



Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières

COMPARISON OF THE CANADIAN ENTRY-LEVEL COMPETENCIES AND THE NCLEX-RN® DETAILED TEST PLAN

Introduction

In January 2015, the regulatory bodies for registered nurses (RN) in ten jurisdictions in Canada introduced the National Council Licensure Examination (NCLEX-RN®) as the entry-level registration examination for nurses. This examination is the property of the National Council of State Boards of Nursing (NCSBN) in the United States, and is the American licensure examination for RNs.

This document reflects an analysis that was conducted to determine the extent to which the NCLEX-RN® tests candidates on Canadian entry-level competencies for registered nurses.

Canadian Entry-Level Competencies

Nursing regulatory bodies in Canada specify entry-level competencies that new nurses are expected to possess on entering practice. Schools of nursing are required to teach students these competencies for regulatory approval. The competencies are collaboratively developed across provincial and territorial jurisdictions, but because health professional regulation in Canada is the responsibility of provincial/territorial governments, they are published by provincial/territorial regulatory bodies who may adjust them to fit specificities in their jurisdiction. The current competencies for entry-level registered nurse practice (entry-level competencies) published by the College of Nurses of Ontario (CNO) in 2014 were selected for this analysis as Ontario has the largest number of schools of nursing in Canada.

NCLEX-RN®

NCSBN publishes a detailed test plan with a list of nursing activities that specifically represent what is tested on the NCLEX-RN® exam. The test plan is revised every three years. The 2013 detailed test plan was used in this comparative analysis because it guided the development of the exam that Canadian candidates have been writing. It is important to note, however, that there is very little difference between it and the recently published 2016 test plan.

Methodology

Two master-prepared nurses, with experience in registration examinations and in accreditation, independently reviewed test plan activities, mapped them to a half of the competencies, and then determined whether each competency was addressed, partially addressed, or not addressed. A third doctorally prepared reviewer, who also has experience on examination committees, independently mapped the test plan activities to the competencies, without consulting the earlier work, and determined whether each competency was addressed. In doing this, the reviewer added a fourth category, addressed in more detail in the test plan. The next step involved another review and a consensus based resolution of differences by the team. As the credibility of a qualitative analysis depends in part on its confirmability, the full mapping is presented in table 3.

In the last step of this comparative analysis, thematic codes were applied to all competencies that were judged to be either partially addressed or unaddressed, in order to capture what is expected of new nurses in Canada, but is not covered in the NCLEX-RN® at a conceptual level. The thematic codes used are concepts referred to in the Canadian competencies themselves. Most of these thematic codes are also part of the glossary of terms that are defined in the CNO entry-level competencies document. Table 4 provides a list of the thematic codes and their definitions in the CNO document.

Overview of Differences

The analysis of the fit of the NCLEX-RN[®] test plan with the required entry-level competencies revealed some major differences between the two. These macro-level differences are summarized in Table 1.

Table 1: Macro-level Comparison of the CNO entry-level competencies and the NCLEX-RN[®] Detailed Test Plan

Macro Level Difference
<ul style="list-style-type: none">• CNO defines competencies as the integrated knowledge, skills, abilities and judgment required to practise nursing safely and ethically; the NCLEX-RN[®] assesses the knowledge, skills and abilities the entry level nurse needs in order to meet the needs of clients requiring the promotion, maintenance or restoration of health.• There are 100 entry-level competencies and 519 activities in the detailed NCLEX-RN[®] test plan.• The Canadian competencies are stated broadly, at a higher level of abstraction, than the activities in the NCLEX-RN[®] test plan, many of which are specific and prescriptive.• Many Canadian competencies incorporate leadership, a systems approach, and/or the social, economic, and power dimensions in nursing care activities. The nursing care targeted in the NCLEX-RN[®] focuses primarily on the physiological, and to a lesser extent on the psychological dimension of the individual.• The Canadian competencies emphasize client-centred care, fostering client participation in care, nurse/client collaboration in the nursing process, and interprofessional collaboration. The majority of caregiving activities in the NCLEX-RN[®] test plan target the individual nurse determining the individual client's needs, and then providing care to the client based on her/his assessment of the client's needs.• The Canadian competencies include a broad range of nursing care type/settings including primary health care; caregiving activities targeted in the NCLEX-RN[®] test plan are primarily focused on the acute care setting although a number of activities target care of an individual client in the home environment.• Both the Canadian competencies and the NCLEX-RN[®] test plan include nursing activities that are governed by jurisdictional legislation, policies, or guidelines which are not equivalent in the other country.

Comparison of Canadian Competencies and NCLEX-RN® Test Plan

There are 100 Canadian competencies and 519 activities in the NCLEX-RN® detailed test plan. For each competency, the activities in the test plan were reviewed and those that are related or equivalent were selected. They are listed in column two beside the competency in Table 3. In column three of the table, the competency is classified as addressed, partially addressed, unaddressed or addressed in more detail in the test plan. Competencies categorized as either unaddressed or partially addressed are coded in column three using one or more theme(s) identified in the competency itself.

The analysis of the extent that the test plan addressed Canadian competencies indicated that 35% are addressed (7% in greater detail in the test plan) in the NCLEX-RN® test plan, 26% are partially addressed and 39% are not addressed.

Moreover many of those competencies that are addressed, such as delegation and informed consent are governed by different policies in the United States of America (USA).

Table 2: Number and Percentage of Competencies Addressed

Extent Competencies are addressed in the NCLEX-RN® Test Plan	Number	Percentage
Addressed in greater detail in test plan.	7	7%
Addressed (note, however, that the approach may differ in the USA)	28	28%
Partially Addressed	26	26%
Not Addressed	39	39%

Table 3: Comparison of Competencies and NCLEX-RN® Test Plan*

	CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
	Professional responsibility and accountability		
1.	Demonstrates accountability and acceptance of responsibility for one's own actions and decisions.	<ul style="list-style-type: none"> Practice in a manner that is consistent with the Code of Ethics Acknowledge and document practice errors Evaluate outcomes of interventions to promote ethical practice 	<p>Partially addressed</p> <p><i>The specific competency of accepting responsibility for own actions and decisions is not addressed. Acknowledging practice errors could be their own errors or errors of others.</i></p> <p>Theme: ACCOUNTABILITY</p>
2.	Recognizes individual competence within legislated scope of practice and seeks support and assistance as necessary.	<ul style="list-style-type: none"> Provide care within legal scope of practice Recognize limitations of self/others and seek assistance <p>N.B. However legislated scope of practice is based on American jurisdictions.</p>	<p>Addressed</p>
3.	Articulates the role and responsibilities of a registered nurse as a member of the nursing and health care team.		<p>Not addressed</p> <p><i>The test plan identifies the need to collaborate with team, but does not specifically require <u>articulation</u> of the role and responsibilities of the nurse</i></p> <p>Theme: INTERPROFESSIONAL COLLABORATION</p>
4.	Demonstrates a professional presence and models professional behaviour.		<p>Not addressed</p> <p>Theme: PROFESSIONAL PRESENCE</p>

* Unfortunately, due to the lack of an appropriate translation of the NCLEX-RN® test plan, CASN is unable to provide this table in French.

CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
5.	Consistently identifies self by first and last name, and appropriate professional designation (protected title) to clients and the health care team.	<p>Not addressed</p> <p>Theme: PROFESSIONAL PRESENCE</p>
6.	Displays initiative, confidence and self-awareness, and encourages collaborative interactions within the nursing and health care team, with the client as the centre of the health care team.	<ul style="list-style-type: none"> • Identify the need for interdisciplinary conferences • Identify significant information to report to other disciplines (e.g., health care provider, pharmacist, social worker, respiratory therapist) • Review plan of care to ensure continuity across disciplines • Collaborate with healthcare members in other disciplines when providing client care* <p>Not addressed</p> <p><i>Although the test plan includes collaboration with other health professionals, it does not require display of initiative, confidence and self-awareness, and does not address the client as the centre of the team. The focus is on tasks related to collaboration and interdisciplinary team</i></p> <p>Themes: LEADERSHIP, CLIENT-CENTRED CARE</p>
7.	Advocates for clear and consistent roles and responsibilities within the health care team.	<ul style="list-style-type: none"> • Identify roles/responsibilities of health care team members <p>Not addressed</p> <p><i>The test plan does not address advocating for roles and responsibilities</i></p> <p>Theme: LEADERSHIP</p>
8.	Demonstrates effective collaborative problem solving strategies, including conflict resolution.	<ul style="list-style-type: none"> • Manage conflict among clients and health care staff* <p>Partially addressed</p> <p><i>The test plan includes conflict management but does not address collaborative problem solving</i></p> <p>Theme: COLLABORATIVE PROBLEM SOLVING</p>
9.	Advocates and intervenes, as needed, to ensure client safety.	<ul style="list-style-type: none"> • Advocate for client rights and needs <p>Partially addressed</p> <p><i>The test plan includes advocacy for client rights and a large section on safety, with</i></p>

CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
		<p><i>assessment, identification of potential safety hazards, education of the patient and reporting of incidents but does not include advocating and intervening to ensure client safety</i></p> <p>Themes: PATIENT SAFETY, LEADERSHIP</p>
10.	<p>Demonstrates critical inquiry in relation to new knowledge and technologies that change, enhance or support nursing practice.</p>	<ul style="list-style-type: none"> • Utilize information resources to enhance the care provided to a client (e.g., evidenced-based research, information technology, policies and procedures) <p>Partially addressed</p> <p><i>The test plan does not address critical inquiry, although it requires utilizing information resources. Critical inquiry “expands on the meaning of critical thinking to encompass critical reflection on actions” (CNO 2014). Where practitioners examine ideas, assumptions, principles, conclusions, beliefs and actions in the context of nursing practice.</i></p> <p>Theme: CRITICAL INQUIRY</p>
11.	<p>Promotes current evidence-informed practices.</p>	<ul style="list-style-type: none"> • Utilize information resources to enhance the care provided to a client (e.g., evidenced-based research, information technology, policies and procedures) • Utilize research and other references for performance improvement actions <p>Partially addressed</p> <p><i>The test plan requires use of evidence and information in providing care or in performance improvement but does not specifically require promotion of evidence-informed practices</i></p> <p>Theme: LEADERSHIP</p>
12.	<p>Identifies actual and potentially abusive situations and takes action to protect the client, self and others from harm.</p>	<ul style="list-style-type: none"> • Assess client for abuse or neglect and intervene as appropriate • Identify risk factors for domestic, child, elder abuse/neglect and sexual abuse • Plan interventions for victims/suspected victims of abuse • Counsel victims/suspected victims of <p>Partially addressed</p> <p><i>The test plan incorporates a number of activities related to identifying actual and potentially abusive situation but does not include protecting self</i></p>

CNO Entry-Level Competencies		NCLEX-RN® Activity Statements	Comments
		abuse and their families on coping strategies <ul style="list-style-type: none"> • Provide a safe environment for the abused/neglected client • Evaluate client response to interventions 	Theme: SELF PROTECTION
13.	Reports unsafe practice or professional misconduct of a health care provider to appropriate authorities.	<ul style="list-style-type: none"> • Report unsafe practice of health care personnel and intervene as appropriate (e.g., substance abuse, improper care, staffing practices) • Report identified client care issues/problems to appropriate personnel (e.g., nurse manager, risk manager) <p>N.B. However reporting is based on American guidelines</p>	Addressed
14.	Questions and takes action on unclear orders, decisions or actions made by other health care team members that are inconsistent with client outcomes, best practices and health safety standards.	<ul style="list-style-type: none"> • Verify appropriateness and/or accuracy of a treatment order 	<p>Partially addressed</p> <p><i>'Verify' is more limited than questioning and taking action; and treatment orders is more limited than unclear orders, decisions or actions by other health care team</i></p> <p>Theme: LEADERSHIP</p>
15.	Protects clients through recognizing and reporting near misses and errors (the RN's own and others) and takes action to stop and minimize harm arising from adverse events.	<ul style="list-style-type: none"> • Acknowledge and document practice error (e.g., incident report for medication error)* • Evaluate response to error/event/occurrence <p>N.B. However documentation is based on American guidelines</p>	Addressed

CNO Entry-Level Competencies		NCLEX-RN® Activity Statements	Comments
16.	Utilizes a systems approach to patient safety and participates with others in the prevention of near misses, errors and adverse events.		<p>Not addressed</p> <p><i>The test plan does not require use of a systems approach and collaboration with other members of the team to increase patient safety</i></p> <p>Themes: PATIENT SAFETY, SYSTEMS APPROACH</p>
17.	Continuously integrates quality improvement principles and activities into nursing practice.	<ul style="list-style-type: none"> • Define performance improvement/quality assurance activities • Participate in performance improvement/quality improvement process • Evaluate the impact of performance improvement measures on client care and resource utilization 	<p>Partially addressed</p> <p><i>The test plan includes participation in quality improvement processes and in evaluating the impact on but not the continuous integration of quality improvement principles and activities in practice</i></p> <p>Theme: PROFESSIONAL PRACTICE</p>
18.	Participates in the analysis, development, implementation and evaluation of practice and policy that guide delivery of care.		<p>Not addressed</p> <p>Themes: LEADERSHIP, SYSTEMS APPROACH</p>
19.	Exercises professional judgment when using organizational policies and procedures, or when practising in the absence of organizational policies and procedures.		<p>Not addressed</p> <p>Themes: PROFESSIONAL JUDGEMENT, SYSTEMS APPROACH</p>
20.	Organizes own workload and develops time-management skills for meeting responsibilities.	<ul style="list-style-type: none"> • Organize workload to manage time effectively 	<p>Addressed</p>

CNO Entry-Level Competencies		NCLEX-RN® Activity Statements	Comments
21.	Demonstrates responsibility in completing assigned work and communicates work that is completed and not completed.	<ul style="list-style-type: none"> Organize workload to manage time effectively Provide and receive report on assigned clients (e.g., standardized hand off communication)* 	Addressed
22.	Fulfills the self-assessment requirements of the College's Quality Assurance Program.		Not addressed Theme: ACCOUNTABILITY
23.	<p>Demonstrates professional leadership by:</p> <p>a) building relationships and trust with clients and members of the health care team</p> <p>b) creating healthy and culturally safe practice environments</p> <p>c) supporting knowledge development and integration within the health care team</p> <p>d) balancing competing nursing care values.</p>	<ul style="list-style-type: none"> Collaborate with health care members in other disciplines when providing client care Assess the importance of client culture/ethnicity when planning/providing/evaluating care <p>e.g., Recognize cultural issues that may impact the client's understanding/acceptance of psychiatric diagnosis e.g., Provide a therapeutic environment for clients with emotional/behavioral issues* e.g., Recognize cultural differences in childbearing practices</p>	Not addressed <i>The test plan includes collaboration when providing care but does not address building trust, a healthy practice environment, the concept of cultural safety and knowledge development within the team</i> Themes: INTERPROFESSIONAL COLLABORATION, LEADERSHIP, CULTURAL SAFETY
Knowledge-based practice: Specialized Body of Knowledge			
24.	Demonstrates knowledge of the way in which registered nursing practice can facilitate positive client health outcomes.		Not addressed Theme: PROFESSIONAL PRACTICE
25.	Demonstrates a body of knowledge from nursing and other disciplines concerning current and emerging	<ul style="list-style-type: none"> Identify risk factors for disease/illness (e.g., age, gender, ethnicity, lifestyle) 	Partially addressed <i>The test plan includes care of the older adult,</i>

	CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
	<p>health care issues</p> <p>(e.g., health care needs of older adults, vulnerable and/or marginalized populations, health promotion, obesity, pain prevention and pain management, end-of-life care, addiction, mental health).</p>	<ul style="list-style-type: none"> • Assess the client’s reactions to the diagnosis/treatment of substance-related disorder • Provide end of life care and education to clients • Provide care and education for acute and chronic behavioral health issues (e.g., anxiety, depression, dementia, eating disorders) • Assess client need for pain management 	<p><i>health promotion, obesity, pain prevention and pain management, end-of-life care, addiction and mental health in considerably more detail than the competency but does not include care of vulnerable and marginalized populations</i></p> <p>Themes: MARGINALIZATION, POPULATION HEALTH, DETERMINANTS OF HEALTH, VULNERABLE POPULATIONS</p>
26.	<p>Demonstrates a body of knowledge in the health sciences, including anatomy, physiology, pathophysiology, psychopathology, pharmacology, microbiology, epidemiology, genetics, immunology and nutrition.</p>	<ul style="list-style-type: none"> • Apply knowledge of client psychopathology to mental health concepts applied in individual/group/family therapy • Apply knowledge of client psychopathology to crisis intervention • Apply knowledge of pathophysiology to non-pharmacological comfort/palliative care interventions • Apply knowledge of pathophysiology to home safety interventions • Apply knowledge of pathophysiology to health screening • Apply knowledge of client pathophysiology when measuring vital signs • Apply knowledge of mathematics to client nutrition (e.g., body mass index [BMI]) • Evaluate the impact of disease/illness on nutritional status of a client • Apply knowledge of client pathophysiology to rest and sleep interventions 	<p>Addressed in greater detail in test plan</p> <p><i>Knowledge related to pathophysiology, psychopathology, and nutrition, in particular are addressed with detailed specificity in the test plan</i></p>

CNO Entry-Level Competencies		NCLEX-RN® Activity Statements	Comments
		<ul style="list-style-type: none"> • Understand communicable diseases and the modes of organism transmission • Identify risk factors for disease/illness • Apply knowledge of pathophysiology to non-pharmacological comfort/palliative care interventions • Identify laboratory values for ABG's (pH, PO₂, PCO₂, SaO₂, HCO₃) BUN, cholesterol (total) glucose, hematocrit, hemoglobin, glysylated hemoglobin (HgbA1C) platelets, potassium, sodium, WBC, creatinine, PT, PTT & APTT, INR • Compare client laboratory values to normal laboratory values • Apply knowledge of pathophysiology to monitoring for complications • Identify pathophysiology related to an acute or chronic condition • Apply knowledge of nursing procedures, pathophysiology and psychomotor skills when caring for a patient with an alteration in body systems • Apply knowledge of pathophysiology when caring for a client experiencing a medical emergency • Understand general principles of pathophysiology (e.g., injury and repair, immunity, cellular structure) 	
27.	Demonstrates a body of knowledge in nursing science, social sciences, humanities and health-related research (e.g., nursing theories; leadership and change theories ; communication and learning; crisis intervention; loss,	<ul style="list-style-type: none"> • Assess verbal and nonverbal client communication needs • Recognize nonverbal cues to physical and/or psychological stressors • Assist the client in coping with suffering, grief, loss, dying, and bereavement 	<p>Partially addressed</p> <p><i>Some aspects of the competency are addressed including grief, bereavement, but others are not including nursing theories, leadership, systems theory, power relations</i></p>

CNO Entry-Level Competencies		NCLEX-RN® Activity Statements	Comments
	grief and bereavement; systems theory ; diversity; power relations).	<ul style="list-style-type: none"> Apply knowledge of client psychopathology to crisis intervention Identify the client in crisis Identify expected physical, cognitive and psychosocial stages of development 	Themes: LEADERSHIP, SYSTEMS APPROACH, POWER RELATIONS
28.	Demonstrates a body of knowledge about safe and healthy work environments (e.g., ergonomics, safe work practices/techniques, prevention and management of disruptive behaviour, issues of horizontal violence or aggressive behaviour, patient safety principles).	<ul style="list-style-type: none"> The nurse protects clients and health care personnel from health and environmental hazards Use ergonomic principles when providing care Incorporate behavioural management techniques when caring for a client Assess the potential for violence and use safety precautions 	<p>Partially addressed</p> <p><i>The test plan does not address horizontal violence or patient safety principles, focus on policy and procedures</i></p> <p>Themes: HORIZONTAL VIOLENCE, PATIENT SAFETY</p>
29.	Demonstrates knowledge of relational practice by utilizing relational skills as the foundation for nursing practice.		<p>Not addressed</p> <p><i>The test plan does not address relational practice</i></p> <p>Theme: RELATIONAL PRACTICE</p>
30.	Demonstrates knowledge about human growth and development, role transitions and population health, including the social determinants of health .	<ul style="list-style-type: none"> The nurse provides and directs nursing care of the client that incorporates knowledge of expected growth and development principles; prevention and/or early detection of health problems; and strategies to achieve optimal health 	<p>Partially addressed</p> <p><i>Although the concept of risk based on individual or environmental factors is addressed to some degree in the test plan, knowledge related to social determinants of health and population health is not</i></p> <p>Themes: POPULATION HEALTH, DETERMINANTS OF HEALTH</p>

CNO Entry-Level Competencies	NCLEX-RN® Activity Statements		Comments
31.	Demonstrates knowledge of the role of primary health care in health delivery systems and its significance for population health.		<p>Not addressed</p> <p><i>Knowledge about primary health care and population health is not addressed.</i></p> <p>Themes: PRIMARY HEALTH CARE, POPULATION HEALTH</p>
32.	Demonstrates knowledge about emerging community, population and global health issues and research (e.g., pandemic, mass immunizations, emergency/disaster planning, and food and water safety).	<ul style="list-style-type: none"> • Identify nursing roles in disaster planning • Use clinical decision-making/critical thinking for emergency response plan • Participate in disaster planning activities/drills • Apply principles of triage and evacuation procedures/protocols • Participate in institution security plan (e.g., newborn nursery security, bomb threats) 	<p>Not addressed</p> <p><i>While some test plan activities target disaster responses, knowledge regarding emerging global and population health issues are not addressed</i></p> <p>Themes: POPULATION HEALTH, GLOBAL HEALTH</p>
33.	Proactively seeks new information, knowledge and best practices for use in the provision of nursing care.	<ul style="list-style-type: none"> • Utilize information resources to enhance the care provided to a client (e.g., evidenced-based research, information technology, policies and procedures) 	<p>Addressed</p>
34.	Contributes to a culture that supports involvement in nursing or health research through collaboration with others in conducting, participating in and implementing research findings into practice.	<ul style="list-style-type: none"> • Utilize information resources to enhance the care provided to a client 	<p>Partially addressed</p> <p><i>Does not address contributing to or collaborating in a culture of research</i></p> <p>Themes: EVIDENCE-INFORMED PRACTICE</p>
35.	Demonstrates knowledge of and utilizes nursing informatics and other information and communications technology in promoting and providing	<ul style="list-style-type: none"> • Access data for client through online databases and journals • Enter computer documentation accurately, completely and in a timely manner 	<p>Addressed</p>

CNO Entry-Level Competencies		NCLEX-RN® Activity Statements	Comments
	safe nursing care.	<ul style="list-style-type: none"> Utilize information resources to enhance the care provided to a client (e.g., evidenced-based research, information technology, policies and procedures) 	
Knowledge-based practice: Competent application of knowledge			
36.	Uses appropriate assessment tools and techniques in consultation with clients and other health care team members.	<ul style="list-style-type: none"> Utilize appropriate procedure and interviewing techniques when taking the client health history 	<p>Partially addressed</p> <p><i>The test plan includes ‘utilizing appropriate techniques’, when taking the client health history but does not indicate the need to involve the client or other team member collaboration</i></p> <p>Themes: CLIENT CENTRED CARE, INTERPROFESSIONAL COLLABORATION</p>
	37. Facilitates client engagement in identifying their health needs, strengths, capacities and goals.		<p>Not addressed</p> <p><i>There are many activities related to providing information, educating clients and providing appropriate care, but not on engaging clients in identifying their needs, goals or focusing on strengths</i></p> <p>Themes: CLIENT CENTRED CARE, STRENGTH-BASED CARE</p>
38.	In collaboration with the client, conducts an assessment of physical, emotional, spiritual, cognitive, developmental, environmental, social and learning needs, including the client’s beliefs about health and wellness.	<ul style="list-style-type: none"> Assess the need to refer clients for assistance with actual or potential problems Assess need for client home modifications Assess appropriateness of the type of restraint/safety device used Assess client’s reactions to expected age-related changes 	<p>Partially addressed</p> <p><i>The test plan identifies multiple areas for assessment of physical needs, some emotional and cognitive needs, and a few home environment related needs but not in collaboration with the client and without including client’s beliefs about health and wellness, spiritual, cognitive, developmental,</i></p>

CNO Entry-Level Competencies	NCLEX-RN® Activity Statements		Comments
		<ul style="list-style-type: none"> • Assess client’s psychosocial response to pregnancy • Assess client for symptoms of postpartum complications • Assess impact of change on family system • Assess and teach clients about health risks based on family, population, and/or community characteristics • Assess clients readiness to learn, learning preferences and barriers to learning • Assess client’s lifestyle practice risks that may impact health • Assess the client’s lifestyle choices • Assess client’s attitudes/perceptions on sexuality • Assess client’s need/desire for contraception. • Assess client ability to manage care in home environment • Assess client for abuse or neglect • Asses the client’s reactions to the diagnosis/treatment of substance-related disorder • Assess client for drug/alcohol dependencies, withdrawal, toxicities • Assess the client’s support systems and available resources • Assess the client’s ability to adapt to temporary/permanent role changes • Assess the client’s reaction to a diagnosis of acute or chronic mental illness • Assess the client in coping with life changes • Assess the potential for violence 	<p><i>environmental, social and learning needs</i></p> <p>Themes: CLIENT COLLABORATION</p>

CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
	<ul style="list-style-type: none"> • Assess the importance of client culture/ethnicity • Assess the client's ability to cope with end-of-life interventions • Assess barriers/stressors that impact family function • Assess family functioning • Assess parental techniques related to discipline • Assess verbal and nonverbal client communication needs • Assess the client for actual/potential difficulty with communication and speech/vision/hearing problems • Assess the client's use of assistive devices • Assess and manage clients with an alteration in elimination • Assess the client for mobility gait, strength and motor skills • Assess the client's needs for alternative and/or complementary therapy • Assess the client's need for palliative care, pain management • Assess client ability to eat • Assess client for actual/potential specific food items • Assess the client for personal hygiene habits/routine • Assess client performance of activities of daily living • Assess client need for sleep/rest • Assess client need for administration of a PRN pain medication • Assess changes in vital signs 	

	CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
		<ul style="list-style-type: none"> • Assess client for an abnormal response following a diagnostic test/procedure • Assess the client for abnormal peripheral pulses after a procedure or treatment, peripheral edema, hypo or hyperglycemia • Assess client response to recovery from local, regional or general anesthesia • Assess adaptation of a client to health alteration, illness and or disease • Assess tube drainage during the time the client has an alteration in body systems • Assess client for signs and symptoms of adverse effects of radiation therapy • Assess client for decreased cardiac output drug/alcohol dependencies, coping with life changes, psychosocial, spiritual and occupational factors affecting care, need for sleep/rest , alteration in elimination etc., occupational factors affecting care • Assess the importance of client culture/ethnicity when etc. • Assess clients readiness to learn, learning preferences and barriers to learning • Assess client ability to manage care in home environment and plan care accordingly • Perform comprehensive health assessment • Assess family dynamics to determine plan of care (e.g., structure, bonding, communication, boundaries, coping mechanisms) 	
39.	Collects information on client status using assessment skills such as observation, interview, history taking,	<ul style="list-style-type: none"> • Perform comprehensive health assessment • Use documents to record and communicate client information (e.g., 	<p>Addressed</p> <p><i>Documents need for assessment in many areas but does not address how information is</i></p>

CNO Entry-Level Competencies		NCLEX-RN® Activity Statements	Comments
	interpretation of data and physical assessment, including inspection, palpation, auscultation and percussion.	medical record, referral/ transfer form) <ul style="list-style-type: none"> Initiate, evaluate, and update plan of care (e.g., care map, clinical pathway)* 	<i>collected</i>
40.	Analyzes and interprets data obtained in client assessments to draw conclusions about client health status.	<ul style="list-style-type: none"> Analysis and interpretation of data is not identified as an activity in the test plan. However, there are multiple activities related to planning care or provision of care following assessment activities, and multiple activities related to identification or recognition of health related phenomena – it, therefore, appears to be incorporated in the test plan 	Addressed
41.	Incorporates knowledge of the health disparities and inequities of vulnerable populations (e.g., sexual orientation, persons with disabilities, ethnic minorities, poor, homeless, racial minorities, language minorities) and the contributions of nursing practice to achieve positive health outcomes.	<ul style="list-style-type: none"> Assess the importance of client culture/ethnicity when planning/providing/evaluating care Recognize cultural issues that may impact the client’s understanding/acceptance of psychiatric diagnosis Incorporate client cultural practice and beliefs when planning and providing care 	<p>Not addressed</p> <p><i>The test plan mentions culture and cultural practices and beliefs but does not address nursing practice in relation to health disparities, social inequities and vulnerable populations</i></p> <p>Themes: SOCIAL JUSTICE, DETERMINANTS OF HEALTH</p>
42.	Coordinates collaboration with clients and other health care team members to identify actual and potential client health care needs, strengths, capacities and goals.		<p>Not addressed</p> <p>Themes: LEADERSHIP, CLIENT COLLABORATION, STRENGTH BASED CARE</p>
43.	Documents assessment data in accordance with evidence-informed practice.	<ul style="list-style-type: none"> Enter computer documentation accurately, completely and in a timely manner Use documents to record and communicate client information (e.g., 	<p>Partially addressed</p> <p><i>The test plan includes a number of activities related to documentation but does not link documentation to evidence informed practice</i></p>

CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
	<p>medical record, referral/ transfer form)</p> <ul style="list-style-type: none"> • Document necessary information on the administration of red blood cells/blood products • Use approved abbreviations and standard terminology when documenting care 	<p>Themes: EVIDENCE INFORMED PRACTICE</p>
44.	<p>Uses existing health and nursing information systems to manage nursing and health care data during client care.</p>	<ul style="list-style-type: none"> • Utilize information resources to enhance the care provided to a client (e.g., evidenced-based research, information technology, policies and procedures)* <p>Addressed</p>
45.	<p>Uses critical inquiry to support professional judgment and evidence-informed decision making to develop health care plans.</p>	<ul style="list-style-type: none"> • Utilize information resources to enhance the care provided to a client (e.g., evidence-based research, information technology, policies and procedures) • Plan individualized care for client based on need (e.g., client diagnosis, self-care ability, prescribed treatments) • Initiate, evaluate and update plan of care (e.g., care map, clinical pathway) • Plan overall strategies to address client problems • Plan and/or participate in community health education • Plan interventions for victims/suspected victims of abuse • Plan and provide care to clients experiencing substance-related dependencies <p>Partially addressed</p> <p><i>The test plan includes activities related to planning care, and the use of information including evidence based research to enhance care but does not incorporate critical inquiry, professional judgement, and evidence informed decision making</i></p> <p>Themes: CRITICAL INQUIRY EVIDENCE INFORMED DECISIONS</p>

CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments	
46.	<p>Uses principles of primary health and client centred care in developing health care plans.</p>	<ul style="list-style-type: none"> • Plan and/or participate in community health education • Educate the client on actions to promote/maintain health and prevent disease (e.g., smoking cessation, diet, weight loss) • Inform the client of appropriate immunization schedules • Provide information about health promotion and maintenance recommendations (e.g., physician visits, immunizations) • Provide follow-up to the client following participation in health promotion program (e.g., diet counseling) • Assist the client in maintaining an optimum level of health • Evaluate client understanding of health promotion behaviors/activities (e.g., weight control, exercise actions) • Implement and evaluate community-based client care Health Screening 	<p>Not addressed</p> <p><i>The test plan includes some activities related to health promotion and illness prevention which are associated with primary health care but the primary health care (PHC) principles of community participation, accessibility and equity, appropriate technology, and intersectoral approach are not part of the test plan nor is client centred care</i></p> <p>Themes: PRIMARY HEALTH CARE, CLIENT CENTRED CARE</p>
47.	<p>Facilitates the involvement of clients in identifying their preferred health outcomes.</p>		<p>Not addressed</p> <p><i>The test plan does not include the facilitation of client involvement – in carrying out activities, the nurse acts, educates, plans, provides, performs, manages, prioritizes, evaluates, organizes, assists, encourages clients to etc.</i></p> <p>Theme: CLIENT COLLABORATION</p>
48.	<p>Negotiates priorities of care and desired outcomes with clients while</p>		<p>Not addressed</p> <p><i>Although the test plan addresses care based on</i></p>

	CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
	demonstrating an awareness of cultural safety and the influence of existing positional power relationships.		<p><i>client needs, it does not address negotiating priorities or outcomes with clients nor does it address cultural safety which “addresses power differences inherent in health service delivery....and.....requires nurses to reflect critically on issues of racialization, institutionalized discrimination, culturalism and health and health care inequities” (CNO, 2014). Finally it doesn’t address demonstrating awareness of existing power relationships.</i></p> <p>Themes: CULTURAL SAFETY, POWER RELATIONSHIPS, CLIENT COLLABORATION</p>
49.	Anticipates potential health problems or issues for clients and their consequences and initiate appropriate planning.	<ul style="list-style-type: none"> • Reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures • Assess and respond to changes in client vital signs • Monitor the results of diagnostic testing and intervene as needed • Provide pre and postop education • Assess client lifestyle practice risks that may impact health • Assist the client to identify behaviors/risk that may impact health • Provide information for prevention and treatment of high risk health behaviors 	Addressed
50.	Collaborates with other health care team members to develop health care plans that promote continuity for	<ul style="list-style-type: none"> • Collaborate with health care members in other disciplines when providing client care 	Addressed

	CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
	clients as they receive conventional, social, complementary and alternative health care.	<ul style="list-style-type: none"> Review plan of care to ensure continuity across discipline 	
51.	Coordinates the health care team to address clients' health challenges and identify strategies for health care planning.	<ul style="list-style-type: none"> Collaborate with healthcare members in other disciplines when providing client care Review plan of care to ensure continuity across disciplines 	<p>Partially addressed <i>The test plan includes collaboration with health care team when providing care but does not include the co-ordination of the health care to address client health challenges and to identify strategies</i></p> <p>Theme: LEADERSHIP</p>
52.	Collaborates with other health care team members or health-related sectors to assist clients in accessing resources.	<ul style="list-style-type: none"> Review plan of care to ensure continuity across disciplines Collaborate with healthcare members in other disciplines when providing client care Explore resources available to assist the client with achieving or maintaining independence 	<p>Addressed</p>
53.	Facilitate client ownership of direction and outcomes of care developed in their health care plans.	<ul style="list-style-type: none"> Assess client's ability to manage care in home environment and plan care accordingly Consider client self-care needs before developing or revising care plan Assist primary caregivers working with the client to meet self-care goals 	<p>Not addressed</p> <p><i>Although the test plan speaks to client management of care in the home, the inclusion of self-care needs in the care plan and the primary caregiver's self-care goals, the knowledge, skills and abilities related to facilitating client ownership of the direction and outcomes of care are not addressed.</i></p> <p>Theme: CLIENT COLLABORATION</p>

CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
54.	Utilizes knowledge of theories and frameworks relevant to health and healing as rationale for providing nursing care	<p>Not addressed</p> <p>Theme: HEALTH AND HEALING</p>
55.	Provides nursing care that is based on critical inquiry and evidence-informed decision making.	<ul style="list-style-type: none"> • Utilize information resources to enhance the care provided to a client (e.g., evidence-based research, information technology, policies and procedures) <p>Not addressed</p> <p><i>The test plan includes the use of evidence-based sources to enhance care, but not as a basis for decision making and it does not include decisions based on critical inquiry, defined in Canadian competencies as expanding on the meaning of critical thinking “to encompass critical reflection on actions.....a process of purposive thinking and reflective reasoning where practitioners examine ideas, assumptions, principles, conclusions, beliefs and actions in the context of nursing practice..... a process (that) is associated with a spirit of inquiry discernment, logical reasoning and application of standards” (CNO, 2014).</i></p> <p>Theme: CRITICAL INQUIRY</p>
56.	Coordinates and provides timely nursing care for clients with various co-morbidities, complexity and rapidly changing health statuses.	<ul style="list-style-type: none"> • Organize workload to manage time effectively • Apply knowledge of pathophysiology when caring for a client experiencing a medical emergency • Apply knowledge of nursing procedures and psychomotor skills when caring for a client • Apply knowledge of pathophysiology when establishing priorities for <p>Partially addressed</p> <p><i>The test plan includes multiple activities that address the provision of timely care to clients experiencing a variety of specific, rapidly changing health statuses as well as emergency care procedures. It does not address the co-ordination of care for clients with various co-morbidities.</i></p>

	CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
		<p>interventions with multiple clients experiencing a medical emergency</p> <ul style="list-style-type: none"> • Perform emergency care procedures (e.g., cardio-pulmonary resuscitation, respiratory support, automated external defibrillator) • Provide emergency care for wound disruption • Promote recovery of the client from unexpected response to therapy • Assess client for decreased cardiac output • Identify cardiac rhythm strip abnormalities • Monitor and maintain arterial lines • Manage the care of a client with impaired ventilation/oxygenation • Identify signs and symptoms of client fluid and/or electrolyte imbalance • Manage the care of the client with a fluid and electrolyte imbalance • Identify signs of potential prenatal complications • Monitor and care for clients on a ventilator • Monitor and maintain devices and equipment used for drainage • Provide care to client who has experienced a seizure • Provide care for client experiencing complications of pregnancy • Provide care for client experiencing increased intracranial pressure • Perform emergency care procedures 	<p>Themes: LEADERSHIP (CARE CO-ORDINATION), COMORBIDITIES</p>

	CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
57.	Determines and implements preventive, therapeutic and safety strategies based on ongoing client assessment, to prevent injury and the development of client complications.	<ul style="list-style-type: none"> • Assess client for allergies and intervene as needed • Protect client from injury (e.g., falls, electrical hazards) • Ensure proper identification of client when providing care • Verify appropriateness and/or accuracy of a treatment order • Follow procedures for handling biohazardous materials • Educate client on home safety issues • Apply principles of infection control • Determine client knowledge of safety procedures • Identify factors that influence accident/injury prevention • Identify deficits that may impede client safety (e.g., visual, hearing, sensory/perceptual) • Identify and verify prescriptions for treatments that may contribute to an accident or injury • Identify and facilitate correct use of infant and child car seat • Provide client with appropriate method to signal staff members • Protect client from injury • Review necessary modifications with client to reduce stress on specific muscle or skeletal groups (e.g., frequent changing of position, routine stretching of the shoulders, neck, arms, hands, fingers) • Implement seizure precautions for at-risk client 	<p>Addressed in more detail in the test plan</p> <p><i>The test plan includes multiple, context specific activities related to determining and implementing preventive and therapeutic safety strategies to prevent injury and the development of client complications</i></p>

	CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
		<ul style="list-style-type: none"> • Make appropriate room assignments for cognitively impaired clients • Ensure proper identification of client when providing care • Assess need for client home modifications (e.g., lighting handrails, kitchen safety) • Educate client on home safety issues • Encourage the client to use protective equipment when using devices that can cause injury (e.g., home disposal of syringes) • Evaluate client care environment for fire/environmental hazard • Teach client about the safe use of equipment needed for health care • Remove malfunctioning equipment from client care area and report the problem to appropriate personnel • Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions) • Educate client and staff regarding infection control measures • Utilize appropriate precautions for immunocompromised clients • Use appropriate technique to set up a sterile field/maintain asepsis • Assess appropriateness of the type of restraint/safety device used • Follow requirements for use of restraints and/or safety device • Monitor/evaluate client response to restraints/safety device 	

CNO Entry-Level Competencies	NCLEX-RN® Activity Statements		Comments
		<ul style="list-style-type: none"> • Assess and respond to changes in client vital signs • Monitor the results of diagnostic testing and intervene as needed • Evaluate responses to procedures and treatments • Recognize trends and changes in client condition and intervene as needed • Provide preoperative and postoperative education • Manage client during and following a procedure with moderate sedation. • Identify client potential for aspiration • Identify client potential for skin breakdown • Educate client on methods to prevent complications associated with activity level/diagnosed illness/disease • Monitor client output for changes from baseline • Assess client for abnormal response following a diagnostic test/procedure • Monitor the client for signs of bleeding • Position the client to prevent complications • Maintain tube patency • Use precautions to prevent injury and/or complications associated with a procedure or diagnosis • Provide care for client undergoing electroconvulsive therapy (e.g., monitor airway, assess for side effects) • Intervene to manage potential circulatory complications 	

CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments	
	<ul style="list-style-type: none"> • Intervene to prevent aspiration • Intervene to prevent potential neurological complications • Evaluate the client’s response to post-operative interventions to prevent complications • Use precautions to prevent further injury when moving a client with a musculoskeletal condition (e.g., log rolling, abduction pillow) • Monitor the client before, during, and after a procedure/surgery • Monitor effective functioning of therapeutic devices (e.g., chest tube, drainage tubes, wound drainage devices, continuous bladder irrigation) 		
58.	<p>Applies nursing knowledge when providing care to clients with acute, chronic and /or persistent health challenges (e.g., stroke, cardiovascular conditions, mental health, and addiction, dementia, arthritis, diabetes.</p>	<ul style="list-style-type: none"> • Manages and provides care for clients with acute, chronic, or life threatening /physical health conditions • Assist with invasive procedures • Implement and monitor phototherapy to maintain optimal temperature of client • Monitor and care for clients on a ventilator • Monitor and maintain devices and equipment used for drainage • perform and manage care of client receiving peritoneal dialysis • Perform suctioning • Provide wound care or dressing change • Provide ostomy care and education • Provide pulmonary hygiene • Manage care of client with fluid and electrolyte imbalance’ monitor and 	<p>Addressed in more detail in the test plan</p> <p><i>Multiple detailed and specific activities in the test plan address the application of nursing knowledge when providing care to clients with acute, chronic and persistent health challenges</i></p>

	CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
		<p>maintain arterial lines</p> <ul style="list-style-type: none"> • Manage the care of a client with a pacing device • Manage the care of a client on telemetry • Manage the care of a client receiving hemodialysis • Manage the care of a client with alteration in hemodynamics, tissue perfusion, and hemostasis • Educate client regarding acute or chronic condition • Manage care of client with impaired ventilation/oxygenation • Evaluate the effectiveness of the treatment regimen • Identify pathophysiology related to acute or chronic condition • Recognize signs and symptoms of complications and intervene appropriately • Assess the client's reactions to the diagnosis/treatment of substance-related disorder • Assess client for drug/alcohol dependencies, withdrawal, • Plan and provide care to clients experiencing substance-related withdrawal or toxicity • Provide information on substance abuse, diagnosis and treatment plan to the client • Provide care and/or support for a client with non-substance related dependencies • Provide symptom management for clients experiencing withdrawal or toxicity • Encourage client to participate in support 	

CNO Entry-Level Competencies		NCLEX-RN® Activity Statements	Comments
		<p>groups</p> <ul style="list-style-type: none"> • Evaluate the client's response to a treatment plan and revise as needed\Assess the client's reaction to a diagnosis of acute or chronic mental illness • Identify situations which may necessitate role changes for a client • Provide support to the client with unexpected altered body image (e.g., alopecia) • Evaluate whether the client has successfully adapted to situational role changes • Identify signs and symptoms of impaired cognition • Recognize signs and symptoms of acute and chronic mental illness (e.g., schizophrenia, depression, bipolar disorder) • Recognize the client use of defense mechanisms • Explore why client is refusing/not following treatment plan • Assess client for alterations in mood, judgement, cognition, and reasoning • Provide care and education for acute and chronic behavioural health issues (e.g., anxiety, depression, dementia, eating disorders) • Evaluate the client's ability to adhere to the treatment plan 	
59.	Applies workplace health and safety principles including bio-hazard	<ul style="list-style-type: none"> • Report unsafe practice of health care personnel and intervene as appropriate 	Addressed

	CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
	prevention and infection control practices, and appropriate protective devices when providing nursing care to prevent harm to clients, self, other health care workers and the public.	<ul style="list-style-type: none"> • Use ergonomic principles when providing care • Follow procedures for handling biohazardous materials • Demonstrate safe handling techniques to staff and client • Apply principles of infection control (e.g., hand hygiene, surgical asepsis, isolation, sterile technique, universal/standard precautions) 	
60.	Recognizes, seeks immediate assistance and helps others in a rapidly changing client condition affecting health or patient safety.	<ul style="list-style-type: none"> • Recognize trends in changes in client condition and intervene as needed 	Addressed
61.	Performs therapeutic interventions safely.	<ul style="list-style-type: none"> • Prepare and administer medication using rights of medication administration • Review pertinent data prior to medication administration • Participate in medication reconciliation process • Titrate dosage of medication based on assessment and ordered parameters • Evaluate appropriateness and accuracy of medication order for client • Monitor intravenous infusion and maintain site • Administer controlled substances within regulatory guidelines • Administer blood products and evaluate client response • Access venous access devices, including tunnelled implanted and central lines • Perform calculations needed for 	<p>Addressed in more detail in the test plan</p> <p><i>The test plan addresses this at a micro-level related primarily to the administration of medications</i></p>

CNO Entry-Level Competencies		NCLEX-RN® Activity Statements	Comments
		medication administration	
62.	Implement safe and evidence-informed medication practices.	<ul style="list-style-type: none"> • Prepare and administer medication using rights of medication administration • Participate in medication reconciliation process • Titrate dosage of medication based on assessment and ordered parameters • Evaluate appropriateness and accuracy of medication order for client • Monitor intravenous infusion and maintain site • Administer controlled substances within regulatory guidelines • Administer blood products and evaluate client response • Access venous access devices, including tunnelled implanted and central lines • Administer blood products and evaluate client response • Perform calculations needed for medication administration • Educate client about medications • Review pertinent data related to medication 	Addressed
63.	Implements evidence-informed practices of pain prevention and pain management with clients while using pharmacological and non-pharmacological measures.	<ul style="list-style-type: none"> • Assess client need for administration of a PRN pain medication • Administer and document pharmacological pain management appropriate for client age and diagnosis • Administer pharmacological measures of pain management; Evaluate and document the client's use and response to pain 	<p>Partially addressed</p> <p><i>The test plan includes assessment for PRN medication, the administration and evaluation of pharmacological pain management and the provision of comfort measures but does not address using evidence informed practices to prevent and to manage pain</i></p>

CNO Entry-Level Competencies		NCLEX-RN® Activity Statements	Comments
		medications <ul style="list-style-type: none"> • Provide non-pharmacologic comfort measures 	Themes: EVIDENCE INFORMED PRACTICE, PREVENTION
64.	Collaborates with clients to implement learning plans that address identified client learning needs	<ul style="list-style-type: none"> • Provide education to clients and staff about client rights and responsibilities • Educate client on home safety issues • Educate client and staff regarding infection control measures • Provide information about health promotion and maintenance recommendations (e.g., physician visits, immunization) • Assess and teach clients about health risks • Provide care and education for the newborn • Provide care and education for the preschool, school age and adolescent client • Provide care and education for the adult client • Provide care and education for the adult client ages 65 and over • Provide information to clients on stress management techniques • Educate the client regarding proper methods used when repositioning an immobilized client • Provide information to the client on common side effects/adverse effects/potential interactions of medications and inform the client when to notify the primary health care provider • Educate client about medications • Educate client on medication self- 	<p>Not addressed</p> <p><i>The test plan includes multiple activities in which the nurse educates/informs clients about a specific topic but the knowledge, skills, and abilities related to collaborating with a client to implement a learning plan is not addressed.</i></p> <p>Themes: CLIENT COLLABORATION, LEARNING PLANS</p>

CNO Entry-Level Competencies		NCLEX-RN® Activity Statements	Comments
		administration procedures <ul style="list-style-type: none"> • Educate client on the need for and use of TPN • Educate client about treatments and procedures • Educate client about the purpose and procedure of prescribed laboratory tests • Educate client about home management of care • Educate client regarding an acute or chronic condition 	
65.	Supports clients through developmental and role transitions across the lifespan.	<ul style="list-style-type: none"> • Provides and directs nursing care of the client that incorporates knowledge and expected growth and development principles • prevention and/or early detection of health problems and strategies to achieve optimal health • Provide care and education for the newborn less than 1 month old through the infant or toddler client through 2 years • Provide care and education for the preschool, school age and adolescent client ages 3 through 17 • Provide care and education for the adult client ages 65 through 85 years and over • Provide prenatal care 	Addressed in more detail in the test plan
66.	Applies principals of population health to implement strategies that promote health and disease prevention.	<ul style="list-style-type: none"> • Health Promotion/Disease Prevention - Assess and teach clients about health risks based on family, population, and/or community characteristics etc. 	Partially addressed <i>The need to intervene at the population level is not addressed</i> Themes: POPULATION HEALTH -

CNO Entry-Level Competencies		NCLEX-RN® Activity Statements	Comments
			INTERVENTION
67.	Assists clients to understand how social and lifestyle factors impact health.	<ul style="list-style-type: none"> Assess client's lifestyle practice risks that may impact health Assist the client to identify behaviours/risks 	Addressed
68.	Works with clients and families to identify and access health and other resources in their communities.	<ul style="list-style-type: none"> Guide the client to resources for recovery from crisis Evaluate resources available to assist family functioning etc. 	<p>Partially addressed</p> <p><i>The test plan includes an activity related to evaluating resources available to families and guiding clients recovering from a crisis to resources but does not address the notion of working with clients to identify and to access resources in the community</i></p> <p>Themes: CLIENT COLLABORATION, RESOURCE ACCESS/MANAGEMENT</p>
69.	Provides pain and symptom management, psychosocial and spiritual support, and support for significant others to meet clients palliative care or end-of-care needs.	<ul style="list-style-type: none"> Assess the client's ability to cope with end-of-life interventions; identify end of life needs of the client Recognize the need for and provide psychosocial support to the family/caregiver Assist the client in resolution of end-of-life issues etc. Administer pharmacological measure for pain management 	Addressed
70.	Utilizes a critical inquiry process to continuously monitor the effectiveness of client care.	<ul style="list-style-type: none"> Evaluate client response to medication Evaluate appropriateness and accuracy of medication order for client Evaluate response to procedures and treatments Evaluate and monitor client response to 	<p>Not Addressed</p> <p><i>Multiple activities in the test plan are concerned with evaluating specific interventions and treatments, and a number incorporate ongoing monitoring of an intervention or treatment. The process of</i></p>

CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
	radiation therapy <ul style="list-style-type: none"> • Evaluate client response to treatment for an infectious disease • Evaluate achievement of client treatment goals • Monitor client output for changes from baseline • Monitor intravenous infusion • Evaluate the correct use of assistive devices by the client • Monitor the use of an infusion pump • Evaluate appropriateness and accuracy of medication order for client • Monitor for anticipated interactions among the client prescribed medications and fluids • Evaluate the client's response to a treatment plan and revise as needed 	<p><i>critical inquiry is not incorporated into a continuous monitoring. As noted critical inquiry has been defined as expanding on the meaning of critical thinking "to encompass critical reflection on actions.....a process of purposive thinking and reflective reasoning where practitioners examine ideas, assumptions, principles, conclusions, beliefs and actions in the context of nursing practice..... a process (that) is associated with a spirit of inquiry discernment, logical reasoning and application of standards" (CNO, 2014).</i></p> <p>Theme: CRITICAL INQUIRY</p>
71.	Utilizes the results of outcome evaluation to modify and individualize client care.	<ul style="list-style-type: none"> • Evaluate plan of care for multiple clients and revise plan of care as needed <p>Addressed</p>
72.	Verifies that clients have an understanding of essential information and skills to be active participants in their own care.	<ul style="list-style-type: none"> • Provide education about client rights and responsibilities etc. <p>Not addressed</p> <p><i>The test plan includes the requirement to provide information to the client but not to verify understanding of it nor the fostering of active client participation</i></p> <p>Theme: CLIENT COLLABORATION</p>
73.	Reports and documents client care and its ongoing evaluation clearly,	<ul style="list-style-type: none"> • Enter computer documentation accurately, completely and in a timely manner <p>Addressed</p>

CNO Entry-Level Competencies		NCLEX-RN® Activity Statements	Comments
	concisely and accurately.	<ul style="list-style-type: none"> Report client conditions as required by law (e.g., abuse/neglect, communicable disease, gunshot wound) Use approved abbreviations and standard terminology when documenting care <p>However reporting and documentation is based on American guidelines and legislation</p>	
74.	Advocates for change where optimum client care is impeded.	<ul style="list-style-type: none"> Report unsafe practices of health care personnel Report identified client care issues Advocate for client rights and needs 	Addressed
Ethical Practice			
75.	Demonstrates honesty, integrity and respect in all professional interactions.	<ul style="list-style-type: none"> Practice in a manner consistent with the code of ethics for registered nurses 	Addressed
76.	Identifies the effect of own values, beliefs and experiences in relationships with clients and recognizes potential conflicts while ensuring culturally safe client care.		<p>Not addressed</p> <p><i>There is nothing in the test plan related to identifying own values, beliefs, and experiences nor cultural safety, the concept that addresses power differences inherent in health services and “requires nurses to reflect critically on issues of racialization, institutionalized discrimination, culturalism, and health and health care inequities ...” (CNO, 2014)</i></p> <p>Themes: REFLECTIVE PRACTICE, CULTURAL SAFETY</p>
77.	Establishes and maintains appropriate professional boundaries with clients	<ul style="list-style-type: none"> Practice in a manner consistent with the code of ethics 	<p>Addressed</p> <p><i>The American Nurses Association (ANA) code</i></p>

	CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
	and other health care team members, including the distinction between social interaction and therapeutic relationships.		<i>of ethics has a section on Relationships with Patients and another on Professional Boundaries</i>
78.	Promotes a safe environment for clients, self, health care providers and the public that addresses the unique needs of clients within the context of care.	<ul style="list-style-type: none"> • Protects clients and health care personnel from health and environmental hazard • Protect client from injury • Assess and teach clients about health risks • Assess client for allergies and intervene as needed • Follows procedures for handling biohazardous • Educate client on home safety issues • Facilitate appropriate and safe use of equipment • Participate in institution security plan • Apply principles of infection control • Educate client and staff regarding infection control measures materials 	<p>Addressed in more detail in the test plan</p> <p><i>A number of activities in the test plan address the promotion of a safe environment</i></p>
79.	Provides care for clients while demonstrating respect for their health/illness status, diagnoses, life experiences, spiritual/religious/cultural beliefs and practices and health choices.	<ul style="list-style-type: none"> • Incorporate client cultural practice and beliefs when planning and providing care 	<p>Partially addressed</p> <p><i>This is addressed through the tenants of the National League of Nurses (NLN) Code of Ethics (provision 8). But the approach to culture differs – it is “essentialist” rather than a view of culture as a “dynamic process inclusive of beliefs, practices and values, and comprising multiple variables that are inseparable from historical, economic, political, gender, religious, psychological, and biological conditions”</i></p> <p>Theme: CULTURE</p>

	CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
80.	Demonstrates knowledge of the difference between ethical and legal considerations and their relevance when providing nursing care.	<ul style="list-style-type: none"> • Report client conditions as required by law. • Provide care within legal scope of practice • Recognize ethical dilemmas and take appropriate action • Identify legal issues affecting the client 	<p>Partially addressed</p> <p><i>The test plan includes activities related recognizing ethical dilemmas, and identifying legal issues affecting the client but does not include recognition of the difference between the two</i></p> <p>Theme: ETHICAL AND LEGAL CONSIDERATIONS</p>
81.	Ensures that informed consent is provided as it applies to multiple contexts.	<ul style="list-style-type: none"> • Identify appropriate person to provide informed consent • Describe components of informed consent • Participate in obtaining informed consent • Verify that the client comprehends and consents to care and procedures 	<p>Addressed</p>
82.	Supports clients in making informed decisions about their health care.	<ul style="list-style-type: none"> • See CNO standard # 64 (above) for examples related to client teaching. 	<p>Not addressed</p> <p><i>The NCLEX-RN® includes multiple activities that are concerned with educating or informing clients, and providing information to clients but the knowledge, skills, or abilities related to supporting them to come to a decision is not addressed</i></p> <p>Theme: CLIENT COLLABORATION</p>
83.	Advocates for clients or their representatives, especially when they are unable to advocate for themselves.	<ul style="list-style-type: none"> • Discuss identified treatment options with client and respect their decisions • Provide information on advocacy to staff members • Act in the role of client advocate • Utilize advocacy resources appropriately 	<p>Addressed</p>

CNO Entry-Level Competencies		NCLEX-RN® Activity Statements	Comments
84.	Respects and preserves clients' choices based on an ethical framework.	<ul style="list-style-type: none"> See NLN Code of Ethics 	Addressed
85.	Uses an ethical framework and evidence-informed decision-making process to address situations of ethical distress and dilemmas.	<ul style="list-style-type: none"> See NLN Code of Ethics. 	Addressed
86.	Demonstrates ethical responsibilities and legal obligations related to maintaining client privacy, confidentiality and security in all forms of communication, including social media.	<ul style="list-style-type: none"> See NLN Code of Ethics 	Addressed
Service to the public			
87.	Utilizes knowledge of the health care system to improve health care services at the national/international level/provincial/territorial level/regional/municipal level/agency level and point of care or program level.		<p>Not addressed</p> <p><i>The test plan includes activities that address improving health services at the point of care but not the additional levels.</i></p> <p>Themes: SYSTEMS APPROACH, LEADERSHIP</p>
88.	Recognizes the impact of organizational culture on the provision of health care and acts to promote the quality of a professional and safe practice environment.		<p>Not addressed</p> <p><i>The test plan includes multiple activities related to practicing safely but does not incorporate a systems approach defined in the CNO document as "analysis of relationships that includes an understanding of the relationships between policies and procedures, resource</i></p>

CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
		<p><i>allocation and work culture” CNO (2014).</i></p> <p>Theme: SYSTEMS APPROACH</p>
89.	<p>Demonstrates leadership in the coordination of health care by: advocating for client care in the client’s best interest; delegating and evaluating the performance of selected health care team members in carrying out delegated nursing activities; facilitating continuity of client care.</p>	<p>Partially addressed in Assignment, Delegation and Supervision which covers delegating and evaluating performance of HC team members but does not address leadership.</p> <ul style="list-style-type: none"> • Act in the role of client advocate • Identify tasks for delegation based on client needs • Ensure appropriate education, skills and experience of personnel performing delegated tasks • Assign and supervise care provided by others • Provide and receive report on assigned clients • Use documents to record and communicate client information • Review plan of care to ensure continuity across disciplines • Perform procedures necessary to safely admit, transfer or discharge a client <p>Partially addressed</p> <p><i>The test plan includes activities on advocating for clients and delegating but does not address the knowledge, skills, and abilities to demonstrate leadership or to facilitate continuity of care</i></p> <p>Themes: LEADERSHIP, CONTINUITY OF CARE</p>
90.	<p>Participates and contributes to nursing and health care team development by: recognizing that one’s values, assumptions and positional power affects team interactions and uses this self-awareness to facilitate team interactions; building partnerships based on respect for the unique and shared competencies of each team member; promoting inter-professional</p>	<ul style="list-style-type: none"> • Identify the need for interdisciplinary conferences • Identify significant information to report to other disciplines • Review plan of care to ensure continuity across disciplines • Serve as resource person to other staff <p>Partially addressed</p> <p><i>The activities related to collaboration with the health care team does not address recognition of the effect of one’s values, assumptions and positional power on the team, the use of this awareness in interactions, partnership building, promoting collaboration, shared decision making etc.</i></p>

	CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
	collaboration through application of principles of role clarification, team functioning, conflict resolution, shared problem solving and decision-making; contributing nursing perspectives on issues being addressed by the health care team; knowing and supporting the full scope of practice of team members; providing and encouraging constructive feedback; demonstrating respect for diversity.		Theme: INTERPROFESSIONAL COLLABORATION
91.	Collaborates with the health care team to proactively respond to changes in the health care system by: recognizing and analysing changes that affect one's practice and client care; developing strategies to manage changes affecting one's practice and client care; implementing changes when appropriate; evaluating the effectiveness of strategies implemented to change nursing practice.	<ul style="list-style-type: none"> • Define performance improvement/quality assurance activities • Participate in performance improvement/quality improvement process • Report identified client care issues/problems to appropriate personnel • Utilize research and other references for performance improvement actions • Evaluate the impact of performance improvement measures on client care and resource utilization 	<p>Not addressed</p> <p><i>The test plan does not address issues beyond the individual client and car provider, does not use systems approach or impact on nursing practice</i></p> <p>Theme: SYSTEMS APPROACH, INTERPROFESSIONAL COLLABORATION, LEADERSHIP</p>
92.	Manages resources in an environmentally and fiscally responsible manner to provide effective and efficient client care.	<ul style="list-style-type: none"> • Organize workload to manage time effectively • Participate in providing cost effective care 	<p>Not addressed</p> <p><i>The notion of efficiency is incorporated in the test plan but is not linked environmental responsibilities or to client outcomes</i></p> <p>Theme: RESOURCE MANAGEMENT</p>
93.	Advocates and promotes healthy		Not addressed

	CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
	public policy and social justice.		<p><i>There is responsibility of the nurse to advocate for the individual client in the test plan but not to promote healthy public policy. It does not address the concept of social justice, defined in the CNO competency document as “the fair distribution of society’s benefits and responsibilities and their consequences. It focuses on the relative position of one social group in relation to others in society, as well as the root causes of disparities and what can be done to eliminate them.</i></p> <p>Themes: SOCIAL JUSTICE, SYSTEMS APPROACH</p>
94.	Participates in emergency preparedness and disaster planning and works collaboratively with others to develop and implement plans that facilitate protection of the public.	<ul style="list-style-type: none"> • Determine which client(s) to recommend for discharge in a disaster situation • Identify nursing roles in disaster planning • Uses clinical decision making/critical thinking for emergency response plan • Implement emergency response plans • Participate in disaster planning activities/drills 	Addressed in more detail in the test plan
Self-regulation			
95.	Articulates the scope, authority and regulation of nursing practice as outlined by legislation (e.g., Regulated Health Professions Act, 1991, Nursing Act, 1991).	<ul style="list-style-type: none"> • Provide care within the legal scope of practice 	<p>Not addressed</p> <p><i>This is jurisdictionally specific</i></p>
96.	Practices within the scope of registered nursing practice as defined in the Nursing Act of 1991.		<p>Not addressed</p> <p><i>This is jurisdictionally specific</i></p>

	CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
97.	Articulates and differentiates between the mandates of regulatory bodies, professional associations and unions.		<p>Not addressed</p> <p>Theme: SYSTEMS APPROACH</p>
98.	Articulate the concept and significance of fitness to practice in the context of nursing practice, self-regulation and public protection.		<p>Not addressed</p> <p><i>The test plan includes multiple activities related to performing nursing activities safely and ethically but does not include articulating the concept and significance of practice related to nursing practice, regulation or public protection – fitness to practice is defined as “the necessary physical or mental capacity to practice competently, safely, and ethically (CNO, 2014)</i></p> <p>Themes: SYSTEMS APPROACH, PATIENT SAFETY</p>
99.	Articulates the significance of continuing competence requirements within professional self-regulation.		<p>Not addressed</p> <p><i>The concept of continuing competence is not addressed in the test plan</i></p> <p>Theme: CONTINUING COMPETENCE</p>
100.	Demonstrates continuing competence and preparedness to meet regulatory requirements by: reflecting on one’s practice and individual competence to identify learning needs; developing a learning plan using a variety of sources; seeking and using new knowledge that may enhance support or influence competence in practice; implementing and evaluating the		<p>Not addressed</p> <p><i>The maintenance of continuing competence through the knowledge, skills, and abilities to be a lifelong learner are not addressed in the test plan.</i></p> <p>Theme: CONTINUING COMPETENCE</p>

	CNO Entry-Level Competencies	NCLEX-RN® Activity Statements	Comments
	effectiveness of one's learning plan and developing future learning plans to maintain and enhance one's competence as a registered nurse.		

Unaddressed Themes

The themes identified in Table 4 represent areas that are partially or entirely missing in the NCLEX-RN® test plan. The themes are taken directly from concepts in the CNO competencies. Many are terms that are explicitly defined in the CNO document, and these definitions are provided in the table to illustrate more clearly the perspectives or approaches that are not being tested in the NCLEX-RN®.

THEMATIC ANALYSIS OF UNADDRESSED AND PARTIALLY ADDRESSED COMPETENCIES

THEME	DEFINITION OF THEME BY CNO (2014)
ACCOUNTABILITY	An obligation to the public to accept responsibility for (explain) one’s actions and conduct, in accordance with legislative requirements and standards of the nursing profession. Accountability resides in a role and can never be delegated away
CLIENT-CENTRED CARE	Not defined by CNO
CLIENT COLLABORATION	Not defined by CNO
COLLABORATIVE PROBLEM SOLVING	The entry-level registered nurse plans nursing care in collaboration with clients... (p.7); “The entry-level registered nurse provides holistic individualized nursing care with client and familiesto meet mutually agreed up outcomes...”The entry-level registered nurse collaborates with clients and members of the interprofessional health care team while conducting an ongoing comprehensive evaluation (p8)
COMORBIDITIES	Not defined by CNO
CONTINUING COMPETENCE	The ongoing commitment of a registered nurse to integrate and apply the knowledge, skills and judgement with the attitudes, values and beliefs required to practice safely, effectively and ethically in a designated role and setting
CONTINUITY OF CARE	Not defined by CNO
CRITICAL INQUIRY	Expands on the meaning of critical thinking to encompass critical reflection on actions. Critical inquiry means a process of purposive thinking and reflective reasoning where practitioners examine ideas, assumptions, principles, conclusions, beliefs and actions in the context of nursing practice. The

	critical inquiry process is associated with a spirit of inquiry, discernment, logical reasoning and application of standards
CULTURE	A dynamic process inclusive of belief, practices and values, and comprising multiple variables that are inseparable from historical, economic, political, gender, religious, psychological and biological conditions
CULTURAL SAFETY	Addresses power differences inherent in health service delivery and affirms respects and fosters the cultural expression of clients. This requires nurses to reflect critically on issues of racialization, institutionalized discrimination, culturalism, and health and health care inequities and practise in a way that affirms the culture of clients and nurses.
DETERMINANTS OF HEALTH	Health of individuals is determined by a person's social and economic factors, the physical environment, and the person's individual characteristics and behaviour. The determinants are income and social status, social support networks; education and literacy' employment/working conditions; social environments; physical environments; personal health practices and coping skills; healthy child development; biology and genetic endowment; health services; gender; and culture
ETHICAL AND LEGAL CONSIDERATION	Not defined by CNO
EVIDENCE – INFORMED DECISIONS	Not defined by CNO
EVIDENCE - INFORMED PRACTICE	The ongoing process that incorporates evidence from research, clinical expertise, client preferences and other available resources to make nursing decisions with clients
GLOBAL HEALTH	The optimal well-being of all humans from the individual and the collective perspective and is considered a fundamental human right which should be accessible to all
HEALTH AND HEALING	Not defined by CNO
HORIZONTAL VIOLENCE	Not defined by CNO
INTERPROFESSIONAL COLLABORATION	A partnership between a team of health professionals and a client in a participatory collaborative and coordinated approach to shared decision-making around health and social issues.

LEADERSHIP	A relational process in which an individual seeks to influence others towards a mutually desirable goal
LEARNING PLANS	Not defined by CNO
MARGINALIZATION	Not defined by CNO
PATIENT SAFETY	The pursuit of the reduction and mitigation of unsafe acts within the health care system, as well as the use of best practices shown to lead to optimal patient outcomes (CPSI, 2008)
PREVENTION	Not defined by CNO
PROFESSIONAL JUDGEMENT	Not defined by CNO
PROFESSIONAL PRESENCE	The professional manner of registered nurses, how they carry themselves
PROFESSIONAL PRACTICE	The care and/or services that nurses provide to clients. Care/services is the process of working with clients to identify care needs, and to establish, implement and continually evaluate plans of care.
POPULATION HEALTH	An approach to health that aims to improve the health of the entire population and to reduce health inequities among population groups. Action is directed at the health of an entire population or sub-population rather than individuals
POWER RELATIONS	Not defined by CNO
PRIMARY HEALTH CARE	An approach to health and a spectrum of services beyond the traditional health care system. It includes all services that play a part in health, such as income, housing, education and environment. Primary care is the element within Primary Health Care that focuses on health care services, including health promotion, illness and injury prevention, and the diagnosis and treatment of illness and injury.
REFLECTIVE PRACTICE	Not defined by CNO
RELATIONAL PRACTICE	An inquiry that is guided by conscious participation with clients using a number of relational skill including listening, questioning, empathy, mutuality reciprocity, self-observation, reflection and a sensitivity to emotional contexts. Relational practice encompasses therapeutic nurse-client relationships and relationships among health care providers

RESOURCE ACCESS/MANAGEMENT	Not defined by CNO
SELF PROTECTION	Not defined by CNO
SOCIAL JUSTICE	The fair distribution of society's benefits and responsibilities and their consequences. It focuses on the relative position of one social group in relation to others in society, as well as the root causes of disparities and what can be done to eliminate them (CAN, 2008).
STRENGTH - BASED CARE	Not defined by CNO
SYSTEMS APPROACH	A framework for analysis of relationships that includes an understanding of relationships that includes an understanding of the relationships between policies and procedures, resource allocation and work cultures
VULNERABLE POPULATIONS	Not defined by CNO