



2015

**Nurse Professional Development
Role Delineation Study Summary Report**

March 2016

Table of Contents

ACKNOWLEDGEMENTS	3
BACKGROUND	4
ROLE DELINEATION STUDY OVERVIEW.....	4
UPDATED TEST CONTENT OUTLINE.....	4
ROLE OF THE CONTENT EXPERT PANEL.....	5
SURVEY METHODOLOGY.....	5
SAMPLE SELECTION.....	6
SURVEY DEVELOPMENT AND MEASURES	6
DEVELOPMENT OF KNOWLEDGE AND SKILLS (KSAs) DOMAINS.....	6
DEVELOPMENT OF RATING SCALE	7
DATA COLLECTION	7
KSA AND WORK ACTIVITIES LINKING ACTIVITY.....	8
TEST CONTENT OUTLINE REVISIONS.....	8
DATA ANALYSIS.....	8
SURVEY RESULTS	9
DEMOGRAPHIC INFORMATION	9
TEST REVISION RESULTS	11
SUMMARY	11
APPENDICES	12
APPENDIX A: CONTENT EXPERT PANEL QUALIFICATIONS DOCUMENT.....	13
APPENDIX B: WORK ACTIVITIES STATEMENTS	15
APPENDIX C: DEMOGRAPHIC DATA SUMMARIES	19

Acknowledgements

The American Nurses Credentialing Center (ANCC) wishes to thank the content experts who served on the 2015 Nursing Professional Development Role Delineation Study Content Expert Panel (CEP) for contributing to the role delineation study. Without their numerous hours of input and feedback, the study would not be possible.

We also acknowledge the ANCC staff members, who contributed to the preparation and implementation of the Role Delineation Study and the writing of this report.

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 of America. ANCC's vision is to drive nursing excellence, quality care, and improved outcomes. Currently, ANCC offers 28 examinations at various levels including diploma and associate degree, baccalaureate, and advanced practice for nurse practitioners, clinical nurse specialists, and other disciplines. More than 25,000 candidates took an ANCC certification examination or submitted a portfolio for ANCC certification in 2015. Moreover, ANCC also offers 8 certifications via portfolio. 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's current goal is to conduct a study of each advanced practice specialty approximately every three to five years, in order to capture changes in work activities and the knowledge and skill areas required to perform those activities. The findings of a role delineation study are used to update the content of a certification examination.

The 2015 Nursing Professional Development Role Delineation Study involved two sets of activities that ran concurrently: a national web-based survey and a linking activity. The national survey was designed to collect information on the work activities professional development nurses 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 outlines and item distributions for the certification exams.

Updated Test Content Outline

The results of this role delineation study were used in developing and updating the test content outline for the Nursing Professional Development Examination. Examination forms produced based on the test content outline developed through this study is scheduled to go into effect on June 2, 2017.

Role of the Content Expert Panel

Throughout the study, ANCC invited professionals in practice and educators who teach courses relevant to professional development nurses to serve on content expert panels for this study. The qualifications and assembly criteria for the Nursing Professional Development CEP appear in Appendix A. All of the content experts serving on the CEP were certified by ANCC as a professional development nurse and were invited to serve on the panel based upon their expertise in the specialty.

The CEP met from March 11-13, 2015 in Silver Spring, MD to draft the pilot version of the survey and to construct the initial map of KSA domains and subdomains relevant to the work activities to be included in the survey. The panel held a conference call in May 2015 to review the results of the pilot survey. In September, the panel met for a final meeting in Silver Spring, MD. Within these three key meetings, the CEP reviewed and discussed the scope and standards for practice described in the American Nurses Associations' *Nursing Professional Development: Scope and Standards of Practice (2010)*; developed a national web-based survey of the work activities and demographic items; linked knowledge and skill areas to the work activities list; reviewed the results of the survey; finalized the examination's new test content outline; and finalized the examination's new item distribution.

Survey Methodology

The 2015 Nursing Professional Development Role Delineation Study involved two sets of activities that ran concurrently: a national web-based survey and a linking activity. The purpose of the development and administration of the national survey was to collect information on the work activities professional development nurses perform in practice. The role delineation study panel met to draft a pilot version of the survey and construct the initial map of KSAs relevant to the work activities included in the survey. After this meeting, the panel held a conference call to discuss the results of the pilot survey and make edits to the national survey questionnaire administered shortly thereafter. A linking activity was also conducted to identify the major KSA domains and subdomains required to successfully perform the work activities listed in the survey. The results of the survey and linking activity were used to generate activity weights, which served as foundational documents for updating the test content outline and producing the item distribution in a subsequent two-day meeting.

Sample Selection

In March of 2015, there were a total of 2,519 actively certified ANCC professional development nurses with mailing addresses in the United States. One hundred (100) of these nurses were selected via a stratified random sample, based on region, to participate in the pilot survey and another one-thousand five-hundred (1,500) other ANCC certified professional development nurses were randomly selected to receive an invitation to participate in the national survey.

Table 1 presents the geographical regions represented by the ANCC certified professional development nurses selected to participate in the national survey from each region.

Table 1. Number of ANCC-certified Professional Development Nurses selected per Geographic Region

Geographic Region	Number of Professional development nurses (% of total population)
Midwest – IA, NE, KS, OH, MO, MN, SD, ND, MI, IL, IN, WI	395 (26.33)
Northeast – NY, CT, MA, NJ, ME, PA, NH, VT, RI	358 (23.87)
Other – AA, AE, AP, APO, GU, PR	3 (0.20)
South – TN, MS, TX, FL, LA, AL, GA, AR, OK, VA, MD, SC, DC, NC, WV, DE, KY	543 (36.20)
West – WA, AZ, CA, OR, CO, AK, ID, NM, UT, HI, NV, WY, MT	201 (13.40)
Total	1,500 (100.00)

Survey Development and Measures

In March 2015, the CEP met in Silver Spring, MD in order to draft the survey for the role delineation study. The CEP reviewed and discussed the American Nurses Associations' *Nursing Professional Development: Scope and Standards of Practice* (2010), as well as the work activities which were used in ANCC's 2012 Role Delineation Survey. Across multiple sessions in the three-day meeting, the CEP discussed and deliberated on additions, deletions, and revisions that should be made to update the 2015 work activity list to reflect current practice in the Nursing Professional Development specialty. As a result of this meeting, the panel reached consensus on a list of 88 work activities to be used in the 2015 surveys. The complete text of the work activities list is presented in Appendix B. The workgroup also identified and finalized a set of nine demographic questions, which are presented in Appendix C.

Development of Knowledge and Skills (KSAs) Domains

In addition to developing the survey during the March 2015 meetings, the CEP also created an initial map of 64 knowledge, skills, and abilities (KSAs) that are required to successfully

perform each the work activities listed in the survey. These KSAs were used as part of the linking activity given to each member of the study's CEP in June of 2015. Later in the study, along with the results of the survey, the results of the linking activity were used to provide the basis for revising the test content outline and item distribution of ANCC's Nursing Professional Development examination.

Development of Rating Scale

During the March 2015 meetings, the panel also reviewed and approved three scales that survey 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).

Data Collection

Pilot Testing. Using the same procedures intended for administering the final surveys, the surveys were piloted in April 2015. One hundred (100) professional development nurses were selected via a stratified random sample, based on region, to participate in the pilot survey. The results of the pilot test indicated that the work activities were appropriate and reflective of the job of the professional development nurse specialty. However, a post-pilot survey conference call was conducted to present the results and provide CEP members with an opportunity to make any needed revisions to the survey.

National Survey. In June-July 2015 1,500 professional development nurses were invited to take a national web-based survey. Each sample member was sent at least two of 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 noted that respondents completing the survey would receive a five hour reduction of their continuing education requirement for ANCC recertification in the specialty area. The first follow-up reminder letter was sent about two weeks after the alert letter to all respondents. The reminder included language thanking individuals who had already submitted their completed survey, as well as language encouraging individuals to complete the survey, if they had not already done so. The final follow-up reminder letter was sent out only to individuals

who had not yet responded to the survey and was sent out approximately two weeks prior to the end of the survey administration period.

KSA and Work Activities Linking Activity

In June 2015, the members of the role delineation study CEP participated in a linking activity. The linking activity was designed to allow each panel member to work independently to associate as many KSA subdomains to each work activity statement as deemed appropriate by virtue of the expert judgment of the panel member. The CEP used this activity to link the relevant KSA domains and subdomains to each of the 88 work activities listed in the survey.

A work activity and a KSA were considered linked if a majority of the content experts had linked them. The panel reviewed and discussed the links during the second role delineation study panel meetings held in September 2015.

Test Content Outline Revisions

In September 2015, the panel members met with staff from ANCC for a two-day meeting. The purpose of the second role delineation study meeting was for the CEP to review the results of the survey, examine the activity weight structures derived from the survey data and linking activity, and to revise the test content outline and item distribution for ANCC's Nursing Professional Development Certification Examination accordingly. Before the second role delineation study meeting, the ANCC Research Scientist analyzed the criticality scores for each survey respondent, as well as the CEP linking activities. The results were used to derive KSA weights, which became the basic building blocks, along with the survey results, for specifying the relative emphasis to be given to each of the domains and subdomains, represented in the test content outline.

Data Analysis

The three rating scales were combined into a single measure of overall criticality using a hierarchical method. As agreed by the CEP, 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 2 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 certification as a professional development nurse, could cause severe negative consequences if it was performed incorrectly, and is performed occasionally, the overall criticality rating for that response pattern would be 39.

A score between 37.00 and 41.00 indicated that a work activity is generally expected to be performed within the first six months of certification as a professional development nurse and could cause severe negative consequences if incorrectly performed. A score between 32.0 and 36.99 suggests that a work activity is generally expected to be performed within the first six months of certification as a professional development nurse and could cause moderate negative consequences if incorrectly performed. Work activities with scores of 32 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 received an overall criticality score of 1 as the bottom row in Table 2 indicates.

Survey Results

The total sample of the national survey included 1,500 certified professional development nurses. A total of 481 professional development nurse surveys were completed yielding overall response rate of 19.09%. Table 3 shows the percent of surveys per population returned in each geographic region compared to the number of ANCC certified professional development nurses selected within the region.

Demographic Information

Appendix C includes the survey responses to the 9 demographic questions, which included inquiry about the respondents' background and practice settings. As seen in Table 3, results showed that the regional breakdown for professional development nurse respondents was 25% Northeast, 35% South, 30% Midwest, 10% West, and <1% Other. Respondents were also predominantly between 45 and 64 years old.

Table 2. Construction of the Overall Criticality Variable

Survey Response Options		Overall	
Performance Expectations	Consequences	Frequency	Criticality Ranking
Within the first 6 months of certification within the specialty	Severe negative consequences	Always	41
		Frequently	40
		Occasionally	39
		Seldom	38
		Never	37
	Moderate negative consequences	Always	36
		Frequently	35
		Occasionally	34
		Seldom	33
		Never	32
	Mild negative consequences	Always	31
		Frequently	30
		Occasionally	29
		Seldom	28
		Never	27
	No negative consequences	Always	26
		Frequently	25
		Occasionally	24
		Seldom	23
		Never	22
After the first 6 months of certification within the specialty	Severe negative consequences	Always	21
		Frequently	20
		Occasionally	19
		Seldom	18
		Never	17
	Moderate negative consequences	Always	16
		Frequently	15
		Occasionally	14
		Seldom	13
		Never	12
	Mild negative consequences	Always	11
		Frequently	10
		Occasionally	9
		Seldom	8
		Never	7
	No negative consequences	Always	6
		Frequently	5
		Occasionally	4
		Seldom	3
		Never	2
After the first 6 months of certification within the specialty (Continued)			
Never expected to perform this activity within the specialty			1

Table 3. Number of Surveys Returned per Geographic Region

Geographic Region	Number of Professional development nurses (% of total respondents)
Midwest – IA, NE, KS, OH, MO, MN, SD, ND, MI, IL, IN, WI	142 (29.52)
Northeast – NY, CT, MA, NJ, ME, PA, NH, VT, RI	119 (24.74)
Other – AA, AE, AP, APO, GU, PR	2 (0.42)
South – TN, MS, TX, FL, LA, AL, GA, AR, OK, VA, MD, SC, DC, NC, WV, DE, KY	168 (34.93)
West – WA, AZ, CA, OR, CO, AK, ID, NM, UT, HI, NV, WY, MT	50 (10.40)
Total	481 (100.00)

Test Revision Results

The role delineation study panel for each specialty met in September 2015 along with staff from ANCC. The purpose of this meeting was to review the study's survey results; review the KSA weights derived from the overall criticality ratings from the surveys and the CEP linking activity; discuss, update, and finalize the test content outline; and finalize the item distribution by applying all KSA weights to an appropriate domain and subdomain. The empirically driven process used to develop the test domain weights involved assigning the empirically-derived KSA weights to each final subdomain in the finalized test content outline. The CEP had the latitude to revise the proposed KSA weight assignment to a subdomain, if the CEP provided a sound justification. Based upon the information presented during this meeting and within the limits established by the empirical results of the survey, the CEP revised the test content outline according to their expert judgment. The CEP finalized the test content outline and item distribution.

Summary

ANCC's current goal is to conduct a study of each advanced practice specialty approximately every three to five years, in order to capture changes in work activities and the knowledge and skill areas required to perform those activities. The 2015 Nursing Professional Development Role Delineation Study involved two sets of activities that ran concurrently: a national web-based survey and a linking activity. The national survey was designed to collect information on the work activities professional development nurses 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 outlines and item distributions for the certification exams.

APPENDICES

(This page is left intentionally blank)

Appendix A: Content Expert Panel Qualifications Document

Exam 24: Eligibility Criteria

RN License

Hold a current, active RN license in a state or territory of the United States or hold the professional, legally recognized equivalent in another country.

Apply from Outside the U.S.

[Learn about additional requirements for candidates outside the U.S.](#)

Eligibility Criteria

Hold a bachelor's or higher degree in nursing.

Have practiced the equivalent of 2 years full-time as a registered nurse.

Have a minimum of 4,000 hours of clinical practice in nursing professional development within the last 5 years.

Have completed 30 hours of continuing education in nursing professional development within the last 3 years.

Appendix B: Work Activities Statements

2015 Nursing Professional Development Exam (24)
National Survey Tasks/Activities List
Role Delineation Study

A. Career Development Responsibilities

1. Manages own professional development plan
2. Belongs to professional organizations
3. Coaches others in developing and achieving career goals
4. Seeks feedback and/or experiences for own professional growth/performance improvement
5. Supports succession planning
6. Promotes activities aligned with clinical advancement (e.g., clinical ladders, specialty certifications)
7. Supports activities aligned with role transition
8. Mentors others
9. Promotes and encourages others to develop presentations and/or publications
10. Guides others to make decisions regarding pursuing academic education
11. Links others to resources for professional development
12. Ensures the use of standards in evaluating Nursing Professional Development practice

B. Education Responsibilities

13. Provides feedback to others
14. Differentiates between educational needs and other performance or system issues
15. Assesses learning needs
16. Assesses learner characteristics
17. Assesses need for requested education programs
18. Incorporates evaluation and measurement results into planning
19. Designs educational activities and programs based on best evidence
20. Designs marketing strategies and/or materials for educational offerings
21. Develops educational materials
22. Uses technology effectively throughout the educational process
23. Implements educational plan
24. Creates an effective learning environment (e.g., managing physical environment, handling disruptions, adapting teaching strategies)
25. Coordinates resources (e.g., schedule, speakers, rooms, equipment)
26. Implements formative and summative evaluations
27. Evaluates outcomes of education of educational offerings
28. Revises programs, projects and/or educational activities based on ongoing evaluation
29. Promotes an environment that supports diversity

30. Facilitates group process
31. Facilitates the process of formal and/or informal learner performance feedback
32. Adjusts communication to the context and individuals involved
33. Identifies opportunities to use evidence-based practice and/or research
34. Promotes innovation and creativity in teaching strategies
35. Uses quality data to determine educational needs
36. Communicates trends in healthcare delivery
37. Considers theories and frameworks when designing educational materials and programs
38. Serves as an advocate representing learners
39. Develops educational plans

C. Leadership Responsibilities

40. Networks with other professionals
41. Models commitment to lifelong learning
42. Prioritizes programs, projects and/or educational activities based on available resources and anticipated return on investment
43. Aligns educational programs with organizational goals and strategic plans
44. Advocates for educational activities and resources that support the needs of the learner, the organization, and the community
45. Partners to promote a healthy work environment
46. Models ethical decision-making
47. Fosters team building and effective team function
48. Exhibits creativity and flexibility in times of change
49. Communicates program outcomes to stakeholders
50. Protects confidentiality when communicating sensitive information
51. Collaborates on initiatives inside and/or outside the organization
52. Collaborates with interdisciplinary and/or interprofessional groups
53. Promotes contributions of nursing professional development in organizational initiatives
54. Represents the interests of nursing professional development within and/or outside the organization
55. Provides consultation around learning processes
56. Implements decision-making and problem resolution strategies
57. Supports shared governance/shared decision making
58. Sets priorities based on internal and external factors
59. Promotes fiscal accountability
60. Promotes personal accountability of self and others
61. Assesses healthcare trends in program planning
62. Contributes to the improvement of nursing professional development practice (e.g., presentations, publications, participation in professional groups)
63. Facilitates evidence based practice and/or research initiatives

- 64. Communicates relevant data to inform practice decisions
- 65. Influences others for positive change
- 66. Reports ethical issues and concerns

D. Program Management Responsibilities

- 67. Supports relationships with academic institutions
- 68. Coordinates programs, projects and/or educational activities
- 69. Facilitates the competency validation process
- 70. Evaluates potential impact of proposed programs or projects
- 71. Plans programs, projects and/or educational activities that align with organizational goals and priorities
- 72. Includes champions and stakeholders in programs, projects and/or educational activities
- 73. Integrates sustainability plans into ongoing programs or projects
- 74. Implements project or program plans
- 75. Analyzes evaluation data related to processes and outcomes
- 76. Uses innovation and creativity in program management
- 77. Allocates human, financial, and material resources based on identified needs and goals for educational activities
- 78. Supports the continuing education process
- 79. Supports the orientation/onboarding process
- 80. Participates in excellence initiatives (e.g., Pathways, Magnet, Baldrige)

E. Compliance Initiative Responsibilities

- 81. Maintains records
- 82. Coordinates processes for continuing education offerings
- 83. Maintains the security of information
- 84. Reports compliance issues and concerns
- 85. Resolves commercial bias and conflict of interest issues
- 86. Protects intellectual property and copyrighted materials
- 87. Supports initiatives to ensure compliance with regulatory standards and organizational policies
- 88. Supports application of practice acts and specialty standards into activities

Appendix C: Demographic Data Summaries

2015 Nursing Professional Development
National Survey Demographic Data
Role Delineation Study
N = 481

1. Where is the location of your primary place of work?

	<u>Count</u>	<u>Percent</u>
Northeast	122	25.36%
South	167	34.72%
Midwest	137	28.48%
West	51	10.60%
Other	4	0.83%
Total	481	100.00%

2. Where is the location of your primary mailing address with ANCC?

	<u>Recruitment Pool</u>		<u>Respondents</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Northeast	358	23.87%	119	24.74%
South	543	36.20%	168	34.93%
Midwest	395	26.33%	142	29.52%
West	201	13.40%	50	10.40%
Other	3	0.20%	2	0.42%
	1500	100.00%	481	100.00%

3. What is your age?

	<u>Count</u>	<u>Percent</u>
25 - 34 years old	14	2.91%
35 - 44 years old	63	13.10%
45 - 54 years old	131	27.23%
55 - 64 years old	243	50.52%
65 and older	30	6.24%
Total	481	100.00%

4. Indicate your highest degree earned

	<u>Count</u>	<u>Percent</u>
Baccalaureate in Nursing	56	11.64%
Masters in Nursing	331	68.81%
Professional Doctorate (e.g., Doctorate of Nursing Science, Doctorate of Nursing Practice)	26	5.41%
Other	68	14.14%
Total	481	100.00%

Other (68 responses provided)

	<u>Count</u>
Nursing Professional Development Certification	1
Baccalaureate in Nursing and Masters of Science in Health Care Administration	1
BSN, Master of Science Human Resource Training & Development	1
BSN, Masters in Education (note: mark all that apply - only one choice allowed)	1
BSN, Masters in Professional Studies-Strategic Leadership	1
BSN, MBA	1
Doctorate candidate in Education	1
Doctorate of Education in Leadership and Management	1
EdD	1
EdD & Masters in Nursing	1
Emergency Health Services	1
Juris Doctorate (JD)	1
Ma adult education	1
MA in Counseling Psychology, PhD in Natural Health, N.D.	1
MAEd	1
Master Health Administration	1
Master of Science in Healthcare Administration	2
Masters in Adult Education	5
Masters in Education	1
Masters in Education (Nursing Education)	1
Masters in Education, MBA, MHA	1
Masters in Education/Adult Education Distance Learning	1
Masters in Education; RNP	1
Masters in Healthcare Administration	1
Masters in Healthcare Management	1

(Continue)

	<u>Count</u>
masters in management	1
Masters in Management and Organizational Behavior and Bachelors in Nursing	1
Masters in Nursing Education	1
Masters in Public Health Nursing	1
Masters in Science in Health Education	1
Masters Management	1
Masters of Science in Education	1
Masters of Science in Management	1
MBA, several certifications	1
MEd, Health Promotion/Health Education	1
MPA, MHA	1
MPH	1
MS	1
MS in Management	1
MSN, EJD	1
MSN, post-masters certificate, PhD in health sciences education	1
Post Masters Certificate	1
Post Master's Adult NP	1
18 Hours MSN Complete	5
Traditional and more credible doctorate Ed.D.	1
PhD	1
PhD (in Nursing. Also have BSN and MSN)	1
PhD Candidate	1
PhD curriculum and instruction	1
PhD Educational Psychology, MSN	1
PhD in Educational Psychology	1
PhD in Health Administration	2
PhD in Nursing	1
PhD in Nursing Education	1
PhD, MPH	1
PhD, MSN, BSN	2
PhD, MSN, BSN, BS Also a diploma from a hospital based SON	1

5a. Have you earned a degree outside of Nursing?

	<u>Count</u>	<u>Percent</u>
Yes	136	28.27%
No	345	71.73%
Total	481	100.00%

5b. Please indicate the highest degree earned outside Nursing (Mark all that apply)

	<u>Count</u>	<u>Percent*</u>
Bachelors in an education related field	36	7.48%
Masters in an education related field	37	7.69%
Doctorate in an education related field	13	2.70%
Other Masters	48	9.98%
Other Doctorate	12	2.49%

*Percent is computed, using Total N = 481

Q6. How long have you been:

	A registered nurse		A nursing professional development role		ANCC-certified in in Nursing Professional Development	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Less than 1 year	0	0.00%	4	0.83%	20	4.23%
1 to 9 years	9	1.87%	148	30.77%	335	70.82%
10 to 19 years	71	14.76%	189	39.29%	80	16.91%
20 to 29 years	102	21.21%	97	20.17%	36	7.61%
30 to 39 years	227	47.19%	40	8.32%	2	0.42%
40 to 49 years	68	14.14%	3	0.62%	0	0.00%
Over 50 years	4	0.83%	0	0.00%	0	0.00%
Total	481	100.00%	481	100.00%	473	100.00%
No Answer					8	
Mean	30.41		14.87		6.57	

7. To whom do you directly report?

	<u>Count</u>	<u>Percent</u>
Nursing Executive (e.g., chief nursing executive, chief nursing officer, assistant/associate chief nurse, nursing vice president)	104	21.62%
Non-nursing Executive (e.g., vice president of human resources)	22	4.57%
Nursing Professional Development Manager/Director	228	47.40%
Non-nursing Manager/Director	26	5.41%
Nurse Manager/Director	70	14.55%
Department Chair/Campus Dean	15	3.12%
Other	16	3.33%
Total	481	100.00%

8. Which best describes your current primary employment setting?

	<u>Count</u>	<u>Percent</u>
Academia	24	4.99%
Acute Care (in patient)	350	72.77%
Ambulatory Care (Out Patient): Hospital-based	18	3.74%
Ambulatory Care (Out Patient): Free Standing Clinic	3	0.62%
Ambulatory Care (Out Patient): Surgical Center	1	0.21%
Community or Public Health (City/County/State/Federal Agency)	1	0.21%
Consulting Firm	6	1.25%
Correctional Facility	0	0.00%
Day Treatment Center	0	0.00%
Home health/Hospice	1	0.21%
Industrial	0	0.00%
Managed Care (HMO, Blue Cross Blue Shield)	1	0.21%
Rehabilitation	1	0.21%
Rural critical access hospital	4	0.83%
School or College Health Center	0	0.00%
Skilled Nursing Facility/Subacute/Long-term Care	3	0.62%
VA or Armed Forces	26	5.41%
Other	42	8.73%
	481	100.00%

(Turn the page for "Other")

Other (42 responses provided)

	Count
450 bed community hospital	1
Academic Medical Center	3
Academic Medical Center - Acute Care	1
Academic medical center with all specialties	1
I work in acute care inpatient	1
Academic Medical Center with ambulatory clinics	1
AHEC	1
Ambulatory Care: Hospital-based and PACU (inpatient and outpatient combined)	1
Association	1
both inpt and outpt	1
Consultant	1
Educational Development Company	1
Free standing children's hospital . I am in an whole organizational role. we have acute care, day tx, Amulatory, rehab, School health.within our organization	1
Health System - hospital	1
Health system that includes an acute tertiary care hospital and teaching facility and community based group practices	1
Healthcare system includes in-pt, out-pt care, long term care, clinics, office practices and 3 acute care hospitals	1
hospita;	1
Hospital setting with 4 sites and over 10,000 employess with inpatient and outpatient	1
Hospital System Care Coordinator - Transition Coordinator	1
Hospital--Staff Development Department	1
Integrated Health Care Organization Centralized Education Department	1
Large Healthcare System (inpatient, ambulatory, hospice/home care, physician practices)	1
Learning and Development Department of large hospital system	1
Long Term Acute Care	1
Multi-entity acute care inpatient and outpatient healthcare system	1
Multiple levels of Post acute Care	1
National Company providing Home Health, Staffing, Intermittent	1
Not-for Profit Health System	1
nursing informatics	1
Professional association	1
Self employed	1
Simulation Based Education and Research Department	1
Simulation Center Education Specialist	1

(Continue)

	<u>Count</u>
specialty nursing organization	1
State Nurses Association	1
teaching institution includes ambulatory; hospice; acute care; long term care	1
The Joint Commission	1
University Health Institution with teaching, hospital, and outpatient clinics	1
<hr/>	
No Answer	2

9. Is a Master's degree required to be eligible for a nurse professional development position within your facility?

	<u>Count</u>	<u>Percent</u>
Yes	263	54.68%
No	218	45.32%
<hr/>		
Total	481	100.00%

The mission of the American Nurses Credentialing Center (ANCC), a subsidiary of the American Nurses Association (ANA), is to promote excellence in nursing and health care globally through credentialing programs. ANCC's internationally renowned credentialing programs certify and recognize individual nurses in specialty practice areas. It recognizes healthcare organizations that promote nursing excellence and quality patient outcomes, while providing safe, positive work environments. In addition, ANCC accredits health care organizations that provide and approve continuing nursing education. It also offers educational materials to support nurses and organizations as they work toward their credentials.



8515 Georgia Avenue
Suite 400
Silver Spring, MD 20190-4392

1.800.284.2378
301.628.5000 tel
301.628.5004 fax

www.nursecredentialing.org/

2015 Nursing Professional Development Role Delineation Study Summary Report

© Copyright 2016 American Nurses Credentialing Center, All Rights Reserved