

Job Analysis

for the Position of

Registered Nurse

at



Prepared by
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INTRODUCTION



Background

Dignity Health is a not-for-profit public-benefits corporation based in California which employs a wide array of individuals at their hospitals, ranging from on-ground security guards and housekeepers to the medical staff consisting of doctors and nurses. The following report will be focused on the position of Registered Nurse at the hospital.

Purpose

Conducting a job analysis helps in identifying the knowledge, skills, abilities, and other characteristics (KSAOs) necessary for the position of a Registered Nurse to perform various duties and tasks related to patient care and diagnosis. In doing so, we identify core competencies, characteristics, and tasks linked with successful patient care. In establishing the linkages between KSAs and successful completion of nurses' duties and tasks, Dignity Health is able to defend their selection processes in the court of law. While this report will detail the ratings given by a sample of 7 subject matter experts (SMEs), usage of this report to inform selection processes may warrant strong adherence to competencies identified in this report due to the high risk nature of the position.

This report examines the SME ratings of KSAs based on their necessity on hire and its importance to the position and ratings of work tasks based on their importance and frequency. These ratings can inform the identification of desirable applicant qualifications during the employee selection process and provide insight on areas where the organization may choose to invest in more training and development opportunities for employees.

Methodology

Job Analysis Process

To prepare for this job analysis, information was gathered from O*NET as well as the Department of Labor's Occupational Outlook Handbook (OOH) to research information about the position of Registered Nurse. The term "registered nurse" was typed into O*NET's search option, leading to a page for Registered Nurses (29-1141.00). Questions related to the KSAs and tasks were synthesized based on information found in the Tasks, Detailed Work Activities, Work Context, Essential Skills, Transferable Skills, Knowledge, Abilities, and Work Styles sections accessed in Fall 2024. Information found under the "What They Do" and the "Work Context" sections from the Occupational Outlook Handbook's Registered Nurse entry was also utilized to synthesize questions related to KSAs and tasks. This information was also initially accessed in Fall 2024.

An interview was then conducted with a SME to identify the necessary KSAs for the position that was not covered by O*NET or the OOH. Information from the interview was then used to develop a job analysis questionnaire. The study utilized snowball sampling methods, requesting the initially-interviewed SME to share the Qualtrics link with other nurses. The collected questionnaires were then analyzed to identify the importance and necessity of various KSAs upon entry and the importance and frequency of tasks performed. Tasks and KSAs were categorized into more general duties and competencies. KSAs and Task linkages were also established to connect job duties to the broader competencies identified.

Insights from SME Interview

Interview questions synthesized from information gathered from O*NET and the OOH were structured to probe various aspects of the position to identify any KSAs that were not listed in established taxonomies. Interview questions were designed to get a better understanding of potential differences between night and day shift nurses, the scope of their duties (what they can or can't do), and various questions related to patient care (e.g., assignment of patients, judgement in treatment administration). Interview questions used by the study can be found in Appendix A.

Based on information gathered in the face-to-face interview with the SME, we defined five duties:

- Patient Assessment & Monitoring - Nurses must be capable of assessing a patient and synthesizing necessary information that informs further doctor consultation. Furthermore, nurses must be able to monitor and observe multiple patients during their shift, necessitating accurate documentation of patient conditions.
- Patient Care Planning - Nurses exercise independent judgement to change treatment based on changes in patient condition. This involves communication between the patient and other hospital staff, ensuring that care plans are maintained following shift changes.
- Treatment & Medical Intervention - Nurses must be capable of administering patient treatment with a high attention to detail, and utilize medical knowledge to inform whether or not further consultation is required based on patient conditions.

- Educating and Teaching - Nurses must be capable of educating patients (and families) to an extent regarding aftercare and may potentially provide shadowing opportunities to nurse residents.
- Staff Coordination - Nurses must be able to coordinate patient treatment with other nurses, but may also be expected to take on a leading role within their units. Senior nurses may be expected to take on a guiding role for more inexperienced healthcare professionals.

Novel KSAs that were identified from the interview include the ability to maintain composure and not be squeamish in medically shocking situations and the knowledge and practice of universal precaution. Additionally, various job characteristics were identified, such as exposure to illnesses and disease in temperature controlled environments and frequent face-to-face interaction varying from medical personnel, hospital staff (chefs, security, housekeeping), patients, and their families. Refer to Table 1 below to see the Duty Areas and Tasks identified in this report.

Table 1. Initially Identified Duty Areas and Tasks

Patient Assessment & Monitoring	Task Statement
	Monitor, record, and report symptoms or changes in patients' conditions
	Record patient's medical information and vital signs
	Maintain accurate, detailed reports and records
	Perform physical examinations, make tentative diagnoses, and treat patients en route to hospital
	Monitor all aspects of patient care, including diet and physical activity
Patient Care Planning	Task Statement
	Prescribe or recommend drugs, medical devices, or other forms of treatment, such as PT, inhalation therapy, or related therapeutic procedures
	Consult and coordinate with healthcare team members to assess, plan, implement, or evaluate patient care plans
	Modify patient treatment plans as indicated by patients' responses and conditions
	Observe nurses and patients to ensure proper nursing care
	Assess the needs of individuals, families, or communities, including assessment of individual's home or work environments, to identify potential health or safety problems

Treatment & Medical Intervention	Task Statement
	Conduct specified laboratory test
	Prepare patients for and assist with examinations or treatments
	Provide health care, first aid, immunizations, or assistance in rehabilitation locations (e.g., hospitals)
	Administer medications to patients and monitor for reactions or side effects
	Order, interpret, and evaluate diagnostic tests to identify and assess patient's condition
	Administer local, inhalation, intravenous, or other anesthetics
	Inform physician of patient's condition during anesthesia
	Prepare rooms, sterile instruments, equipment, or supplies and ensure that stock of supplies is maintained

Education & Teaching	Task Statement
	Instruct individuals, families, or other groups on topics such as health education, disease prevention, or childbirth and develop health improvement programs
	Refer students or patients to specialized health resources or community agencies furnishing assistance
	Consult with institutions or associations regarding issues or concerns relevant to the practice and profession of nursing
	Engage in research activities related to nursing
	Work with individuals, groups, or families to plan or implement programs designed to improve overall health of communities

Staff Coordination	Task Statement
	Perform administrative or managerial functions, such as taking responsibility for unit's staff, budget planning, or long-range goals
	Direct or coordinate infection control programs, advising or consulting with specified personnel about necessary precautions
	Provide or arrange for training or instruction of auxiliary personnel or students
	Direct or supervise less skilled nursing or healthcare personnel or supervise a particular unit

Job Analysis Questionnaire

After identifying key duties and additional KSAs from the interview, we arranged tasks to fit in with each of the overarching duties. This report notes that some tasks overlap with different duties as the overarching duty of patient care was broken up into components of patient assessment, patient observation and monitoring, and educating others (either other medical professionals, patient's family, partners, etc.) for the sake of improving patient care. The tasks and KSAs synthesized from O*NET, OOH, and the SME interview were then entered into a Qualtrics™ questionnaire. The scales used for the task statements and KSAs are listed below. Additionally, SMEs were asked to verify the usage of certain tools and equipment and were encouraged to list any KSAs or tools and equipment that were not mentioned at the end of their respective sections.

Scales:

KSA Importance:

This scale measured the importance of a given KSA on a 4-point Likert scale ranging from “Not Important” to “Essential” (coded 1-4 respectively).

KSA Necessity:

This scale measured the necessity of a given KSA on a 3-point Likert scale ranging from “Not Necessary” to “Within 1 Month” to “Necessary upon entry” (coded 1-3 respectively).

Task Frequency:

This scale measured the frequency in which tasks were executed with a 5-point Likert scale ranging from “Rarely” to “Very Frequently” (coded 1-5 respectively).

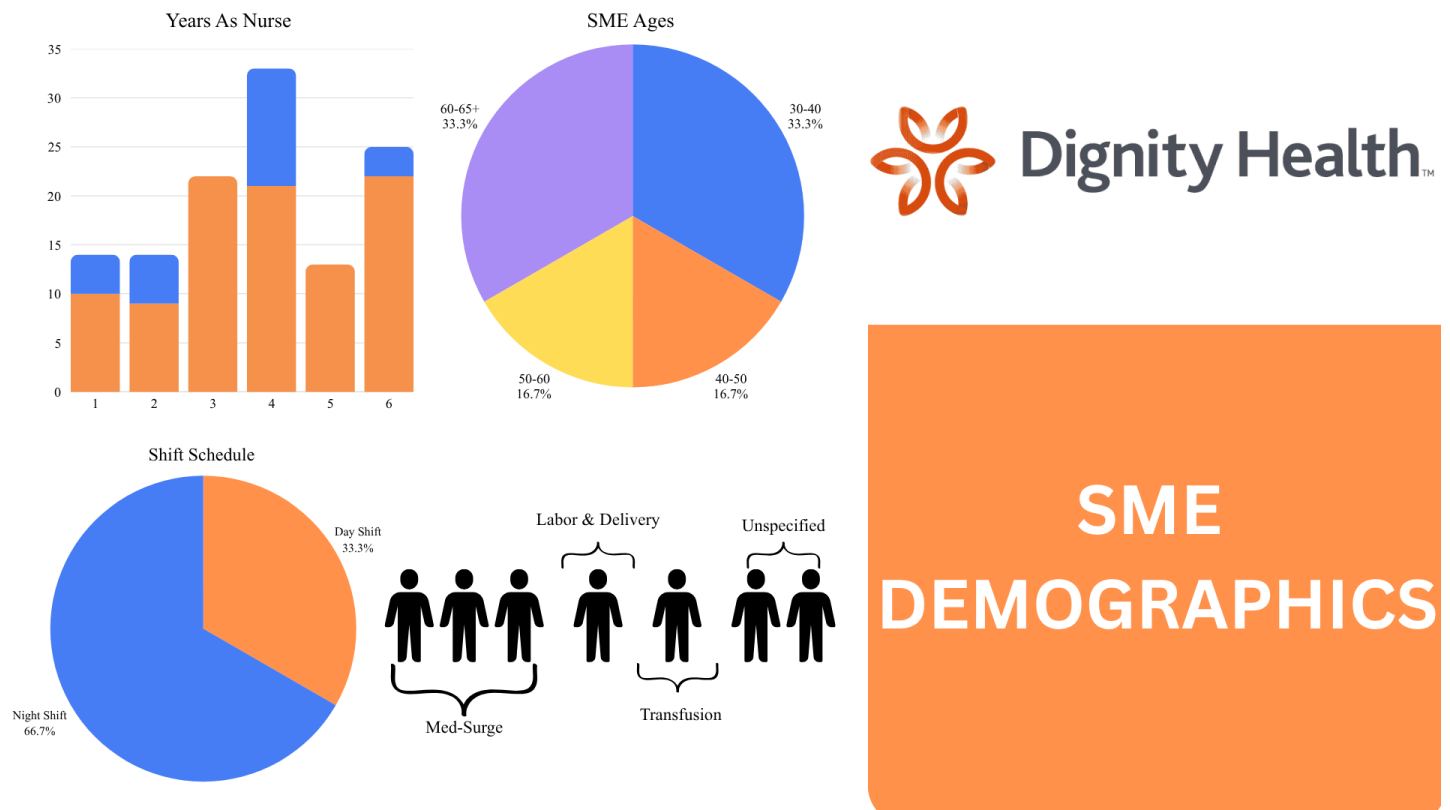
Task Importance:

This scale measured the importance of a given task statement with a 4-point Likert scale ranging from “Not Important” to “Essential” (coded 1-4 respectively).

Tools and Equipment:

This scale listed various tools and equipment typical of the position of a Registered Nurse. Participants were asked to choose between “Yes” or “No” following the name of the tool or equipment.

Figure 1. Subject Matter Expert (SME) Demographics



Subject Matter Expert Consultation

Seven SMEs were consulted for this job analysis. Two SMEs completed the survey back in Fall 2024, with the other five SMEs being recruited in Spring 2026, which highlights a limitation to this study, as changes in the field may have potentially altered SME ratings in the later sample. The SMEs consulted had an average age of 51 ($SD = 12.36$), had worked an average of 20.2 years as a nurse ($SD = 7.99$), and had worked an average of 17.7 years at Dignity Health specifically ($SD = 6.35$). Of the participants surveyed, 66% of them worked night shifts and 33% worked day shifts. Additionally, of the nurses surveyed, 3 worked in the medical-surgery-telemetry unit, 1 in the labor and delivery unit, 1 in transfusion, and the other 2 did not specify.

Based on information gathered from the SME ratings, we categorized the rated KSAs into the following general competencies:

- **Communication** - Nurses must be able to communicate, written and verbally, to a wide variety of audiences, including other medical personnel and to non-technical audiences. Furthermore, nurses are expected to be able to employ other skills, such as active listening and leverage their medical knowledge and training when communicating to colleagues and clients.
- **Attention to Detail** - Nurses perform potentially high risk work within hospital settings. Thus, nurses must be able to maintain the same level of care and accuracy across the various patients they are responsible for. This varies from accurate documentation of patient conditions to ensuring the treatment is administered according to established care plans.
- **Physical Ability** - Nurses often work 12-hour long shifts. During these shifts, nurses may be expected to perform physical tasks with assistance, such as transporting medical instruments with carts, but may also be expected to perform physical tasks such as turning patients over and patient transport. Furthermore,

nurses are often on their feet, necessitating a baseline level of physical ability to dynamically attend both hospital and patient needs.

- Judgement - Nurses must be able to make independent judgements on patient care according to dynamic changes in patient condition. Similar to communication, nurses must leverage their medical knowledge as well as medical information collected through monitoring and assessment to determine whether or not alterations are required in the patient's care regimen.
- Universal Precaution - Nurses are exposed to environments where they must interact with sick and potentially contagious individuals. As such, nurses are often required to practice universal precaution, which includes practices such as the proper use of PPE, ensuring the sterilization of medical equipment used, and proper cleaning and disposal of contaminated materials.

For simplicity in our analysis, KSAs listed in this report under their respective competencies are not repeated. Please note that some KSAs (e.g., reading comprehension) may be present across multiple general competencies (i.e., communication, judgement) but were categorized based on the general competency it fits under best. Refer to Table 2 below to see the list of competencies and KSA groupings used by this report. Overlapping KSAs applicable to multiple categories are listed under each table. Please note that this list is not exhaustive.

Table 2. Initial Competencies and KSA Breakdown

Communication	Knowledge
	Customer Service
	English Language
	Therapy & Counseling
	Psychology
	Education & Training
	Administration & Management
	Skills
	Social Perceptiveness
	Active Listening
	Speaking
	Instructing
	Service Orientation
	Learning Strategies
	Writing
	Abilities
	Communicate Complex Information
	Work as a Team
	Coordinate Patient Plans
	Professionalism under Stress
Overlapping KSAOs	K: Medicine & Dentistry, Biology & Anatomy; S: Reading Comprehension, Critical Thinking, Judgement & Decision Making; A: Listen & Determine Care Plans, Emotional Regulation, Independent Judgement
Attention to Detail	
	Knowledge
	Mathematics
	Skills
	Time Management
	Operations Monitoring
	Monitoring
	Reading Comprehension
	Abilities

	Head-to-Toe Assessment
	Maintain Focus for Extended Periods of Time
	Interpret Complex Medical Instruments
	Dexterity to Accurately Insert Medical Equipment
Overlapping KSAOS	K: Customer Service, English Language; S: Social Perceptiveness, Active Listening, Writing, Learning Strategies, Service Orientation, Critical Thinking; A: Patient Care Administration
Physical Ability	
	Skills
	Coordination
	Abilities
	Stand, Walk, & Run for Extended Periods of Time
	Perform Physical Tasks for Patients
Overlapping KSAOs	S: Monitoring; A: Maintain Focus for Extended Periods of Time, Dexterity to Accurately Insert Medical Equipment, Patient Care Administration
Judgement	
	Knowledge
	Medicine & Dentistry
	Public Safety & Security
	Skills
	Critical Thinking
	Judgement & Decision Making
	Complex Problem Solving
	Systems Analysis
	Systems Evaluation
	Abilities
	Listen & Determine Patient Care Plans
	Patient Care Time Management
	Emotional Regulation
	Independent Judgement
	Patient Care Administration
Overlapping KSAOs	K: English Language, Psychology, Biology & Anatomy; S: Time Management, Monitoring, Operations Monitoring, Learning Strategies, Instructing; A: Coordinate Patient Plans

Universal Precaution	Knowledge
	Biology & Anatomy
	Abilities
	Lack of Squeamishness in Medically Shocking Situations
	Universal Precaution when Interacting with Bodily Fluids
Overlapping KSAOs	K: Medicine & Dentistry S: Speaking, Instructing, Learning Strategies; A: Interpret Complex Medical Instruments, Head-to-Toe Assessment, Patient Care Administration

Analysis

Interrater Agreement

To test for reliability between the seven SMEs, the response picked the most frequently for KSA necessity and importance, task importance and frequency, and tools and equipment used was divided by the total number of SMEs. Interrater agreement for all competency and duty areas can be seen in Appendix B.

As it can be seen, the degree of agreement between SMEs for KSAs and Tasks vary from one another, however this can be explained due to the SMEs being from different units of the hospital. For example, one item SMEs disagreed upon was “psychology” within our communication category, where three SMEs stated that it was not necessary to know when hired whereas the other stated that it was necessary upon entry. Patients that are in the medical-surgery telemetry unit are more likely to have more trauma or require knowledge of psychological concepts compared to patients who are in the infusion unit, thus the differing ratings. Most SMEs stated that all the listed equipment was relevant and used in their position as a Registered Nurse, with one stating they did not utilize medical diagrams.

One SME stated another piece of medical equipment that was used regularly was an IV pump, follow-up questions with the interviewed SME confirmed its regular usage. Another SME stated the necessity of knowledge on ethics within the medical field, follow-up with the same SME also confirmed its relevance to the profession and was added on the revised competency and task list in Table 5.

Descriptive Statistics

SME ratings for each category underwent analysis to determine descriptive statistics (mean, standard deviation) for each item on the questionnaire. The following contains a summary of the items grouped by competencies, task and duty areas, and tools and equipment lists. A more in-depth look of individual item averages and standard deviations for the competencies and task/duty areas can be seen in Appendix C and D respectively.

Competencies:

Communication

Knowledge: The knowledge category consisted of Customer Service, English Language, Therapy and Counseling, Psychology, and Administration and Management. Ratings for the importance of knowledge items ranged from 1 to 4, with the average of the items’ importance scores being rated as 3.35 ($SD = 0.82$). For knowledge necessity, item ratings ranged from 1 to 3 with an average necessity rating of 2.43 ($SD = 0.81$).

Later analysis in this report identified Administration and Management as failing to meet the required criticality score to keep the item, resulting in a new average importance rating of 3.42 ($SD = 0.82$) and average necessity rating of 2.57 ($SD = 0.80$). This indicates that, while some nurses may play a supervisory role in their unit, other SME ratings indicate that it is not a main responsibility expected of these nurses.

Skills: The skills category consisted of Service Orientation, Social Perceptiveness, Active Listening, Speaking, Instructing, Learning Strategies, and Writing. Ratings for the importance of skill items ranged

from 3 to 4, with the average of the items' importance scores being rated as 3.59 ($SD = 0.68$). For skill necessity, item ratings ranged from 1 to 3 with an average necessity rating of 2.71 ($SD = 0.61$).

Abilities: The abilities category consisted of Communicating Complex Information, Working as a Team, Coordinating Patient Plans, and Professionalism under Stress. Ratings for the importance of ability items ranged from 2 to 4, with the average of the items' importance scores being rated as 3.68 ($SD = 0.71$). For ability necessity, item ratings ranged from 1 to 3 with an average necessity rating of 2.71 ($SD = 0.69$).

Table 3. Competency Average Importance & Necessity Ratings

Competencies	Average Importance	Average Necessity
Communication		
Knowledge	3.35	2.43
Skills	3.59	2.71
Abilities	3.68	2.71
Attention to Detail		
Knowledge	3.14	3.00
Skills	3.64	2.46
Abilities	3.79	2.71
Physical Ability		
Skills	3.57	3.00
Abilities	3.57	2.86
Judgement		
Knowledge	3.65	2.79
Skills	3.57	2.34
Abilities	3.74	2.80
Universal Precaution		
Knowledge	3.71	2.71
Abilities	3.43	2.58

Attention to Detail

Knowledge: The knowledge category consisted of Mathematics. Ratings for the importance of knowledge items ranged from 3 to 4, with the average of the item's importance scores being rated as 3.14 ($SD = 0.38$). For ratings of knowledge necessity, the average rating was 3 ($SD = 0$), indicating that all SMEs viewed Mathematics as essential upon entry.

Skills: The skills category consisted of Time Management, Operations Monitoring, Monitoring, and Reading Comprehension. Ratings for the importance of skill items ranged from 3 to 4, with the average of the items' importance scores being rated as 3.64 ($SD = 0.71$). For skill necessity, item ratings ranged from 1 to 3 with an average necessity rating of 2.64 ($SD = 0.77$).

Abilities: The abilities category consisted of Conducting Head-to-Toe Assessments of Patients, Maintaining Focus for Extended Periods of Time, Interpreting Complex Medical Instruments, and Dexterity to Accurately Insert Medical Equipment. Ratings for the importance of ability items ranged from 3 to 4, with the average of the items' importance scores being rated as 3.79 ($SD = 0.59$). For ability necessity, item ratings ranged from 2 to 3 with an average necessity rating of 2.71 ($SD = 0.60$).

Physical Ability

Skills: The skills category consisted of Coordination. Ratings for the importance of knowledge items ranged from 3 to 4, with the average of the item's importance score rated as 3.57 ($SD = 0.53$). The average rating of knowledge necessity was 3 ($SD = 0$), indicating all SMEs viewed Coordination as

essential upon entry.

Abilities: The abilities category consisted of Standing, Walking, and Running for Extended Periods of Time and Performing Physical Tasks for Patients. Ratings for the importance of ability items ranged from 3 to 4, with the average of the items' importance scores being rated as 3.57 ($SD = 0.73$). For ability necessity, item ratings ranged from 2 to 3 with an average necessity rating of 2.86 ($SD = 0.49$).

Judgement

Knowledge: The knowledge category consisted of Medicine and Dentistry and Public Safety and Security. Ratings for the importance of knowledge items ranged from 3 to 4, with the average of the items' importance scores being rated as 3.65 ($SD = 0.68$). For ratings of knowledge necessity, responses ranged from 2 to 3 with an average of 2.79 ($SD = 0.52$).

Skills: The skills category consisted of Critical Thinking, Judgement and Decision Making, Complex Problem Solving, Systems Analysis, and Systems Evaluation. Ratings for the importance of skill items ranged from 2 to 4, with the average of the items' importance scores being rated as 3.57 ($SD = 0.76$). For skill necessity, item ratings ranged from 1 to 3 with an average necessity rating of 2.34 ($SD = 0.63$). Later analysis in this report identified Systems Analysis and Systems Evaluation as failing to meet the required criticality score to keep the item, resulting in a new average importance rating of 3.76 ($SD = 0.67$) and average necessity rating of 2.80 ($SD = 0.57$). This is in line with Administration and Management being filtered out as necessary for this position; nurses are focused on nurse-to-patient care, rather than supervisory or administrative responsibility.

Abilities: The abilities category consisted of Listening and Determining Patient Care Plans, Patient Care Time Management, Emotional Regulation, Independent Judgement, and Patient Care Administration. Ratings for the importance of ability items ranged from 3 to 4, with the average of the items' importance scores being rated as 3.74 ($SD = 0.67$). For ability necessity, item ratings ranged from 2 to 3 with an average necessity rating of 2.80 ($SD = 0.63$).

Universal Precaution

Knowledge: The knowledge category consisted of Biology and Anatomy. Ratings for the importance of knowledge item ranged from 3 to 4, with the average of the item's importance scores being rated as 3.71 ($SD = 0.49$). For ratings of knowledge necessity, the average rating was 2.71 ($SD = 0.49$).

Abilities: The abilities category consisted of Lacking Squeamishness in Medically Shocking Situations and Universal Precaution when Interacting with Bodily Fluids. Ratings for the importance of ability items ranged from 2 to 4, with the average of the items' importance scores being rated as 3.43 ($SD = 0.80$). For ability necessity, item ratings ranged from 2 to 3 with an average necessity rating of 2.58 ($SD = 0.66$).

Task/Duty Areas:

Patient Assessment and Monitoring

Tasks within this duty area include recording patient's medical information and vital signs; maintaining accurate, detailed reports and records; monitoring, recording, and reporting symptoms or changes in

patient condition;
monitoring all aspects of
patient care—including
diet and physical
activity; and performing
physical examinations,
making tentative
diagnoses, and treating
patients en route to

Table 4. Duty Areas Average Frequencies and Importance Ratings

Duty Areas	Average Frequency	Average Importance
Patient Assessment & Monitoring	4.57	3.80
Patient Care Planning	4.20	3.66
Treatment & Medical Intervention	3.71	3.32
Education & Teaching	2.57	2.86
Staff Coordination	2.68	3.07

hospitals. Ratings for task frequency ranged from 3 to 5, with an average reported task frequency of 4.57 ($SD = 0.70$). Ratings for task importance ranged from 2 to 4, with an average reported task importance of 3.80 ($SD = 0.64$).

Patient Care Planning

Tasks within this duty area include observing nurses and patients to ensure proper care; consulting and coordinating with other health team members to assess, plan, implement, or evaluate patient care plans; modify patient treatment plans as per patient response and conditions; assessing needs of individuals and families—including assessment of individual environment to determine health or safety problems; and prescribing or recommending patient treatment, such as PT, inhalation therapy or other therapeutic procedures. Ratings for task frequency ranged from 2 to 5, with an average frequency rating of 4.20 ($SD = 0.94$). Ratings for task importance ranged from 2 to 4, with an average importance rating of 3.66 ($SD = 0.73$).

Treatment and Medical Intervention

Tasks within this duty area include conducting specified laboratory tests; preparing patients for and assist with examinations or treatments; providing health care, immunizations, or assistance in hospitals; administering medications to patients and monitoring for reactions or side effects; ordering, interpreting, and evaluating diagnostic tests to identify and assess patient conditions; administering local, inhalation, intravenous, or other anesthetics; informing physician of patient's condition during anesthesia; and preparing rooms, sterile instruments and equipment, other supplies and ensuring supplies are maintained. Ratings for task frequency ranged from 1 to 5, with an average frequency rating of 3.71 ($SD = 1.02$). Ratings for task importance ranged from 1 to 4, with an average importance rating of 3.32 ($SD = 0.94$).

Education and Teaching

Tasks within this duty area include instructing individuals, families or groups on topics such as health education, disease prevention, and developing health improvement programs; referring students or patients to specialized health resources; consulting with institutions or associations regarding practices and the profession of nurses; engaging in research related to nursing; and working with individuals, groups or families to plan and implement programs improving community health. Ratings for task

frequency ranged from 1 to 5, with an average frequency rating of 2.57 ($SD = 0.98$). Ratings for task importance ranged from 1 to 4, with an average importance rating of 2.86 ($SD = 0.84$).

Later analysis identified “Referring students or patients to specialized health resources,” “Consulting with institutions or associations regarding practices and the profession of nurses,” and “Engaging in research related to nursing” as failing to meet the required critical score, causing them to be filtered out. The adjusted average frequency rating without these items was 2.82 ($SD = 0.77$) and adjusted average importance rating was 2.96 ($SD = 0.64$).

Staff Coordination

Tasks within this duty area include performing administrative or managerial functions, such as responsibility over unit staff, budget planning, or long-range goals; directing or coordinating infection control programs, advising or consulting with specific personnel about necessary precautions; providing training and instruction to personnel or students; and directing or supervising less skilled nursing or healthcare personnel. Ratings for task frequency ranged from 1 to 5, with an average frequency rating of 2.68 ($SD = 1.10$). Ratings for task importance ranged from 2 to 4, with an average importance rating of 3.07 ($SD = 0.89$).

Later analysis removed “Perform administrative or managerial functions, such as taking responsibility for unit’s staff, budget planning, or long-range goals”, leading to an adjusted average frequency of 2.85 ($SD = 1.06$) and an adjusted average importance of 3.14 ($SD = 0.87$).

Core Competencies and Tasks

Criteria for Criticality

The averaged ratings of the SMEs across the “Importance” scale was multiplied by the corresponding averaged ratings across the “Necessity” scale to determine necessity of KSAs within a competency. The cutoff score for defining what is considered a “core” KSA will be 6, as the KSA is “Somewhat important” (= 2) and be “Necessary within the 1st month” (= 3). . The task statement items similarly takes the averaged ratings from the “Importance” scale and multiplies it by the “Frequency” scale. The cutoff score for tasks will be 8, as the task must at occur “Infrequently” (= 2) but is considered “Essential” (= 4). Tasks within duty areas were kept despite a low criticality score due to the average SME importance score identifying the KSA as “Important” (=3). See Appendix C and D for calculated criticality scores.

Revised Competencies and Task Item Lists

Competencies:

Of the original 44 KSAs identified, 41 were retained. “Administration and Management” was removed from the knowledge section of the Communication competency, and “Systems Analysis” and “Systems Evaluation” was removed from the Judgement competency for failing to meet the minimum criticality score of at least 4.

Looking further into each competency, items with the highest criticality scores came from the Judgement and Communication competencies. This is in line with the general role of nurses, as they must directly interact with patients and utilize their knowledge accumulated through their medical training to assess the appropriate treatment for their patients following doctor’s recommendations.

Looking at individual KSAs within each competency, the following characteristics were rated as “Necessary Upon Entry” by all 7 SMEs: English Language, Social Perceptiveness, Active Listening, Speaking, Mathematics, Coordination, Medicine & Dentistry, Maintaining Focus for Extended Periods of Time, and Standing, Walking, & Running for Extended Periods of Time. Additionally, the ability to conduct a head-to-toe assessment of the patient was the only KSA identified that was rated as “Essential” by all 7 SMEs. This reinforces the expected work conditions nurses may expect on the job. The care nurses provide to patients requires a baseline level of physical ability, needing to remain upright for long periods of time over 12-hour long shifts. During these shifts, nurses are expected to provide excellent care to patients, maintaining focus, coordination and critical thinking to make changes based on the patient’s condition.

Table 5. Revised Competencies and KSAs

Communication	Knowledge
	Customer Service
	English Language
	Therapy & Counseling
	Psychology
	Education & Training
	Skills
	Social Perceptiveness
	Active Listening
	Speaking
	Instructing
	Service Orientation
	Learning Strategies
	Writing
	Abilities
	Communicate Complex Information
	Work as a Team
Attention to Detail	Coordinate Patient Plans
	Professionalism under Stress
	Knowledge
	Mathematics
	Skills
	Time Management
	Operations Monitoring
	Monitoring
	Reading Comprehension
	Abilities
	Head-to-Toe Assessment
	Maintain Focus for Extended Periods of Time
	Interpret Complex Medical Instruments
	Dexterity to Accurately Insert Medical Equipment

Physical Ability	Skills
	Coordination
	Abilities
	Stand, Walk, & Run for Extended Periods of Time
	Perform Physical Tasks for Patients
Judgement	Knowledge
	Medicine & Dentistry
	Ethics
	Public Safety & Security
	Skills
	Critical Thinking
	Judgement & Decision Making
	Complex Problem Solving
	Systems Analysis
	Systems Evaluation
	Abilities
	Listen & Determine Patient Care Plans
	Patient Care Time Management
	Emotional Regulation
	Independent Judgement
	Patient Care Administration
Universal Precaution	Knowledge
	Biology & Anatomy
	Abilities
	Lack of Squeamishness in Medically Shocking Situations
	Universal Precaution when Interacting with Bodily Fluids

Tasks:

Of the original 27 tasks, 23 were retained. Three items were removed from the “Education & Training” duty area: “Refer students or patients to specialized health resources or community agencies furnishing assistance;” “Consult with institutions or associations regarding issues or concerns relevant to the practice and profession of nursing;” “Engage in research activities related to nursing.” Additionally, one item was removed from the “Staff Coordination” duty area: “Perform administrative or managerial functions, such as taking responsibility for unit’s staff, budget planning, or long-range goals.” Overall, the removal of these tasks outlines the extent to which nurses engage within these duties; for example, nurses are expected to provide instructions for patients being discharged, however they may not be expected to actively engage in academic discussions regarding nursing. Likewise, nurses may take on a more supervisory role at times, letting medical residents and other junior nurses shadow them but may not be expected to truly engage in administrative duties related to supervising others.

Looking further into the calculated criticality scores, the highest rated tasks and duty areas related to patient care, with one task receiving an “Essential” rating across all 7 SMEs: Monitoring, recording, and reporting symptoms or changes in patients’ conditions.” Summarizing the highly rated items, nurses are expected to be involved in a patient’s care before, during, and after any medical interventions. This spans across tasks such as recording and monitoring a patient’s vital signs following treatment/medical intervention and maintaining clear communication across team members to ensure quality patient care. Secondary duties expected of nurses include the coordination of staff to ensure patient care plans are maintained and providing an expert opinion to both junior nursing staff and patients alike.

Table 6. Revised Duty Areas and Tasks

Patient Assessment & Monitoring	Task Statement
	Monitor, record, and report symptoms or changes in patients' conditions
	Record patient's medical information and vital signs
	Maintain accurate, detailed reports and records
	Perform physical examinations, make tentative diagnoses, and treat patients en route to hospital
	Monitor all aspects of patient care, including diet and physical activity
Patient Care Planning	Task Statement
	Prescribe or recommend drugs, medical devices, or other forms of treatment, such as PT, inhalation therapy, or related therapeutic procedures
	Consult and coordinate with healthcare team members to assess, plan, implement, or evaluate patient care plans
	Modify patient treatment plans as indicated by patients' responses and conditions
	Observe nurses and patients to ensure proper nursing care
	Assess the needs of individuals, families, or communities, including assessment of individual's home or work environments, to identify potential health or safety problems
Treatment & Medical Intervention	Task Statement
	Conduct specified laboratory test
	Provide health care, first aid, immunizations, or assistance in rehabilitation locations (e.g., hospitals)
	Prepare patients for and assist with examinations or treatments
	Administer medications to patients and monitor for reactions or side effects

	Order, interpret, and evaluate diagnostic tests to identify and assess patient's condition
	Administer local, inhalation, intravenous, or other anesthetics
	Inform physician of patient's condition during anesthesia
	Prepare rooms, sterile instruments, equipment, or supplies and ensure that stock of supplies is maintained
Education & Teaching	Task Statement
	Instruct individuals, families, or other groups on topics such as health education, disease prevention, or childbirth and develop health improvement programs
	Work with individuals, groups, or families to plan or implement programs designed to improve overall health of communities
Staff Coordination	Task Statement
	Direct or coordinate infection control programs, advising or consulting with specified personnel about necessary precautions
	Provide or arrange for training or instruction of auxiliary personnel or students
	Direct or supervise less skilled nursing or healthcare personnel or supervise a particular unit

Establishing Task-KSA Linkages

To establish a link between the identified relevant tasks to the position with KSAs, a task-KSA linkage process was conducted. A separate survey was sent out to a SME and the SME's ratings were cross-referenced with the original interviewed SME in a follow-up meeting. The results of the KSA-Task Linkages can be seen below.

Competency	Duty Area				
Communication	Patient Care & Monitoring	Patient Care Planning	Treatment & Medical Intervention	Education & Training	Staff Coordination
Customer Service	X	X	X	X	X
English Language	X	X	X	X	X
Therapy & Counseling			X		X
Psychology	X	X	X	X	X
Education & Training	X		X	X	X
Social Perceptiveness	X	X	X	X	X
Active Listening	X	X		X	X
Speaking	X	X	X		
Instructing	X		X	X	
Service Orientation	X		X		
Learning Strategies		X	X	X	X
Writing		X		X	
Communicate Complex Information	X		X		X
Work as a Team	X		X		X
Coordinate Patient Plans	X	X	X		
Professionalism under Stress	X		X		
Attention to Detail					
Mathematics		X	X		
Time Management	X	X	X		
Operations Monitoring			X		X
Monitoring	X		X		
Reading Comprehension	X		X	X	
Head-to-Toe Assessment	X		X		
Maintain Focus for Extended Periods of Time	X	X	X		
Interpret Complex Medical Instruments	X		X		
Dexterity to Accurately Insert Medical Equipment	X		X		
Physical Ability					

Coordination		X			X
Stand, Walk, & Run for Extended Periods of Time	X		X		
Perform Physical Tasks for Patients	X		X		
Judgement & Decision Making					
Medicine & Dentistry	X	X	X		
Ethics	X	X	X	X	
Public Safety & Security	X	X			
Critical Thinking	X	X	X	X	X
Judgement & Decision Making	X	X	X		
Complex Problem Solving	X	X	X		X
Listen & Determine Patient Care Plans	X		X		
Patient Care Time Management	X		X		X
Emotional Regulation	X		X		
Independent Judgement	X		X		
Patient Care Administration		X		X	X
Judgement & Decision Making					
Biology & Anatomy	X	X	X		
Lack of Squeamishness in Medically Shocking Situations	X		X		X
Universal Precaution when Interacting with Bodily Fluids	X	X	X		

Closing Remarks

The role of registered nurses varies from position-to-position, however each position underlies shared competencies that indicate success across-units. Nurses may develop further administrative and supervisory responsibilities over time, however duties of nurses primarily center around patient care. Nurses leverage their medical training and experience to dynamically adjust to patient and hospital needs; to meet the demands of these needs, nurses must exercise their critical thinking to make decisions on patient care based on developments in patient condition. While the extent to which nurses are involved in patient care may vary from before, during, and after medical intervention, nurses are expected to engage in meticulous documentation of information regarding patient care and the ability to communicate those patient needs to other medical professionals to ensure the quality of care of patients and reduce risk for the hospitals which employ them.

Duty Statement

Position Description:

Registered Nurses (RN) primarily perform various duties related to patient care, with secondary responsibilities related staff coordination and educating patients post-discharge. Under limited supervision, nurses are expected to attend to patient needs through leveraging their medical experience and judgement to adjust patient care as needed.

Position Identifiers: Medical-Surgery-Telemetry Nurse, Infusion Nurse, Labor & Delivery Nurse, Registered Nurse

Duty Area	Duty Area Description
Patient Assessment & Monitoring	Nurses must be capable of assessing a patient and synthesizing necessary information that informs further doctor consultation. Furthermore, nurses must be able to monitor and observe multiple patients during their shift, necessitating accurate documentation of patient conditions. Examples of tasks expected by nurses may include recording patient's medical information and vital signs and maintaining accurate, detailed reports and records.
Patient Care Planning	Nurses are responsible for the care of patients under the care, requiring independent judgement to adjust patient care plans as needed based on patient condition. Additionally, nurses are expected to provide clear communication to other healthcare professionals regarding changes in patient care plans and treatment administrations to ensure quality care and safety for patients. Examples of tasks expected by nurses may include consulting and coordinating with healthcare team members to assess, plan, implement, or evaluate patient care plans and modify patient treatment plans as indicated by patients' responses and conditions.
Treatment & Medical Intervention	Nurses must be capable of administering patient treatment with a high attention to detail, utilizing past medical training to provide and assist in the administration of treatment and monitor patient process before, during, and after medical interventions. Examples of tasks expected by nurses may include preparing patients for and assist with examinations or treatments and administering medications to patients and monitoring for reactions or side effects.
Education & Teaching	Nurses provide an expert opinion to patients and their families. Leveraging their medical knowledge and observing changes in patient conditions, nurses may provide at-home care instructions post-discharge to continue patients' paths to recovery. Examples of tasks expected by nurses may include instructing individuals, families, or other groups on topics such as health education, disease prevention, or childbirth and develop health improvement programs and work with individuals, groups, or families to plan or implement programs designed to improve overall health of communities
Staff Coordination	Nurses must be able to coordinate patient treatment with other nurses, but may also be expected to take on a leading role within their units. This involves supervisory roles such as looking over younger nurses and medical assistants, as well as taking a more active role in the larger-scale public health and safety initiatives. Examples of tasks expected by nurses may include directing or coordinating infection control programs, advising or consulting with specified personnel about necessary precautions and providing or arranging for training or instruction of auxiliary personnel or student

Expected Functions:**Typical Physical Conditions/Demands**

Nurses are expected to stand, walk, or run around the hospital for extended periods of time over the course of their 12-hour long shift. Additionally, nurses may be expected to perform various physical tasks for patients, with assistance of medical equipment (e.g., transportation of patients with gurneys) and without assistance (e.g., flipping patients over).

Typical Working Conditions

Nurses work in cold, temperature-controlled environments with armed security on the premises. While working, nurses interact face-to-face with patients potentially carrying infectious diseases, necessitating knowledge of universal precautionary measures and usage of critical thinking and judgement to determine the best course of action based on patient condition. Detailed monitoring and recording of patients' conditions additionally necessitates a meticulous attention to detail and an ability to communicate to patients, families, and other healthcare professionals.

Uniform and Equipment

Nurses are expected to wear scrubs at the workplace, with some places requiring specific colors for each department. Within these scrubs, nurses may carry various tools, such as stethoscopes, pens, and communication devices. Much of the equipment utilized by nurses may be seen around the immediate vicinity of patients, including equipment such as PPE and diagnostic equipment (e.g., thermometers, pulse oximeters, blood pressure machines) to ensure equipment used minimizes risk for both patients and practitioners. During these patient interactions, nurses may be expected to record patient details on medical forms or on a computer. Nurses are also expected to be capable of interpreting and explaining medical diagrams. Other tools utilized by nurses may vary depending on the unit, ranging from day-to-day equipment such as bedpans and syringes to more medically invasive equipment (e.g., ventilators, catheters).

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Appendix A

Interview Questions

1. Describe your typical work routine. Does this differ between night and day shifts?
2. What are some of the major goals of your position as a Registered Nurse?
3. Describe some of the major duties or overarching objectives that you are trying to accomplish during your day-to-day activities.
4. What are some of the smaller components of those duties? For example, patient assessment involves taking various measurements with medical instruments such as pulse oximeters or stethoscopes.
5. What kinds of skills do you need in order to perform this job?
6. Are there any specific subjects (such as psychology) that someone in your position should also have some baseline knowledge about?
7. What are some of the physical demands that you face within the workplace?
8. How does the assignment of patients work? What are some actions that you take to ensure that you are able to attend to everyone that you need to?
9. How would you describe the social or interpersonal environment as a Registered Nurse?
10. How do you determine how a patient's care should go? How do different staff in the hospital contribute to their care?
11. What are some of the tools and equipment that you use on the job?
12. What sort of procedures or treatments are you able to do as a Registered Nurse? Are there any specific things that you aren't allowed to do?
13. Are there any other job characteristics that we have not gone over that you can think of? If so, please state them.

Appendix B

Interrater Agreement – KSAs and Tasks

Competencies:

		Importance % Agreement	Necessity % Agreement
Communication	Knowledge		
	Customer Service	0.86	0.71
	English Language	1.00	1.00
	Therapy & Counseling	1.00	0.57
	Psychology	0.86	0.57
	Administration & Management	0.86	0.43
	Skills		
	Social Perceptiveness	0.71	1.00
	Active Listening	0.86	1.00
	Speaking	0.57	1.00
	Instructing	0.71	0.71
	Learning Strategies	0.71	0.57
	Writing	0.86	0.57
	Abilities		
	Communicate Complex Information	0.71	0.71
	Work as a Team	0.71	0.86
	Coordinate Patient Plans	0.71	0.71
	Professionalism under Stress	0.57	0.57

Attention to Detail		Importance % Agreement	Necessity % Agreement
	Knowledge		
	Mathematics	0.86	1.00
	Skills		
	Time Management	0.71	0.71
	Operations Monitoring	0.57	0.71
	Monitoring	0.71	0.71
	Reading Comprehension	0.71	0.86
	Abilities		
	Head-to-Toe Assessment	1.00	0.86
	Maintain Focus for Extended Periods of Time	0.57	1.00
	Interpret Complex Medical Instruments	0.86	0.57
	Dexterity to Accurately Insert Medical Equipment	0.71	0.57

Physical Ability		Importance % Agreement	Necessity % Agreement
	Skills		
	Coordination	0.57	1.00
	Service Orientation	0.71	0.57
	Abilities		
	Stand, Walk, & Run for Extended Periods of Time	0.57	1.00
	Perform Physical Tasks for Patients	0.57	0.71

Judgement		Importance % Agreement	Necessity % Agreement
	Knowledge		
	Medicine & Dentistry	0.86	1.00
	Public Safety & Security	0.57	0.57
	Skills		
	Critical Thinking	0.71	1.00
	Judgement & Decision Making	0.71	0.71
	Complex Problem Solving	0.86	0.71
	Systems Analysis	0.43	0.71
	Systems Evaluation	0.43	0.57
	Abilities		
	Listen & Determine Patient Care Plans	0.71	0.86
	Patient Care Time Management	0.71	0.57
	Emotional Regulation	0.57	0.86
	Independent Judgement	0.86	0.86
	Patient Care Administration	0.86	0.86

Universal Precaution		Importance % Agreement	Necessity % Agreement
	Knowledge		
	Biology & Anatomy	0.71	0.71
	Abilities		
	Lack of Squeamishness in Medically Shocking Situations	0.43	0.71
	Universal Precaution when Interacting with Bodily Fluids	0.57	0.86

Tasks:

Patient Assessment & Monitoring		Frequency % Agreement	Importance % Agreement
	Task Statement		
	Monitor, record, and report symptoms or changes in patients' conditions	0.57	1.00
	Record patient's medical information and vital signs	1.00	0.86
	Maintain accurate, detailed reports and records	0.71	0.86
	Perform physical examinations, make tentative diagnoses, and treat patients en route to hospital	0.43	0.71
	Monitor all aspects of patient care, including diet and physical activity	0.57	0.71

Patient Care Planning		Frequency % Agreement	Importance % Agreement
	Task Statement		
	Prescribe or recommend drugs, medical devices, or other forms of treatment, such as PT, inhalation therapy, or related therapeutic procedures	0.43	0.57
	Consult and coordinate with healthcare team members to assess, plan, implement, or evaluate patient care plans	0.43	0.86
	Modify patient treatment plans as indicated by patients' responses and conditions	0.57	0.71
	Observe nurses and patients to ensure proper nursing care	0.57	0.71
	Assess the needs of individuals, families, or communities, including assessment of individual's home or work environments, to identify potential health or safety problems	0.43	0.57

Treatment & Medical Intervention		Frequency % Agreement	Importance % Agreement
	Task Statement		
	Conduct specified laboratory test	0.57	0.57
	Prepare patients for and assist with examinations or treatments	0.57	0.86
	Provide health care, first aid, immunizations, or assistance in rehabilitation locations (e.g., hospitals)	0.29	0.43
	Administer medications to patients and monitor for reactions or side effects	0.71	0.86
	Order, interpret, and evaluate diagnostic tests to identify and assess patient's condition	0.57	0.71
	Administer local, inhalation, intravenous, or other anesthetics	0.43	0.57
	Inform physician of patient's condition during anesthesia	0.57	0.57
	Prepare rooms, sterile instruments, equipment, or supplies and ensure that stock of supplies is maintained	0.43	0.43

Education & Teaching		Frequency % Agreement	Importance % Agreement
	Task Statement		
	Instruct individuals, families, or other groups on topics such as health education, disease prevention, or childbirth and develop health improvement programs	0.43	0.57
	Refer students or patients to specialized health resources or community agencies furnishing assistance	0.71	0.57
	Consult with institutions or associations regarding issues or concerns relevant to the practice and profession of nursing	0.57	0.57
	Engage in research activities related to nursing	0.57	0.57
	Work with individuals, groups, or families to plan or implement programs designed to improve overall health of communities	0.29	0.57

Staff Coordination		Frequency % Agreement	Importance % Agreement
	Task Statement		
	Perform administrative or managerial functions, such as taking responsibility for unit's staff, budget planning, or long-range goals	0.43	0.43
	Direct or coordinate infection control programs, advising or consulting with specified personnel about necessary precautions	0.29	0.43
	Provide or arrange for training or instruction of auxiliary personnel or students	0.43	0.43
	Direct or supervise less skilled nursing or healthcare personnel or supervise a particular unit	0.43	0.57

Appendix C

KSA Competencies & Criticality Scores

		Average Importance	Importance SD	Average Necessity	Necessity SD	KSAO Score
Communication	Knowledge					
	Customer Service	3.29	0.76	2.57	0.79	8.45
	English Language	3.57	0.53	3.00	0.00	10.71
	Therapy & Counseling	3.29	0.49	2.29	0.95	7.51
	Psychology	3.29	1.07	2.14	1.07	7.04
	Education & Training	3.71	0.49	2.86	0.38	10.61
	Administration & Management	3.14	0.69	1.71	0.76	5.39
	Skills					
	Social Perceptiveness	3.71	0.49	3.00	0.00	11.14
	Active Listening	3.86	0.38	3.00	0.00	11.57
	Speaking	3.57	0.53	3.00	0.00	10.71
	Instructing	3.71	0.49	2.71	0.49	10.08
	Service Orientation	3.71	0.49	2.43	0.53	9.02
	Learning Strategies	3.71	0.49	2.43	0.79	9.02
	Writing	3.86	0.38	2.43	0.79	9.37
	Abilities					
	Communicate Complex Information	3.71	0.49	2.71	0.49	10.08
	Work as a Team	3.71	0.49	2.86	0.38	10.61
	Coordinate Patient Plans	3.71	0.49	2.71	0.49	10.08
	Professionalism under Stress	3.57	0.53	2.57	0.53	9.18

Attention to Detail		Average Importance	Importance SD	Average Necessity	Necessity SD	KSAO Score
	Knowledge					
	Mathematics	3.14	0.38	3.00	0.00	9.43
	Skills					
	Time Management	3.71	0.49	2.43	0.53	9.02
	Operations Monitoring	3.43	0.53	2.00	0.58	6.86
	Monitoring	3.71	0.49	2.71	0.49	10.08
	Reading Comprehension	3.71	0.49	2.71	0.76	10.08
	Abilities					
	Head-to-Toe Assessment	4.00	0.00	2.86	0.38	11.43
	Maintain Focus for Extended Periods of Time	3.57	0.53	3.00	0.00	10.71
	Interpret Complex Medical Instruments	3.86	0.38	2.43	0.53	9.37
	Dexterity to Accurately Insert Medical Equipment	3.71	0.49	2.43	0.53	9.02

Physical Ability		Average Importance	Importance SD	Average Necessity	Necessity SD	KSAO Score
	Skills					
	Coordination	3.57	0.53	3.00	0.00	10.71
	Abilities					
	Stand, Walk, & Run for Extended Periods of Time	3.57	0.53	3.00	0.00	10.71
	Perform Physical Tasks for Patients	3.57	0.53	2.71	0.49	9.69

Judgement		Average Importance	Importance SD	Average Necessity	Necessity SD	KSAO Score
	Knowledge					
	Medicine & Dentistry	3.86	0.38	3.00	0.00	11.57
	Public Safety & Security	3.43	0.53	2.57	0.53	8.82
	Skills					
	Critical Thinking	3.71	0.49	3.00	0.00	11.14
	Judgement & Decision Making	3.71	0.49	2.71	0.49	10.08
	Complex Problem Solving	3.86	0.38	2.71	0.49	10.47
	Systems Analysis	3.29	0.76	1.71	0.49	5.63
	Systems Evaluation	3.29	0.76	1.57	0.53	5.16
	Abilities					
	Listen & Determine Patient Care Plans	3.71	0.49	2.86	0.38	10.61
	Patient Care Time Management	3.71	0.49	2.57	0.49	9.55
	Emotional Regulation	3.57	0.53	2.86	0.38	10.20
	Independent Judgement	3.86	0.38	2.86	0.38	11.02
	Patient Care Administration	3.86	0.38	2.86	0.38	11.02

Universal Precaution		Average Importance	Importance SD	Average Necessity	Necessity SD	KSAO Score
	Knowledge					
	Biology & Anatomy	3.71	0.49	2.71	0.49	10.08
	Abilities					
	Lack of Squeamishness in Medically Shocking Situations	3.29	0.76	2.29	0.49	7.51
	Universal Precaution when Interacting with Bodily Fluids	3.57	0.53	2.86	0.38	10.20

Appendix D

Task Ratings & Criticality Scores

Patient Assessment & Monitoring		Average Frequency	Frequency SD	Average Importance	Importance SD	Task Score
	Task Statement					
	Monitor, record, and report symptoms or changes in patients' conditions	4.57	0.53	4.00	0.00	18.29
	Record patient's medical information and vital signs	5.00	0.00	3.86	0.38	19.29
	Maintain accurate, detailed reports and records	4.71	0.49	3.86	0.38	18.18
	Perform physical examinations, make tentative diagnoses, and treat patients en route to hospital	4.14	0.90	3.57	0.79	14.80
	Monitor all aspects of patient care, including diet and physical activity	4.43	0.53	3.71	0.49	16.45

Patient Care Planning		Average Frequency	Frequency SD	Average Importance	Importance SD	Task Score
	Task Statement					
	Prescribe or recommend drugs, medical devices, or other forms of treatment, such as PT, inhalation therapy, or related therapeutic procedures	4.00	1.00	3.43	0.79	13.71
	Consult and coordinate with healthcare team members to assess, plan, implement, or evaluate patient care plans	4.00	1.15	3.86	0.38	15.43
	Modify patient treatment plans as indicated by patients' responses and conditions	4.29	0.95	3.71	0.49	15.92
	Observe nurses and patients to ensure proper nursing care	4.43	0.53	3.71	0.49	16.45
	Assess the needs of individuals, families, or communities, including assessment of individual's home or work environments, to identify potential health or safety problems	4.29	0.76	3.57	0.53	15.31

Treatment & Medical Intervention		Average Frequency	Frequency SD	Average Importance	Importance SD	Task Score
	Task Statement					
	Conduct specified laboratory test	3.86	0.69	3.29	1.11	12.67
	Prepare patients for and assist with examinations or treatments	4.43	0.53	3.86	0.38	17.08
	Provide health care, first aid, immunizations, or assistance in rehabilitation locations (e.g., hospitals)	3.14	1.35	3.00	0.82	9.43
	Administer medications to patients and monitor for reactions or side effects	4.71	0.49	3.86	0.38	18.18
	Order, interpret, and evaluate diagnostic tests to identify and assess patient's condition	4.57	0.53	3.57	0.79	16.33
	Administer local, inhalation, intravenous, or other anesthetics	3.43	1.81	3.14	1.21	10.78
	Inform physician of patient's condition during anesthesia	2.43	1.90	3.00	1.29	7.29
	Prepare rooms, sterile instruments, equipment, or supplies and ensure that stock of supplies is maintained	3.14	1.07	2.86	1.07	8.98

Education & Teaching		Average Frequency	Frequency SD	Average Importance	Importance SD	Task Score
	Task Statement					
	Instruct individuals, families, or other groups on topics such as health education, disease prevention, or childbirth and develop health improvement programs	4.29	0.76	3.43	0.53	14.69
	Refer students or patients to specialized health resources or community agencies furnishing assistance	2.14	0.90	2.57	0.79	5.51
	Consult with institutions or associations regarding issues or concerns relevant to the practice and profession of nursing	1.57	0.79	2.57	0.53	4.04
	Engage in research activities related to nursing	1.57	0.79	2.43	0.53	3.82
	Work with individuals, groups, or families to plan or implement programs designed to improve overall health of communities	3.29	1.60	3.29	1.11	10.80

Staff Coordination		Average Frequency	Frequency SD	Average Importance	Importance SD	Task Score
	Task Statement					
	Perform administrative or managerial functions, such as taking responsibility for unit's staff, budget planning, or long-range goals	2.14	1.46	2.86	0.90	6.12
	Direct or coordinate infection control programs, advising or consulting with specified personnel about necessary precautions	2.86	1.57	2.86	0.90	8.16
	Provide or arrange for training or instruction of auxiliary personnel or students	1.86	0.90	3.00	0.82	5.57
	Direct or supervise less skilled nursing or healthcare personnel or supervise a particular unit	3.86	0.90	3.57	0.53	13.78