotes innovation and creativity within the practice environment	729	17.94	8.4	20
42 Represents the interests of nursing professional development within and outside the organization.	745	17.74	9.5	20
1 Designs own professional development plan	746	16.56	8.8	19
10 Differentiate between learning needs and other performance or system issues	746	18.83	8.3	16
51 Plans programs or projects that align with organizational goals	739	18.81	9	16
14 Designs programs based on best evidence for educational strategies and content	746	18.57	8.7	16
56 Manages resources throughout the program or project	739	17.57	9.1	16
76 Evaluates data to inform decisions	729	17.04	9.5	16
73 Facilitates performance improvement initiatives	729	17.65	9	15
21 Measures the outcomes of education	746	17.3	8.8	15
34 Communicates program outcomes to stakeholders	745	17.13	9	15
70 Provides consultation to improve practice	729	16.97	9	15
25 Advocates for educational activities and resources that support the needs of the learner and the organization	745	16.9	8.6	15
78 Identifies trends in nursing practice, health care, and other disciplines that affect nursing professional development practice.	729	16.5	9.3	15
15 Plans innovative and creative educational activities.	746	16.36	8.5	15
67 Contributes to the creation and modification of organizational policies	729	16.75	9	14
53 Conducts formative and summative evaluations for program or project	739	16.3	8.9	14

Work Activity No. and Statement	Overall Criticality			
	N	Mean	Std Dev	Median
57 Initiates program or project changes based on ongoing evaluation	738	16.07	8.3	11
30 Facilitates group processes	745	15.98	8.7	11
31 Facilitates change management	745	15.79	8.7	11
48 Assesses need for and impact of proposed program or project	739	15.73	8.3	11
52 Designs formative and summative evaluation processes for program or project	739	15.13	8.6	11
24 Designs programs that meet contact hour requirements	746	15.06	9.2	11
4 Implements own professional development plan	746	14.89	8.8	11
59 Manages process that grant contact hours for educational programs	738	14.72	9.2	11
71 Addresses opportunities to improve nursing professional development practice	729	15.32	9.1	10
50 Engages champions and stakeholders in program or project	704	15.06	8.7	10
45 Collaborates on initiatives with others inside and outside the organization	745	14.91	8.8	10
44 Facilitates formal and informal performance feedback processes	745	14.44	8.9	10
7 Coaches others in developing and achieving career goals	746	14.33	8.8	10
43 Mentors others	745	14.31	8.4	10
75 Disseminates research findings	729	13.72	9.1	10
39 Communicates contributions of nursing professional development in organizational initiatives	745	13.17	8.4	10
5 Encourages others' involvement in professional organizations	746	12.91	9.3	10
3 Enhances professional practice through involvement in professional organizations	746	12.64	9.1	10
49 Builds program or project team	739	12.42	7.1	10
55 Monitors key metrics or measures that indicate sustainability	739	11.54	8	10
54 Integrates sustainability plan into program or project	739	11.38	7.5	10
74 Facilitates research initiatives	729	9.22	7.1	9

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The American Nurses Credentialing Center (ANCC), a subsidiary of the American Nurses Association (ANA), provides individuals and organizations throughout the nursing profession with the resources they need to achieve practice excellence. ANCC's internationally renowned credentialing programs certify nurses in specialty practice areas; recognize healthcare organizations for promoting safe, positive work environments through the Magnet Recognition Program[®] and the Pathway to Excellence[®] Program; and accredit providers of continuing nursing education. In addition, ANCC's Institute for Credentialing Innovation[®] offers an array of informational and educational services and products to support its core credentialing programs.

ANCC is the world's largest and most prestigious nurse credentialing organization. ANCC certification exams validate nurses' skills, knowledge, and abilities. More than a quarter million nurses have been certified by ANCC since 1990. More than 75,000 advanced practice nurses are currently certified by ANCC.

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ANCC is passionate about helping nurses on their journey to nursing excellence.

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