

# **NBPHE 2025 Job Analysis Report of Public Health Nursing Examination**

*November 2025*



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# Introduction

In December 2024, the National Board of Public Health Examiners (NBPHE) convened the Public Health Nursing (PHN) Job Task Analysis Committee, which comprised 15 subject matter experts (SMEs) and two NBPHE staff members, in Crystal City, Virginia, to identify the key roles and responsibilities of entry-level public health nurses. The goal of the NBPHE is to professionalize the field of public health by establishing and maintaining standards for public health professionals. The results of this process, known as a job task analysis (JTA) study, are used to guide the development of the PHN certification examination.

The development of a high-quality credentialing examination follows logically sound and legally defensible procedures consistent with the Uniform Guidelines on Employee Selection Procedures (1978) and the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 2014). The JTA process identifies the knowledge, skills, and abilities essential for competent practice in the field and produces the content blueprint from which the examination is built.

The primary reason for conducting a job analysis study is to ensure that an examination is content valid. Content validity is the most commonly applied and accepted validation strategy used in establishing certification programs today. In psychometric terms, validation is the way an exam developer documents that the competence to be inferred from a test score is measured by the examination. A content-valid examination, then, evaluates knowledge required to function as a competent practitioner in the field.

Thus, a job analysis study is an integral part of ensuring that an examination is content valid and that the aspects of the profession covered on the examination reflect the tasks performed in practice settings. For each knowledge area, the study identifies the importance and frequency of the knowledge and skill area. These ratings play an important role in determining the content of the examination.

NBPHE's job analysis study consisted of the following three phases, which are the focus of this report.

- I. Initial Development and Validation. The job analysis committee identified the knowledge and skill areas essential to the performance of entry-level certified public health nurses.
- II. Validation Study. Current public health nurses reviewed and validated the work of the job analysis committee.
- III. Exam Specifications. Based on the ratings gathered from the sample of professionals, the exam specifications for the examination were developed.

## Phase I: Initial Development and Validation

In December 2024, the PHN Job Task Analysis Committee, which comprised 15 subject matter experts assembled by NBPHE, met with facilitators from Measure Learning to delineate the role of the entry-level public health nurse. The major function of the public health nurse certificate program is to ensure competence and safety for individuals who are responsible for foundational knowledge and practical skills in public health and nursing sciences for licensed registered nurses' function in public health nursing roles. The results of this job analysis study were used to create the exam specifications to ensure that the knowledge areas measured by the examination reflect current practice in the field.

The job analysis meeting took place on December 5 and 6, 2024, in Crystal City, Virginia. A psychometrician from Measure Learning facilitated the meeting and the Director of Certifications from the National Board of Public Health Examiners was also present. The names and qualifications of the 15 PHN Job Task Analysis Committee members can be referenced in Appendix A.

A meeting workbook was distributed to each committee member (Appendix B), which included the meeting agenda, information regarding the job analysis process, guidelines for developing task statements, a demographic questionnaire, and a workshop evaluation.

## Intended Audience

After reviewing the purpose of the meeting and clarifying the committee's roles and responsibilities, the committee discussed the mission of the Public Health Nurse program, current trends in the industry, and relevant characteristics of public health nursing. To aid these discussions, the committee was asked to review the exam's eligibility requirements and past content outline. Following the group discussion and review of the materials, the committee reviewed and revised the following purpose and intended audience statement:

### **Purpose Statement**

*Public health nursing certification validates foundational knowledge and practical skills in public health and nursing sciences for licensed registered nurses functioning in public health nursing roles and their commitment to professional development and continued competency in the field.*

### **Intended Audience Statement**

*The audience for this job task analysis survey is licensed registered nurses who apply public health and nursing expertise to promote wellness, prevent disease, and improve health outcomes within and across all communities, with specific attention to under-resourced groups. These public health nurses work in public health and integrate core public health functions and the nursing process to address community health needs, advocate for systemic change, and advance health equity for all.*

## Eligibility Requirements

During the in-person job analysis meeting, the SME committee generated a list of considerations for potential eligibility requirements for the PHN certification. These discussions reflected the committee's collective expertise and perspectives on the education, training, and professional experience that could serve as appropriate entry points into the profession.

At the time of this report, no eligibility requirements have been formally approved. The considerations developed by the SME committee were intended as preliminary input to guide further decision-making. Responsibility for finalizing eligibility requirements rests with a separate committee convened by NBPHE, and this work falls outside the scope of the current job analysis study.

## Performance Domain Development

The first step in the development of a new content outline was to review the major responsibilities or duties that characterize the practice of a public health nurse (i.e., performance domains) that were developed in previous job analysis studies. Committee members were asked to assess the currency and relevancy of the domains and add, edit, or remove domains as needed. The committee determined that the profession could be divided into the following seven major content areas:

1. Assessment and Analysis
2. Planning and Implementation
3. Policy, Advocacy, and Partnerships
4. Communication and Cultural Competence
5. Leadership and Management
6. Systems and Foundational Knowledge
7. Quality and Evaluation

## Task Statement Development

The committee received instruction on how to develop high-quality task statements, and supporting documentation was provided in the meeting workbook. The process began in a large group setting, where all SMEs worked together to draft initial task statements. Once committee members became comfortable with the process, they moved into smaller breakout groups of three to four members to streamline task development. The task statements created in these groups were then brought back to the full committee for review, discussion, and refinement. Throughout this process, tasks were reworded, removed, or reassigned to more appropriate domains as needed. The committee's work resulted in a final set of 43 task statements. A complete list with each task is included in the final exam specifications in Appendix D.

## Phase II: Validation Study

Following the completion of the job analysis meeting, a validation survey was conducted to validate the domains and tasks identified by the committee using a large sample of PHN professionals. Meazure Learning facilitated the development of the survey in collaboration with NBPHE. See Appendix C for a copy of the online survey.

### Survey Design

Using the domains and task statements identified by the job analysis committee, Meazure Learning developed a four-part survey. To ensure the survey was completed by appropriately qualified individuals, the first section of the survey asked respondents to confirm their familiarity with the current job responsibilities of public health nursing by reviewing the eligibility requirements and intended audience statement.

The second section of the survey asked respondents to evaluate each task using three rating scales: frequency, criticality, and point in career. The scale anchors were revised in consultation with NBPHE staff to align with the organization's priorities and intended use of the results. The scale anchors are presented below for reference.

**Frequency:** How often do you perform this task?

- 1 = Never
- 5 = Daily
- 4 = Weekly/Monthly
- 3 = Quarterly
- 2 = Yearly

**Criticality:** How important is this task?

- 1 = Not important
- 2 = Minimally important
- 3 = Somewhat important
- 4 = Very important
- 5 = Extremely important

**Point in Career:** At what point in becoming a practicing public health nurse are you first expected to perform this task?

- 1 = Not at all
- 2 = Within 1–2 years
- 3 = Within 3–4 years
- 4 = Within 5 or more years

After committee members provided the frequency, criticality, and point-in-career ratings, the committee discussed changing the frequency and point in career rating scale to be more reflective of the profession. These scales were updated for the validation study (see Phase II).

The third section of the survey asked respondents to consider the seven domains and provide the percentage of the examination that should be devoted to each domain, given that the goal is to

develop an exam in which the domains that are most important to the role are weighted the most heavily. The final part of the survey asked for demographical information from the respondents to ensure a representative response and completion by appropriately qualified individuals.

## Survey Distribution

NBPHE distributed a link to the survey to current public health nursing professionals to evaluate, validate, and provide feedback on the PHN job analysis committee's domain and task list. Data were collected from respondents. A total of 1,483 recipients responded, with 1,147 meeting the intended audience requirements and inclusion criteria for the survey. Not all individuals responded to every question; therefore, the total number of responses per question varies.

The survey respondents were asked to provide information on different demographic variables, including age, level of education, and employment status. All percentages are based on the number of respondents who answered the question. A detailed description of the survey respondents can be found in Appendix F.

## Inclusion Criteria

The PHN validation survey included a total of 136 task-related items, which incorporate both structured rating questions and open-text fields. While respondents were not required to answer every item, overall response patterns reveal clear natural breakpoints in data quality that inform the selection of an appropriate inclusion threshold.

Task statements were displayed to survey respondents in a static order which increases the risk that respondents who drop off early and did not see key tasks at the end. A stricter threshold (e.g., 95%) reduces the inclusion of biased response.

The validation survey included 136 task-related items. While respondents were not required to answer every item, natural breaks in completion rates were used to establish a data inclusion threshold. The first spike in missing data occurred at six blanks, primarily due to skipped open-text items that did not indicate disengagement. More meaningful drop-offs occurred at 9 blanks (127 items completed), 42 blanks (94 completed), and 57 blanks (79 completed). Table 1 contains the survey response threshold options.

**Table 1. Minimum Completion Threshold Options**

| Option     | Items Required | % Completion | Sample Size | Notes  |
|------------|----------------|--------------|-------------|--|
| High       | 127            | 93%          | 1,147       | Natural break at 9 blanks; high confidence in response quality |
| Historical | 118            | 87%          | 1,188       | Matches past threshold; above second break                     |
| Moderate   | 112            | 82%          | 1,197       | Higher risk of bias from late-task dropout                     |
| Low        | 95             | 70%          | 1,213       | Too lenient given data quality concerns                        |

The client selected the High (93%) threshold, which aligns with the natural break at 9 blanks and retains a large, high-quality sample.

# Analysis of Ratings

## Reliability Analysis

The reliability of the scales was assessed to determine how consistently the survey questions covered the content area of interest. Reliability was measured by internal consistency (Cronbach's alpha) using the respondents' ratings of frequency and criticality for each task. Reliability coefficients range from 0 to 1 and should be above 0.70 to be judged as adequate. Reliability values below 0.70 might indicate an unacceptable amount of measurement error.

The average ratings for reliability of the frequency and criticality were 0.76 and 0.88, respectively. These values exceeded the generally accepted value of 0.70, indicating that the measurement error is sufficiently small to use these ratings in the computation of the domain and task weights.

## Task Ratings

A five-point scale (1 to 5) was used for the frequency and criticality ratings, with a "5" representing the highest rating. The frequency of the task refers to the time that is spent performing the task. Respondents were asked to estimate the amount of time spent performing duties associated with each area by selecting the response that best exemplifies the rating for each task. Average frequency ratings ranged from 2.64 to 4.83. A rating of 2 indicates that the task is performed yearly, and a rating of 3 indicates that the task is performed quarterly. The JTA committee agreed to any task should be reviewed with an average frequency of rating  $\leq 2.5$ . Thus, even the lowest-rated tasks appeared to be performed regularly, on average.

Participants were also asked to rate each task on a rating of criticality, or how important that task is for a PHN. Average criticality ratings ranged from 4.00 to 4.65. A rating of 4 indicates that the task is very important, and a rating of 5 indicates that the task is extremely important. These results suggest that all tasks created by the JTA committee were rated at least very important.

## Relative Importance

To quantify each task's relative importance to the certified public health nurse, each task's frequency rating was multiplied by its criticality rating (Equation 1). Tasks with lower frequency and criticality ratings had lower relative importance scores than tasks with higher frequency and criticality ratings, which is consistent with the belief that tasks that are both critical and performed frequently are more important to the job and should be weighted more heavily on the exam. In addition to serving as an evaluative measure, the relative importance scores also were used in the development of the exam specifications (Phase III). For the number of respondents selecting each response, see Appendix E.

$$\text{Relative Importance Score} = \text{Mean Frequency Rating} * \text{Mean Criticality Rating (1)}$$

Table 2, on the next pages, contains the average frequency, criticality, and relative importance ratings for each of the 43 tasks. In addition, Tables 3 and 4, on page 14, contain the four highest-rated and four lowest-rated tasks, respectively, according to their relative importance scores.

**Table 1. Descriptive Statistics of Frequency, Criticality, and Relative Importance Ratings**

| Class  | Statement  | Frequency |      | Criticality |      | RIS   |      |
|--------|--|-----------|------|-------------|------|-------|------|
|        |  | Mean      | SD   | Mean        | SD   | Mean  | SD   |
| 010000 | Assessment and Analysis  |           |      |             |      |       |      |
| 010100 | Utilize public health surveillance to monitor emerging threats and influence decisions that support public health initiatives.   | 3.92      | 1.20 | 4.30        | 0.78 | 17.22 | 6.46 |
| 010200 | Use a comprehensive set of relevant variables within and across systems to measure health and public health conditions.  | 3.52      | 1.29 | 4.06        | 0.82 | 14.73 | 6.60 |
| 010300 | Assess the needs of individuals, populations, and communities to inform public health interventions.   | 4.29      | 1.04 | 4.51        | 0.61 | 19.61 | 5.87 |
| 010400 | Identify potential hazards or harm to individuals and communities, applying current and historical trends to implement initiatives that impact public health policy.                 | 3.61      | 1.25 | 4.19        | 0.77 | 15.53 | 6.59 |
| 010500 | Assess population health indicators, including patterns, trends, and protective factors, using qualitative and quantitative data to improve and protect overall community health.    | 3.25      | 1.23 | 4.14        | 0.80 | 13.88 | 6.33 |
| 010600 | Assess individual or community health literacy levels using evidence-based tools to guide health promotion and disease management.   | 3.45      | 1.46 | 4.15        | 0.80 | 14.81 | 7.45 |
| 010700 | Conduct individual assessments using evidence-based tools and techniques to identify health needs, risks, trends, and overarching community health issues.                           | 3.98      | 1.29 | 4.29        | 0.77 | 17.54 | 6.89 |
| 010800 | Use assessment tools and skills to evaluate health needs for individuals, families, and communities to help ensure effective provision of services and avoid gaps in care.           | 4.12      | 1.16 | 4.35        | 0.68 | 18.25 | 6.34 |
| 010900 | Assess the positive and negative impacts of environmental factors on the health of individuals, families, and communities to identify strategies to improve related health outcomes. | 3.42      | 1.33 | 4.11        | 0.77 | 14.49 | 6.76 |
| 020000 | Planning and Implementation  |           |      |             |      |       |      |
| 020100 | Anticipate emerging public health challenges and determine priorities to prepare for emergencies (e.g., natural  | 3.07      | 1.18 | 4.29        | 0.74 | 13.37 | 6.05 |

| Class  | Statement   | Frequency |      | Criticality |      | RIS   |      |
|--------|---|-----------|------|-------------|------|-------|------|
|        |   | Mean      | SD   | Mean        | SD   | Mean  | SD   |
|        | disasters, mass fatalities, outbreaks, bioterrorism) to efficiently meet community needs and mitigate negative impacts.   |           |      |             |      |       |      |
| 020200 | Use health data to plan, develop, and implement services and programs that improve social conditions which influence health and promote equity.   | 3.25      | 1.25 | 4.17        | 0.75 | 13.88 | 6.37 |
| 020300 | Educate individuals, families, and communities on strategies for disease and injury prevention, health care decision-making, safety, and environmental exposures to optimize quality of life.   | 4.49      | 0.88 | 4.48        | 0.63 | 20.32 | 5.23 |
| 020400 | Demonstrate ability to co-create and implement health promotion activities with individuals, families, and communities.   | 3.80      | 1.16 | 4.16        | 0.76 | 16.19 | 6.26 |
| 020500 | Use effective tools and implement interventions to optimize safety in public health processes.  | 3.87      | 1.24 | 4.14        | 0.77 | 16.43 | 6.64 |
| 030000 | Policy, Advocacy, and Partnerships  |           |      |             |      |       |      |
| 030100 | Facilitate interdisciplinary, cross-sector collaboration and partnerships to drive health-related change for communities and systems.   | 3.53      | 1.20 | 4.21        | 0.76 | 15.24 | 6.31 |
| 030200 | Advocate for policies and programs that address population health needs, improve access to care, and drive systems-level change, particularly for marginalized and under-resourced populations. | 2.64      | 1.28 | 4.17        | 0.85 | 11.29 | 6.29 |
| 030300 | Use community-informed and evidence-based data to inform policy development that improves health outcomes.  | 2.87      | 1.31 | 4.16        | 0.78 | 12.26 | 6.52 |
| 030400 | Cultivate partnerships with schools, businesses, faith-based groups, and other community organizations to implement public health initiatives.  | 3.55      | 1.16 | 4.30        | 0.72 | 15.58 | 6.08 |
| 030500 | Identify and include diverse community members to co-create inclusive planning, implementation, and evaluation processes.   | 3.04      | 1.30 | 4.12        | 0.86 | 12.93 | 6.54 |
| 040000 | Communication and Cultural Competence   |           |      |             |      |       |      |

| Class  | Statement   | Frequency |      | Criticality |      | RIS   |      |
|--------|---|-----------|------|-------------|------|-------|------|
|        |   | Mean      | SD   | Mean        | SD   | Mean  | SD   |
| 040100 | Demonstrate active listening and culturally-informed empathy to build trust, validate concerns, and enhance understanding.  | 4.83      | 0.56 | 4.65        | 0.55 | 22.58 | 4.00 |
| 040200 | Adapt verbal, written, and visual communication methods in response to verbal and non-verbal cues, literacy levels, and cultural preferences of individuals or communities.                             | 4.54      | 0.91 | 4.51        | 0.64 | 20.72 | 5.43 |
| 040300 | Use plain language, visual aids, and tailored messaging to explain health concepts and address the specific health literacy and needs of the intended audience.   | 4.63      | 0.79 | 4.55        | 0.62 | 21.25 | 4.96 |
| 040400 | Adapt messaging and engage with key community members in culturally appropriate ways to address health priorities and needs.  | 3.86      | 1.22 | 4.31        | 0.75 | 16.98 | 6.59 |
| 040500 | Communicate information to internal and external partners during public health crises or emergencies to achieve and maintain situational awareness.   | 3.17      | 1.39 | 4.39        | 0.73 | 14.16 | 6.96 |
| 040600 | Foster inclusive and safe communication to encourage participation from all community members.  | 4.12      | 1.18 | 4.34        | 0.73 | 18.25 | 6.45 |
| 040700 | Promote cultural humility and understanding of diverse perspectives and incorporates this into assessment practices and program planning.   | 4.32      | 1.05 | 4.39        | 0.69 | 19.31 | 6.03 |
| 050000 | Leadership and Management   |           |      |             |      |       |      |
| 050100 | Participate in strategic planning to communicate a clear vision of public health nursing that aligns with organizational and community priorities and fosters shared ownership of goals and objectives. | 2.84      | 1.23 | 4.15        | 0.80 | 12.03 | 6.09 |
| 050200 | Foster an inclusive environment that builds trust, supports team members, and manages internal and external conflicts through consensus-building to address public health challenges collaboratively.   | 4.10      | 1.24 | 4.35        | 0.73 | 18.12 | 6.59 |
| 050300 | Align resource allocation with organizational goals, community  | 2.98      | 1.43 | 4.19        | 0.82 | 12.80 | 6.98 |

| Class  | Statement   | Frequency |      | Criticality |      | RIS   |      |
|--------|---|-----------|------|-------------|------|-------|------|
|        |   | Mean      | SD   | Mean        | SD   | Mean  | SD   |
|        | priorities, and funding requirements to optimize program impact, ensure efficiency, and maintain financial sustainability within budget constraints.  |           |      |             |      |       |      |
| 050400 | Implement cost-effective practices and identify opportunities for resource sharing or partnership to extend program reach.  | 3.27      | 1.36 | 4.10        | 0.81 | 13.74 | 6.73 |
| 050500 | Provide mentorship, training, and professional development opportunities to enhance the skills and capabilities of staff and colleagues.  | 3.59      | 1.25 | 4.27        | 0.76 | 15.64 | 6.57 |
| 060000 | <b>Systems and Foundational Knowledge</b>   |           |      |             |      |       |      |
| 060100 | Identify and mitigate bias in data collection and interpretation to support equitable interventions.  | 2.75      | 1.45 | 4.00        | 0.91 | 11.43 | 7.02 |
| 060200 | Apply promising practices and evidence-based research to inform practice, improve health, protect populations, and reduce disparities.  | 3.84      | 1.26 | 4.24        | 0.76 | 16.63 | 6.62 |
| 060300 | Use valid public health tools and comply with legal, ethical, and organizational standards to evaluate and manage resources responsibly, transparently, and effectively.  | 4.12      | 1.26 | 4.28        | 0.74 | 18.03 | 6.66 |
| 060400 | Apply epidemiological methods to understand incidence and prevalence, protective and risk factors, and health outcomes in specific populations.   | 3.49      | 1.40 | 4.18        | 0.80 | 15.06 | 7.08 |
| 060500 | Assess systemic barriers, including access to quality care, to inform data-driven decisions that guide systems change and reduce health inequities.   | 3.44      | 1.33 | 4.23        | 0.77 | 14.87 | 6.72 |
| 060600 | Apply knowledge of public health frameworks and theories (e.g., social determinants of health, socioecological framework, Maslow's hierarchy of needs, levels of prevention) when identifying individual, family, and community health priorities; advocating for systemic change; and advancing health equity. | 4.02      | 1.26 | 4.25        | 0.81 | 17.56 | 6.83 |

| Class  | Statement   | Frequency |      | Criticality |      | RIS   |      |
|--------|---|-----------|------|-------------|------|-------|------|
|        |   | Mean      | SD   | Mean        | SD   | Mean  | SD   |
| 060700 | Evaluate personal readiness and apply the nursing process to guide flexible, adaptable, and holistic emergency response and recovery efforts that meet community needs.   | 3.68      | 1.37 | 4.17        | 0.78 | 15.73 | 7.04 |
| 060800 | Apply a fundamental understanding of the impacts of implicit and explicit biases in nursing practices.  | 4.35      | 1.11 | 4.25        | 0.85 | 18.97 | 6.48 |
| 070000 | Quality and Evaluation  |           |      |             |      |       |      |
| 070100 | Implement and contribute to policies, procedures, and workflows to ensure consistent and effective delivery of public health services.  | 3.80      | 1.20 | 4.24        | 0.71 | 16.40 | 6.24 |
| 070200 | Foster a culture of continuous quality improvement by identifying opportunities to enhance practices, systematically reviewing processes and services, and monitoring performance metrics to evaluate outcomes and improve outputs. | 3.73      | 1.16 | 4.19        | 0.69 | 15.90 | 6.06 |
| 070300 | Continuously evaluate and adapt interventions to help ensure they address the broader systemic or structural factors related to health outcomes.  | 3.58      | 1.23 | 4.08        | 0.77 | 14.97 | 6.34 |
| 070400 | Monitor performance metrics and evaluate program outcomes to drive continuous improvement.  | 3.11      | 1.20 | 4.07        | 0.77 | 12.90 | 5.90 |

**Table 2. Tasks with Highest Relative Importance**

| Class  | Statement   | Relative Importance |
|--------|---|---------------------|
| 040100 | Demonstrate active listening and culturally-informed empathy to build trust, validate concerns, and enhance understanding.  | 22.58               |
| 040300 | Use plain language, visual aids, and tailored messaging to explain health concepts and address the specific health literacy and needs of the intended audience.                               | 21.25               |
| 040200 | Adapt verbal, written, and visual communication methods in response to verbal and non-verbal cues, literacy levels, and cultural preferences of individuals or communities.                   | 20.72               |
| 020300 | Educate individuals, families, and communities on strategies for disease and injury prevention, health care decision-making, safety, and environmental exposures to optimize quality of life. | 20.32               |

**Table 3. Tasks with Lowest Relative Importance**

| Class  | Statement   | Relative Importance |
|--------|---|---------------------|
| 030300 | Use community-informed and evidence-based data to inform policy development that improves health outcomes.  | 12.26               |
| 050100 | Participate in strategic planning to communicate a clear vision of public health nursing that aligns with organizational and community priorities and fosters shared ownership of goals and objectives. | 12.03               |
| 060100 | Identify and mitigate bias in data collection and interpretation to support equitable interventions.  | 11.43               |
| 030200 | Advocate for policies and programs that address population health needs, improve access to care, and drive systems-level change, particularly for marginalized and under-resourced populations.         | 11.29               |

## Domain Weights

Survey respondents indicated the percentage of the examination that they believed should be devoted to assessing each domain. As shown in Table 5, Domain 1: Assessment and Analysis had the highest mean weighting, on average, followed by Domain 4: Communication and Cultural Competence. The results of this analysis were used to determine the potential exam specifications for the exam (Phase III).

**Table 4. Descriptive Statistics for the Domain Weights**

| Domain | Statement                             | Mean  | SD   | Min. | Max. |
|--------|---------------------------------------|-------|------|------|------|
| 010000 | Assessment and Analysis               | 16.98 | 7.14 | 0    | 60   |
| 020000 | Planning and Implementation           | 15.90 | 6.11 | 0    | 80   |
| 030000 | Policy, Advocacy, and Partnerships    | 12.35 | 4.71 | 0    | 30   |
| 040000 | Communication and Cultural Competence | 16.71 | 7.38 | 1    | 75   |
| 050000 | Leadership and Management             | 11.88 | 5.24 | 0    | 50   |
| 060000 | Systems and Foundational Knowledge    | 13.77 | 6.22 | 0    | 65   |
| 070000 | Quality and Evaluation                | 12.40 | 5.07 | 0    | 74   |

## Point in Career

As part of the validation survey, respondents were asked to indicate the point in their career at which they were first expected to perform each task statement. This rating provides additional context for interpreting the relevance of tasks to entry-level at the time of certification and helps determine whether tasks are appropriate for inclusion in the certification examination.

The purpose of this question is to identify whether tasks are expected of public health nurses early in their careers or whether they reflect responsibilities that typically occur later. Tasks rated by respondents as “within 1 year” are most clearly aligned with entry-level practice. In contrast, tasks that cluster in later time frames (e.g., 4–5 years) may represent more advanced practice expectations.

When the results of this question were reviewed with the JTA committee, discussion focused heavily on how to interpret the scale in the absence of finalized eligibility requirements. Committee members consistently sought clarification on the intended entry point for the certification, which created challenges in reaching a shared interpretation of the question. Multiple attempts were made to guide the panel to respond based on the scale as written, but the uncertainty around eligibility criteria remained a limiting factor in the discussion.

Ultimately, results from the PHN validation survey show that the majority of task statements were rated as being expected within the first one to two years of practice, supporting their inclusion as core elements of public health nursing. A small number of tasks were rated at later career points, which prompted further review by SMEs. For example, Task 030200 (“Adapt verbal, written, and visual communication methods in response to verbal and non-verbal cues, literacy levels, and cultural preferences of individuals or communities”) was identified by the JTA Committee as not meeting the one-year threshold and is recommended for removal from the content outline. Task 030200 was edited post validation survey to better align with a task that a newly certified public health nurse would perform.

Overall, the point-in-career (PoC) analysis provides evidence that the task statements included in the PHN content outline appropriately reflect the responsibilities of public health nurses at the entry level. Task statements with lowest PoC ratings that had been flagged for the JTA committee review are listed in Table 6, on the next page.

**Table 6. Tasks with lowest PoC Ratings**

| Class  | Statement   | Not at All | Within |        |       |
|--------|---|------------|--------|--------|-------|
|        |   |            | 1 to 2 | 3 to 4 | ≥5    |
| 050300 | Align resource allocation with organizational goals, community priorities, and funding requirements to optimize program impact, ensure efficiency, and maintain financial sustainability within budget constraints. | 17.75      | 38.76  | 19.71  | 23.78 |
| 060100 | Identify and mitigate bias in data collection and interpretation to support equitable interventions.  | 22.95      | 37.81  | 21.77  | 17.47 |
| 050100 | Participate in strategic planning to communicate a clear vision of public health nursing that aligns with organizational and community priorities and fosters shared ownership of goals and objectives.             | 12.16      | 42.87  | 24.64  | 20.34 |
| 030200 | Advocate for policies and programs that address population health needs, improve access to care, and drive systems-level change, particularly for marginalized and under-resourced populations.                     | 19.78      | 34.40  | 22.75  | 23.06 |
| 030300 | Use community-informed and evidence-based data to inform policy development that improves health outcomes.  | 15.49      | 41.78  | 23.55  | 19.17 |

## Phase III: Exam Specifications

The final phase of a job analysis study is the development of exam specifications that identify the proportion of questions from each task that will appear on the examination. To ensure a strong link between the job analysis study and the examination, information collected through the validation survey was used to calculate exam specifications.

The importance and frequency ratings collected from the validation survey were combined to calculate a relative importance score for each task. These scores were aggregated to the domain level to determine the percentage of the examination to be allocated to each domain. The JTA committee reviewed the distribution and recommended the preferred calculation method to use as the basis for the exam specifications.

### Content Distribution

Both top-down and bottom-up approaches were used to develop potential weights for the newly established content outline. In the top-down approach, the average of survey respondents' opinions regarding what percentage of the exam should be allocated to testing each domain serves as the domain-level percentage. Within each domain, the percentages for each task are based upon the relative importance ratings, which are used to distribute the total percentage for each domain across the tasks within that domain. Alternatively, the bottom-up approach is based entirely on the relative importance ratings. In this approach, the percentage of items allocated to each task is calculated by taking the average relative importance rating for every task and dividing it by the sum of the relative importance ratings for all tasks. Then, the domain percentages are determined by adding up the percentages associated with each task within that domain.

The content distribution for the PHN certification examination was developed based on the JTA survey results and JTA committee discussions. The JTA committee reviewed both the bottom-up (BU) and top-down (TD) calculation methods. While not all SMEs responded, none preferred the TD method. The consensus was that the BU method better reflected domain-level importance ratings, though the difference between methods was minimal. The Exam Development Committee will make the final decision. The final NBPHE 2025 PHN exam specifications can be found in Appendix D. Table 7 has the content distribution for each method.

**Table 7. Content Distribution by Method**

| Domain                                | BU % | BU # | TD % | TD # |
|---------------------------------------|------|------|------|------|
| Assessment and Analysis               | 0.20 | 20   | 0.17 | 17   |
| Planning and Implementation           | 0.12 | 12   | 0.16 | 16   |
| Policy, Advocacy, and Partnerships    | 0.10 | 10   | 0.12 | 12   |
| Communication and Cultural Competence | 0.19 | 19   | 0.17 | 17   |
| Leadership and Management             | 0.11 | 11   | 0.12 | 12   |
| Systems and Foundational Knowledge    | 0.19 | 19   | 0.14 | 14   |
| Quality and Evaluation                | 0.09 | 9    | 0.12 | 12   |
| Total                                 | 1.00 | 100  | 1.00 | 100  |

## Conclusion

The validation survey results support the domains and task statements developed during the job analysis meeting, confirming that they provide a defensible and accurate representation of competent practice in public health nursing. This outcome establishes a foundation for the examination specifications developed through the JTA process, ensuring that they accurately reflect the responsibilities of PHN professionals. The Job Task Analysis Committee approved the content outline and domain-level distribution via email on September 12, 2025. Additional exam details, including the total number of scored and pilot items, remain under discussion.

Because the PHN program is new, immediate next step is to begin SME recruitment for each part of the exam development process. The next step is the development of an initial item pool. Items will need to be written and reviewed to ensure alignment with the validated domains and task statements, thereby supporting the creation of defensible examination forms. As forms are assembled, items will be selected to ensure that the content coverage of the examination adheres to the exam specifications.

Following the completion of the job analysis and validation survey, the next stage in the PHN certification program is the development of the examination itself. This includes:

- I. Item Development: Writing, reviewing, and refining new exam items to ensure alignment with the content outline and exam specifications.
- II. Item Review and Approval: Subject matter experts will review draft items to ensure clarity, accuracy, and relevance to current PHN practice.
- III. Exam Form Assembly: Initial examination forms will be constructed by selecting items to match the domain-level distribution defined in the exam specifications.
- IV. Pilot Testing: Early administration may be used to gather statistical evidence of exam and candidate performance.
- V. Standard Setting: A cut score will be established to determine the passing score required for certification.

These steps will ensure that the PHN certification examination is current and reflective of current professional practice.

# Appendices

## Appendix A – PHN JTA Committee Roster and Qualifications

| Name              | Age   | Experience | Employment Status | Employment Location | Credentials                        | Work Setting                           |
|-------------------|-------|------------|-------------------|---------------------|------------------------------------|--|
| Christine Bacsa   | 40-49 | >15        | Full Time         | US Army             | LTC, AN, MPH, BSN, RN, PHNA-BC     | Government Agency                      |
| Heather Black     | 40-49 | 11-15      | Full Time         | NM                  | BSN, BSW, RN                       | Government Agency                      |
| Aisha Brooks      | 50-59 | >15        | Full Time         | DC                  | DNP, MPH, RN                       | Government Agency                      |
| Lorne Carroll     | 40-49 | >15        | Full Time         | AK                  | MPH, BSN, RN, CPH                  | Government Agency                      |
| Judy Didion       | >59   | >15        | Retired           | MI                  | RN, BSN, MSN, PhD                  | University                             |
| Katharine Eilers  | 50-59 | >15        | Full Time         | WA                  | MPH, MSN, RN                       | Government Agency                      |
| Rick Garcia       | 50-59 | >15        | Full Time         | DC                  | PhD, RN, CCM, FAAOHN, FNYAM, FAADN | Professional Association               |
| Kenya Gomez       | 40-49 | >15        | Full Time         | NC                  | RN, BSN, MSN, CCM                  | Small Business/Local Agency & Hospital |
| Jax Hermer        | 40-49 | >15        | Full Time         | WA                  | DNP, RN, IBCLC                     | Government Agency                      |
| Monica Hughes     | 50-59 | >15        | Full Time         | TX                  | DNP, RN, NE-BC, CNE                | University                             |
| Melody Kellar     | 50-59 | >15        | Full Time         | CA                  | BSN, PHN                           | Government Agency                      |
| Lindsay Novacek   | 30-39 | 11-15      | Full Time         | NC                  | RN, CCHP, CPHN                     | Government Agency                      |
| Lucille Rayford   | >59   | >15        | Full Time         | CA                  | PhD, RN, PHN                       | Government Agency                      |
| Elizabeth Stevens | 40-49 | 11-15      | Full Time         | NC                  | RN, BA, BSN, MPH, SANE-A, NCCPHN   | Government Agency                      |
| Billy Wiggins     | 40-49 | >15        | Full Time         | SC                  | MSN, RN, CPH, CM                   | Government Agency                      |

## Appendix B – Meeting Workbook

**DO NOT REMOVE THIS BOOKLET FROM THE MEETING ROOM**

Print Name:

Signature:



**Overview**

The Public Health Nurse (PHN) certification examination is designed to determine whether a candidate has obtained the knowledge necessary for competent practice. Thus, the major purpose of this job analysis study is to provide the basis for demonstrating that the certification exam is related to current practice. Stated differently, this job analysis provides documentation that the knowledge tested on the certification exam is the knowledge that is essential for the provision of safe and competent practice by certified PHN.

**Objectives**

To discuss and define the overall role of a certified PHN, to identify the critical tasks performed by the certificant, to organize the tasks into performance domains, and to identify the knowledge needed to competently perform those tasks.

## **Purpose Statement**

Public health nursing certification validates foundational knowledge and practical skills in public health and nursing sciences for licensed registered nurses functioning in public health nursing roles and their commitment to professional development and continued competency in the field.

## **Requirements for Certification (Considerations)**

To be eligible for Public Health Nurse exam, individuals must:

1. Professional:
  1. Active Registered Nurse License
2. Education:
  1. ADN in Nursing (from an ADN program with a community health/PH component)
  2. BSN in Nursing or higher - Some combination of ADN and PH degree (BPH or MPH)
3. Clinical Practice Hours:
  1. ADN and at least 5 YRs FTE or 4,500 hrs (if PHN role is not FTE)
  2. BSN & higher at least 3 years or 3,500 hrs Faculty Experience Have a graduate level degree and at least 3 years experience [grad or undergrad] teaching or working in public health

**AND**

at least 1500 hours of public health nursing practice within the last 3 years prior to the exam.

## **Intended Audience**

### **Intended Audience Statement (Template)**

Target audience statements describe the basic characteristics of the group that is expected to seek certification. It should be a high level, one or two sentence description of the defining characteristics of this group. It may also summarize the goals and/or mission of someone who fills this role. The characteristics include the prerequisites and other qualifications that distinguish certified PHN from others.

A Public Health Nurse (PHN) is a person who has completed a [SCHOOL] program in [INDUSTRY/PROFESSION] to receive a PHN, and [ADDITIONAL REQUIREMENTS]. PHN performance expectations. To be eligible to take the PHN examinations, applicants must first have [REQUIREMENTS].

### **Intended Audience (DRAFT)**

Public Health Nursing (PHN) certification is designed for licensed registered nurses who apply public health and nursing expertise to promote wellness, prevent disease, and improve health outcomes in diverse and underserved populations. Certified PHNs integrate core public health functions and the nursing process to address community health needs, advocate for systemic change, and advance health equity.



## Task Statements

Tasks are the individual functions, whether mental or physical, required for certain aspects of a job or role; essentially, a description of duties performed. Domains and tasks are mutually exclusive; that is, every task is different and should not be associated with more than one domain.

The development of task statements is critical to the job analysis process. Each task statement should provide a concise description of one of the unique duties of the job or role, and collectively, the set of tasks should provide a complete description of the job or role. If done correctly, task statements can eliminate the need for subjective interpretations of actions.

A complete task statement will answer four questions:

1. **Performs what action?** (verb)
2. **To whom or what?** (object of the verb)
3. **To produce what? OR Why is it necessary?** (expected output)
4. **Using what tools, equipment, work aids, processes?**

Task statements must be written clearly and precisely if they are to provide useful information. Tasks statements are best if they:

1. Focus on one action and one object, unless the statement describes two or more activities that are almost always performed together, either because they occur in close sequence or are otherwise interdependent.
2. Begin with active verbs such as write, construct, inspect, dictate, instruct, translate, inventory, schedule, telephone, discuss, measure, sample, evaluate, apply, examine, record, obtain, determine, demonstrate, etc.
3. Avoid ambiguous verbs such as be responsible for, help, assist, participate, or handle.
4. Use common, easily understood terms that are precise and convey a specific meaning.
5. Do not use abbreviations.
6. Allow a person with no knowledge of your profession to understand what is actually done.
7. Make sense on their own, without depending on surrounding statements to give meaning or context.
8. Are descriptive rather than prescriptive. That is, they describe the work as conducted in practice, rather than an idealized notion of how work should be performed.

## Task Statement Worksheet

**DOMAIN:** \_\_\_\_\_

*Task Statement #1:* \_\_\_\_\_

\_\_\_\_\_

*Task Statement #2:* \_\_\_\_\_

\_\_\_\_\_

*Task Statement #3:* \_\_\_\_\_

\_\_\_\_\_

*Task Statement #4:* \_\_\_\_\_

\_\_\_\_\_

*Task Statement #5:* \_\_\_\_\_

\_\_\_\_\_

*Task Statement #6:* \_\_\_\_\_

\_\_\_\_\_

*Task Statement #7:* \_\_\_\_\_

\_\_\_\_\_

### Job Task Analysis Committee Background Information

To document the representativeness of the committee, we collect demographics from each of the committee members. This information will be summarized and provided in the report about the job analysis study.

|  |   |
|--|---|
| <p>1. What is your age?</p>  | <p> <input type="radio"/> Under 20                      <input type="radio"/> 40-49<br/> <input type="radio"/> 20-29                            <input type="radio"/> 50-59<br/> <input type="radio"/> 30-39                            <input type="radio"/> Over 59         </p>  |
| <p>2. How many years have you worked in the industry?</p>  | <p> <input type="radio"/> Less than 1                      <input type="radio"/> 6-10<br/> <input type="radio"/> 1-2                                    <input type="radio"/> 11-15<br/> <input type="radio"/> 2-5                                    <input type="radio"/> Over 15         </p>  |
| <p>3. What is your current employment status?<br/><i>(Choose all that apply)</i></p>   | <p> <input type="radio"/> Working full time                      <input type="radio"/> Studying part time<br/> <input type="radio"/> Working part time                      <input type="radio"/> Retired<br/> <input type="radio"/> Studying full time                      <input type="radio"/> Unemployed – looking for work         </p> |
| <p>4. Where do you primarily work?<br/><b><i>Please indicate city and state, province, or territory.</i></b></p>   |   |
| <p>5. What other professional degrees, certificates, and/or designations do you currently hold?<br/><b><i>Please also indicate the year in which you earned each one.</i></b></p>  |   |
| <p>6. How would you describe your current workplace setting (e.g., small business, large corporation, private clinic, government agency, hospital, university, etc.)?<br/><b><i>If retired or unemployed, please indicate your previous workplace setting.</i></b></p> |   |

**NOTES**

## Day 1 Evaluation

What three things did you learn?

What three things did you enjoy?

What three things could be improved for tomorrow?

How confident do you feel with the task development and review process?

Not at all

Somewhat confident

Fairly confident

Very confident

## Day 2 Evaluation

What three things did you learn?

What three things did you enjoy?

What three things could be improved for future workshops?

How confident do you feel with the task finalization review process?

Not at all

Somewhat confident

Fairly confident

Very confident

# Appendix C – Validation Survey Instrument

## Public Health Nursing Certification Job Task Analysis Survey

### Introduction

An important step in developing a Public Health Nursing Certification Program is conducting a job task analysis. A job task analysis involves systematically identifying and documenting the specific tasks and responsibilities associated with a particular job or role within a field. The results of this public health nursing JTA survey will help the NBPHE to define the scope of a public health nursing certification exam.

The National Board of Public Health Examiners recently assembled a panel of experts of public health nurses to discuss and identify the key tasks of public health nurses which are included in this job task analysis survey. This survey asks you to provide input on the tasks identified by the panel. Rate each task based on what you ACTUALLY do in your job role. The accuracy of your feedback enhances the exam's validity and credibility and is critical in helping us ensure that the inaugural public health nursing certification examination is reflective of the role.

We estimate that it will take approximately 20-25 minutes to complete the survey. All responses will be kept confidential, and your individual responses will not be released. Survey results will be reported in aggregate and used to inform the development of a public health nursing certification program and other public health nursing workforce development initiatives.

If you experience any technical problems, please contact the survey administrator at [akne@meazurelearning.com](mailto:akne@meazurelearning.com)

## Public Health Nursing Certification Job Task Analysis Survey

### Purpose Statement

Public health nursing certification validates foundational knowledge and practical skills in public health and nursing sciences for licensed registered nurses functioning in public health nursing roles and their commitment to professional development and continued competency in the field.

### Intended Audience

The audience for this job task analysis survey is licensed registered nurses who apply public health and nursing expertise to promote wellness, prevent disease, and improve health outcomes within and across all communities, with specific attention to under-resourced groups. These public health nurses work in public health and integrate core public health functions and the nursing process to address community health needs, advocate for systemic change, and advance health equity for all.

If you experience any technical problems, please contact the survey administrator at [akne@meazurelearning.com](mailto:akne@meazurelearning.com)

## Public Health Nursing Certification Job Task Analysis Survey

### Survey Instructions / Rating Scales

The Job Task Analysis (JTA) survey will validate core skills, knowledge, and abilities that public health nurses need to perform their job successfully. Responsibilities or tasks have been grouped into seven major categories called domains:

1. Assessment and Analysis
2. Planning and Implementation
3. Policy, Advocacy, and Partnerships
4. Communication and Cultural Competence
5. Leadership and Management
6. Systems and Foundational Knowledge
7. Quality and Evaluation

Each page of the survey contains all the tasks for the domain and an open text box for feedback. For each task, you will be asked to answer three questions:

**Frequency** - How often do you perform this task?

- Never
- Daily
- Weekly/Monthly
- Quarterly
- Yearly

**Criticality** - How important is this task?

- Not important
- Minimally important
- Somewhat important
- Very important
- Extremely important

**Point in Career** - At what point in becoming a practicing public health nurse are you first expected to perform this task?

- Not at all
- Within 1-2 years
- Within 3-4 years
- Within 5 or more years

The last section of the survey includes demographic questions. This information will be kept confidential and will be used to demonstrate that the survey respondents are representative of public health nursing professionals.

If you experience any technical problems, please contact the survey administrator at [akne@meazurelearning.com](mailto:akne@meazurelearning.com)

## Public Health Nursing Certification Job Task Analysis Survey

### Assessment and Analysis

#### 1. Utilize public health surveillance to monitor emerging threats and influence decisions that support public health initiatives.

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

#### 2. Use a comprehensive set of relevant variables within and across systems to measure health and public health conditions.

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**3. Assess the needs of individuals, populations, and communities to inform public health interventions.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**4. Identify potential hazards or harm to individuals and communities, applying current and historical trends to implement initiatives that impact public health policy.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**5. Assess population health indicators, including patterns, trends, and protective factors, using qualitative and quantitative data to improve and protect overall community health.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**6. Assess individual or community health literacy levels using evidence-based tools to guide health promotion and disease management.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**7. Conduct individual assessments using evidence-based tools and techniques to identify health needs, risks, trends, and overarching community health issues.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Criticality** - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Point in Career** - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**8. Use assessment tools and skills to evaluate health needs for individuals, families, and communities to help ensure effective provision of services and avoid gaps in care.**

**Frequency** - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Criticality** - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Point in Career** - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**9. Assess the positive and negative impacts of environmental factors on the health of individuals, families, and communities to identify strategies to improve related health outcomes.**

**Frequency** - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Criticality** - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Point in Career** - At what point in becoming a practicing public health nurse are you first expected to perform this task?

Not at all

Within 1-2 years

Within 3-4 years

Within 5 or more years

**Please share any comments you have on the *Assessment and Analysis* domain:**

If you experience any technical problems, please contact the survey administrator at [akne@meazurelearning.com](mailto:akne@meazurelearning.com)

## Public Health Nursing Certification Job Task Analysis Survey

### Planning and Implementation

**10. Anticipate emerging public health challenges and determine priorities to prepare for emergencies (e.g., natural disasters, mass fatalities, outbreaks, bioterrorism) to efficiently meet community needs and mitigate negative impacts.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**11. Use health data to plan, develop, and implement services and programs that improve social conditions which influence health and promote equity.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Point in Career** - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**12. Educate individuals, families, and communities on strategies for disease and injury prevention, health care decision-making, safety, and environmental exposures to optimize quality of life.**

**Frequency** - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Criticality** - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Point in Career** - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**13. Demonstrate ability to co-create and implement health promotion activities with individuals, families, and communities.**

**Frequency** - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Criticality** - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Point in Career** - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**14. Use effective tools and implement interventions to optimize safety in public health processes.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**Please share any comments you have on the *Planning and Implementation* domain:**

If you experience any technical problems, please contact the survey administrator at [akne@meazurelearning.com](mailto:akne@meazurelearning.com)

## Public Health Nursing Certification Job Task Analysis Survey

### Policy, Advocacy, and Partnerships

**15. Facilitate interdisciplinary, cross-sector collaboration and partnerships to drive health-related change for communities and systems.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**16. Build relationships with policymakers and advocate for policies and programs that address population health needs, improve access to care, and drive systems-level change, particularly for marginalized and under-resourced populations.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Point in Career** - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**17. Use community-informed and evidence-based data to inform policy development that improves health outcomes.**

**Frequency** - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Criticality** - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Point in Career** - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**18. Cultivate partnerships with schools, businesses, faith-based groups, and other community organizations to implement public health initiatives.**

**Frequency** - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Criticality** - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Point in Career** - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**19. Identify and include diverse community members to co-create inclusive planning, implementation, and evaluation processes.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**Please share any comments you have on the *Policy, Advocacy, and Partnerships* domain:**

If you experience any technical problems, please contact the survey administrator at [akne@meazurelearning.com](mailto:akne@meazurelearning.com)

## Public Health Nursing Certification Job Task Analysis Survey

### Communication and Cultural Competence

**20. Demonstrate active listening and culturally-informed empathy to build trust, validate concerns, and enhance understanding.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**21. Adapt verbal, written, and visual communication methods in response to verbal and non-verbal cues, literacy levels, and cultural preferences of individuals or communities.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**22. Use plain language, visual aids, and tailored messaging to explain health concepts and address the specific health literacy and needs of the intended audience.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**23. Adapt messaging and engage with key community members in culturally appropriate ways to address health priorities and needs.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**24. Communicate information to internal and external partners during public health crises or emergencies to achieve and maintain situational awareness.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**25. Foster inclusive and safe communication to encourage participation from all community members.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**26. Promote cultural humility and understanding of diverse perspectives and incorporates this into assessment practices and program planning.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Criticality - How important is this task?**

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?**

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**Please share any comments you have on the *Communication and Cultural Competence* domain:**

If you experience any technical problems, please contact the survey administrator at [akne@meazurelearning.com](mailto:akne@meazurelearning.com)

## Public Health Nursing Certification Job Task Analysis Survey

### Leadership and Management

**27. Participate in strategic planning to communicate a clear vision of public health nursing that aligns with organizational and community priorities and fosters shared ownership of goals and objectives.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**28. Foster an inclusive environment that builds trust, supports team members, and manages internal and external conflicts through consensus-building to address public health challenges collaboratively.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**29. Align resource allocation with organizational goals, community priorities, and funding requirements to optimize program impact, ensure efficiency, and maintain financial sustainability within budget constraints.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**30. Implement cost-effective practices and identify opportunities for resource sharing or partnership to extend program reach.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**31. Provide mentorship, training, and professional development opportunities to enhance the skills and capabilities of staff and colleagues.**

**Frequency** - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Criticality** - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Point in Career** - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**Please share any comments you have on the *Leadership and Management* domain:**

If you experience any technical problems, please contact the survey administrator at [akne@meazurelearning.com](mailto:akne@meazurelearning.com)

## Public Health Nursing Certification Job Task Analysis Survey

### Systems and Foundational Knowledge

#### 32. Identify and mitigate bias in data collection and interpretation to support equitable interventions.

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

#### 33. Apply promising practices and evidence-based research to inform practice, improve health, protect populations, and reduce disparities.

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**34. Use valid public health tools and comply with legal, ethical, and organizational standards to evaluate and manage resources responsibly, transparently, and effectively.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**35. Apply epidemiological methods to understand incidence and prevalence, protective and risk factors, and health outcomes in specific populations.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**36. Assess systemic barriers, including access to quality care, to inform data-driven decisions that guide systems change and reduce health inequities.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**37. Apply knowledge of public health frameworks and theories (e.g., social determinants of health, socioecological framework, Maslow's hierarchy of needs, levels of prevention) when identifying individual, family, and community health priorities; advocating for systemic change; and advancing health equity.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**38. Evaluate personal readiness and apply the nursing process to guide flexible, adaptable, and holistic emergency response and recovery efforts that meet community needs.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Criticality** - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Point in Career** - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**39. Apply a fundamental understanding of the impacts of implicit and explicit biases in nursing practices.**

**Frequency** - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Criticality** - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Point in Career** - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**Please share any comments you have on the *Systems and Foundational Knowledge* domain:**

If you experience any technical problems, please contact the survey administrator at [akne@meazurelearning.com](mailto:akne@meazurelearning.com)

## Public Health Nursing Certification Job Task Analysis Survey

### Quality and Evaluation

**40. Implement and contribute to policies, procedures, and workflows to ensure consistent and effective delivery of public health services.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**41. Foster a culture of continuous quality improvement by identifying opportunities to enhance practices, systematically reviewing processes and services, and monitoring performance metrics to evaluate outcomes and improve outputs.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**42. Continuously evaluate and adapt interventions to help ensure they address the broader systemic or structural factors related to health outcomes.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**43. Monitor performance metrics and evaluate program outcomes to drive continuous improvement.**

Frequency - How often do you perform this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Daily                 | Weekly/Monthly        | Quarterly             | Yearly                |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criticality - How important is this task?

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not important         | Minimally important   | Somewhat important    | Very important        | Extremely important   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Point in Career - At what point in becoming a practicing public health nurse are you first expected to perform this task?

|                       |                       |                       |                        |
|-----------------------|-----------------------|-----------------------|------------------------|
| Not at all            | Within 1-2 years      | Within 3-4 years      | Within 5 or more years |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**Please share any comments you have on the *Quality and Evaluation* domain:**

If you experience any technical problems, please contact the survey administrator at [akne@meazurelearning.com](mailto:akne@meazurelearning.com)

## Public Health Nursing Certification Job Task Analysis Survey

### Content Distribution

\* The 7 domains listed below represent the major content areas of the public health nursing certification examination. In the spaces below, enter the percentage of the exam that IN YOUR OPINION should be devoted to each domain. The total of all domain percentages must add up to 100%.

|                                       |                      |
|---------------------------------------|----------------------|
| Assessment and Analysis               | <input type="text"/> |
| Planning and Implementation           | <input type="text"/> |
| Policy, Advocacy, and Partnerships    | <input type="text"/> |
| Communication and Cultural Competence | <input type="text"/> |
| Leadership and Management             | <input type="text"/> |
| Systems and Foundational Knowledge    | <input type="text"/> |
| Quality and Evaluation                | <input type="text"/> |

If you experience any technical problems, please contact the survey administrator at [akne@meazurelearning.com](mailto:akne@meazurelearning.com)

## Public Health Nursing Certification Job Task Analysis Survey

### Demographic Questions

Please complete the demographic information below. As a reminder, demographic information will be used to describe the public health nursing workforce completing the survey. Survey results will be maintained to protect privacy and confidentiality.

45. What is your age? (Select one.)

46. What sex were you assigned at birth, on your original birth certificate? (Select One.)

- Female
- Male
- Decline to answer

47. What is your gender identity? (Select One.)

- Woman
- Man
- Non-binary
- Transgender (female to male)
- Transgender (male to female)
- Gender-nonconforming
- Decline to answer
- I use a different term (please specify)

48. Which of the following best describes your sexual orientation? (Select One.)

- Heterosexual
- Gay
- Lesbian
- Bisexual
- Pansexual
- I don't know
- Decline to answer
- I use a different term (please specify)

49. Are you Hispanic, Latino/a, or Spanish origin? (Select One.)

- No, not of Hispanic, Latino/a, or Spanish origin
- Yes, Mexican American, Chicano/a
- Yes, Puerto Rican
- Yes, Cuban
- Yes, Another Hispanic, Latino/a or Spanish origin
- Decline to answer

50. What is your race? (Mark all that apply.)

- |   |  |
|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Multiracial                         |
| <input type="checkbox"/> Asian                            | <input type="checkbox"/> Native Hawaiian or Pacific Islander |
| <input type="checkbox"/> Black or African American        | <input type="checkbox"/> White                               |
| <input type="checkbox"/> Middle Eastern or North African  | <input type="checkbox"/> Decline to answer                   |
| <input type="checkbox"/> Other (please specify)           |  |

51. What is your tribal affiliation? (Please list all that apply or type N/A if not applicable.)

52. In which country do you hold primary citizenship? (Select one.)

53. Which is the highest level of education you have received:

- High School /GED
- Non-Degree Certificate Program
- Associate degree
- Bachelor's degree
- Master's degree
- Doctorate Degree
- Decline to answer
- Other (please specify)

54. What year did you earn your highest level of education?

55. What was the entry-level degree or credential you completed that resulted in earning your initial nursing license (LPN/LVN or RN)?

- Certificate in Practical /Vocational Nursing (LPN/LVN)
- Associate Degree in Nursing (ADN)
- Diploma in Nursing
- Bachelor of Science in Nursing (BSN)
- Decline to answer
- Other (please specify)

56. Are you currently employed as a nurse within an organization that requires you to carry out public health nursing duties? (Select one.)

- Yes
- No

57. How many years have you worked as a public health nurse? (Select one.)

58. What is the geographic scope of your public health nursing responsibilities? (Select one.)

- International
- National
- Local
- State
- Territorial
- Tribal
- Not Applicable
- Decline to answer

59. In which US state do you work? (Mark all that apply.)

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Alabama              | <input type="checkbox"/> Louisiana      | <input type="checkbox"/> Oklahoma          |
| <input type="checkbox"/> Alaska               | <input type="checkbox"/> Maine          | <input type="checkbox"/> Oregon            |
| <input type="checkbox"/> Arizona              | <input type="checkbox"/> Maryland       | <input type="checkbox"/> Pennsylvania      |
| <input type="checkbox"/> Arkansas             | <input type="checkbox"/> Massachusetts  | <input type="checkbox"/> Rhode Island      |
| <input type="checkbox"/> California           | <input type="checkbox"/> Michigan       | <input type="checkbox"/> South Carolina    |
| <input type="checkbox"/> Colorado             | <input type="checkbox"/> Minnesota      | <input type="checkbox"/> South Dakota      |
| <input type="checkbox"/> Connecticut          | <input type="checkbox"/> Mississippi    | <input type="checkbox"/> Tennessee         |
| <input type="checkbox"/> Delaware             | <input type="checkbox"/> Missouri       | <input type="checkbox"/> Texas             |
| <input type="checkbox"/> District of Columbia | <input type="checkbox"/> Montana        | <input type="checkbox"/> Utah              |
| <input type="checkbox"/> Florida              | <input type="checkbox"/> Nebraska       | <input type="checkbox"/> Vermont           |
| <input type="checkbox"/> Georgia              | <input type="checkbox"/> Nevada         | <input type="checkbox"/> Virginia          |
| <input type="checkbox"/> Hawaii               | <input type="checkbox"/> New Hampshire  | <input type="checkbox"/> Washington        |
| <input type="checkbox"/> Idaho                | <input type="checkbox"/> New Jersey     | <input type="checkbox"/> West Virginia     |
| <input type="checkbox"/> Illinois             | <input type="checkbox"/> New Mexico     | <input type="checkbox"/> Wisconsin         |
| <input type="checkbox"/> Indiana              | <input type="checkbox"/> New York       | <input type="checkbox"/> Wyoming           |
| <input type="checkbox"/> Iowa                 | <input type="checkbox"/> North Carolina | <input type="checkbox"/> Not applicable    |
| <input type="checkbox"/> Kansas               | <input type="checkbox"/> North Dakota   | <input type="checkbox"/> Decline to answer |
| <input type="checkbox"/> Kentucky             | <input type="checkbox"/> Ohio           |  |

**60. In which US Territory do you work? (Mark all that apply.)**

- Puerto Rico
- US Virgin Islands
- American Samoa
- Commonwealth of the Northern Mariana Islands
- Federated States of Micronesia
- Guam
- Republic of the Marshall Islands
- Republic of Palau
- Not Applicable
- Decline to answer

**61. With which tribal nation(s) do you work? (Please list all that apply or type N/A if not applicable.)**

**62. What is your primary focus area as a public health nursing professional? (Select One.)**

- Administrator/Management
- Care Coordination
- Clinical Services
- Community Engagement
- Cross Sector Collaboration
- Disaster Recovery
- Educating the Public
- Emergency Preparedness
- Environmental Safety and Quality
- Other (please specify)
- Health Promotion and Protection
- Identifying Community Needs
- Maintaining Population Health
- Policy and Advocacy
- Preventing Illness and Injury
- Research and Data
- Working with Communities
- Decline to answer

**63. Which of the following best describes the primary sector where you currently work as a public health nursing professional? (Select one.)**

- |  |   |
|--|---|
| <input type="radio"/> Academic institution - elementary or secondary   | <input type="radio"/> Tribal nation   |
| <input type="radio"/> Academic institution - post-secondary institution (e.g., community college, university)                      | <input type="radio"/> Community health center   |
| <input type="radio"/> Government - local (county or city) health department  | <input type="radio"/> Community health clinic   |
| <input type="radio"/> Government - local (county or city) not health department  | <input type="radio"/> Hospital  |
| <input type="radio"/> Government - non-U.S.  | <input type="radio"/> Managed Care Organization (e.g., HMO, PPO)                                  |
| <input type="radio"/> Government - state health department   | <input type="radio"/> Other healthcare provider   |
| <input type="radio"/> Government - state not health department   | <input type="radio"/> Foundation, non-governmental organization, or similar charitable non-profit |
| <input type="radio"/> Government - U.S. Department of Health and Human Services Agency or Office (e.g., CDC, NIH, HRSA)            | <input type="radio"/> Non-profit organization   |
| <input type="radio"/> Government - U.S. federal government (outside the Department of Health and Human Services Agency or Offices) | <input type="radio"/> Employment sector setting is unknown  |
| <input type="radio"/> Government - U.S. military/uniformed service   | <input type="radio"/> Decline to answer   |
| <input type="radio"/> Other (please specify)   |   |

**64. Which of the following most closely captures your current title or job classification? (Select one.)**

- |   |  |
|---|--|
| <input type="radio"/> Chief Nursing Officer             | <input type="radio"/> Nurse Manager                  |
| <input type="radio"/> Community Health Nurse            | <input type="radio"/> Nurse Specialist               |
| <input type="radio"/> Deputy Director                   | <input type="radio"/> Occupational Health Nurse      |
| <input type="radio"/> Director of Public Health Nursing | <input type="radio"/> Program Coordinator            |
| <input type="radio"/> Epidemiologist                    | <input type="radio"/> Program Manager                |
| <input type="radio"/> Health Educator                   | <input type="radio"/> Public Health Nurse            |
| <input type="radio"/> Infectious Disease Nurse          | <input type="radio"/> Public Health Nurse Consultant |
| <input type="radio"/> Maternal and Child Health Nurse   | <input type="radio"/> Public Health Nurse Supervisor |
| <input type="radio"/> Nurse Case Manager                | <input type="radio"/> School Nurse                   |
| <input type="radio"/> Nurse Consultant                  |  |
| <input type="radio"/> Other (please specify)            |  |

**65. What is your current status within your organization? (Select One.)**

- Entry-level
- Mid-level
- Senior-level
- N/A or Decline to answer
- Other (please specify)

**66. Are you still employed by your first public health nursing employer?**

- Yes
- No

**67. Email:**

**Would you like to opt in to receive future email communications regarding the public health nursing certification program? (Select one.)**

- Yes
- No

If you experience any technical problems, please contact the survey administrator at [akne@meazurelearning.com](mailto:akne@meazurelearning.com)

## Public Health Nursing Certification Job Task Analysis Survey

### Thank You

You have completed the survey. The National Board of Public Health Examiners thanks you for taking the time to complete this survey. Your input is critical to build a valid and credible public health nursing certification examination.

Clicking "Submit" will record your survey responses.

---

## Appendix D – Content Outline

| Class  | Statement   | Percent |
|--------|---|---------|
| 010000 | Assessment and Analysis   | 0.20    |
| 010100 | Utilize public health surveillance to monitor emerging threats and influence decisions that support public health initiatives.  |         |
| 010200 | Use a comprehensive set of relevant variables within and across systems to measure health and public health conditions.   |         |
| 010300 | Assess the needs of individuals, populations, and communities to inform public health interventions.  |         |
| 010400 | Identify potential hazards or harm to individuals and communities, applying current and historical trends to implement initiatives that impact public health policy.  |         |
| 010500 | Assess population health indicators, including patterns, trends, and protective factors, using qualitative and quantitative data to improve and protect overall community health.   |         |
| 010600 | Assess individual or community health literacy levels using evidence-based tools to guide health promotion and disease management.  |         |
| 010700 | Conduct individual assessments using evidence-based tools and techniques to identify health needs, risks, trends, and overarching community health issues.  |         |
| 010800 | Use assessment tools and skills to evaluate health needs for individuals, families, and communities to help ensure effective provision of services and avoid gaps in care.  |         |
| 010900 | Assess the positive and negative impacts of environmental factors on the health of individuals, families, and communities to identify strategies to improve related health outcomes.  |         |
| 020000 | Planning and Implementation   | 0.12    |
| 020100 | Anticipate emerging public health challenges and determine priorities to prepare for emergencies (e.g., natural disasters, mass fatalities, outbreaks, bioterrorism) to efficiently meet community needs and mitigate negative impacts. |         |
| 020200 | Use health data to plan, develop, and implement services and programs that improve social conditions which influence health and promote equity.   |         |
| 020300 | Educate individuals, families, and communities on strategies for disease and injury prevention, health care decision-making, safety, and environmental exposures to optimize quality of life.   |         |
| 020400 | Demonstrate ability to co-create and implement health promotion activities with individuals, families, and communities.   |         |
| 020500 | Use effective tools and implement interventions to optimize safety in public health processes.  |         |
| 030000 | Policy, Advocacy, and Partnerships  | 0.10    |
| 030100 | Facilitate interdisciplinary, cross-sector collaboration and partnerships to drive health-related change for communities and systems.   |         |
| 030200 | Advocate for policies and programs that address population health needs, improve access to care, and drive systems-level change, particularly for marginalized and under-resourced populations.   |         |
| 030300 | Use community-informed and evidence-based data to inform policy development that improves health outcomes.  |         |
| 030400 | Cultivate partnerships with schools, businesses, faith-based groups, and other community organizations to implement public health initiatives.  |         |
| 030500 | Identify and include diverse community members to co-create inclusive planning, implementation, and evaluation processes.   |         |
| 040000 | Communication and Cultural Competence   | 0.19    |

| Class  | Statement   | Percent |
|--------|---|---------|
| 040100 | Demonstrate active listening and culturally-informed empathy to build trust, validate concerns, and enhance understanding.  |         |
| 040200 | Adapt verbal, written, and visual communication methods in response to verbal and non-verbal cues, literacy levels, and cultural preferences of individuals or communities.   |         |
| 040300 | Use plain language, visual aids, and tailored messaging to explain health concepts and address the specific health literacy and needs of the intended audience.   |         |
| 040400 | Adapt messaging and engage with key community members in culturally appropriate ways to address health priorities and needs.  |         |
| 040500 | Communicate information to internal and external partners during public health crises or emergencies to achieve and maintain situational awareness.   |         |
| 040600 | Foster inclusive and safe communication to encourage participation from all community members.  |         |
| 040700 | Promote cultural humility and understanding of diverse perspectives and incorporates this into assessment practices and program planning.   |         |
| 050000 | Leadership and Management   | 0.11    |
| 050100 | Participate in strategic planning to communicate a clear vision of public health nursing that aligns with organizational and community priorities and fosters shared ownership of goals and objectives.   |         |
| 050200 | Foster an inclusive environment that builds trust, supports team members, and manages internal and external conflicts through consensus-building to address public health challenges collaboratively.   |         |
| 050300 | Align resource allocation with organizational goals, community priorities, and funding requirements to optimize program impact, ensure efficiency, and maintain financial sustainability within budget constraints.   |         |
| 050400 | Implement cost-effective practices and identify opportunities for resource sharing or partnership to extend program reach.  |         |
| 050500 | Provide mentorship, training, and professional development opportunities to enhance the skills and capabilities of staff and colleagues.  |         |
| 060000 | Systems and Foundational Knowledge  | 0.19    |
| 060100 | Identify and mitigate bias in data collection and interpretation to support equitable interventions.  |         |
| 060200 | Apply promising practices and evidence-based research to inform practice, improve health, protect populations, and reduce disparities.  |         |
| 060300 | Use valid public health tools and comply with legal, ethical, and organizational standards to evaluate and manage resources responsibly, transparently, and effectively.  |         |
| 060400 | Apply epidemiological methods to understand incidence and prevalence, protective and risk factors, and health outcomes in specific populations.   |         |
| 060500 | Assess systemic barriers, including access to quality care, to inform data-driven decisions that guide systems change and reduce health inequities.   |         |
| 060600 | Apply knowledge of public health frameworks and theories (e.g., social determinants of health, socioecological framework, Maslow's hierarchy of needs, levels of prevention) when identifying individual, family, and community health priorities; advocating for systemic change; and advancing health equity. |         |
| 060700 | Evaluate personal readiness and apply the nursing process to guide flexible, adaptable, and holistic emergency response and recovery efforts that meet community needs.   |         |
| 060800 | Apply a fundamental understanding of the impacts of implicit and explicit biases in nursing practices.  |         |
| 070000 | Quality and Evaluation  | 0.09    |

| Class  | Statement   | Percent |
|--------|---|---------|
| 070100 | Implement and contribute to policies, procedures, and workflows to ensure consistent and effective delivery of public health services.  |         |
| 070200 | Foster a culture of continuous quality improvement by identifying opportunities to enhance practices, systematically reviewing processes and services, and monitoring performance metrics to evaluate outcomes and improve outputs. |         |
| 070300 | Continuously evaluate and adapt interventions to help ensure they address the broader systemic or structural factors related to health outcomes.  |         |
| 070400 | Monitor performance metrics and evaluate program outcomes to drive continuous improvement.  |         |

## Appendix E – Point in Career Ratings

| Class  | Not at All % | Within 1–2 Years % | Within 3–4 Years % | Within ≥5 more % | Total Count |
|--------|--------------|--------------------|--------------------|------------------|-------------|
| 010100 | 8.02         | 75.38              | 10.08              | 6.52             | 1458        |
| 010200 | 10.74        | 66.60              | 14.62              | 8.04             | 1443        |
| 010300 | 2.88         | 85.37              | 7.76               | 3.98             | 1456        |
| 010400 | 7.88         | 64.87              | 18.19              | 9.06             | 1446        |
| 010500 | 10.20        | 56.97              | 20.47              | 12.35            | 1441        |
| 010600 | 12.51        | 70.74              | 11.67              | 5.07             | 1439        |
| 010700 | 5.54         | 81.11              | 8.51               | 4.84             | 1445        |
| 010800 | 4.58         | 82.10              | 9.51               | 3.82             | 1441        |
| 010900 | 11.10        | 65.51              | 16.45              | 6.94             | 1441        |
| 020100 | 8.67         | 60.38              | 21.37              | 9.58             | 1315        |
| 020200 | 9.69         | 56.26              | 22.60              | 11.45            | 1310        |
| 020300 | 1.82         | 92.95              | 3.71               | 1.52             | 1320        |
| 020400 | 5.40         | 78.27              | 12.92              | 3.42             | 1316        |
| 020500 | 6.35         | 75.61              | 13.15              | 4.89             | 1308        |
| 030100 | 8.07         | 60.25              | 20.73              | 10.95            | 1288        |
| 030200 | 19.78        | 34.40              | 22.75              | 23.06            | 1279        |
| 030300 | 15.49        | 41.78              | 23.55              | 19.17            | 1278        |
| 030400 | 6.37         | 68.53              | 19.11              | 5.98             | 1287        |
| 030500 | 14.93        | 53.34              | 24.04              | 7.70             | 1273        |
| 040100 | 1.10         | 95.27              | 2.21               | 1.42             | 1268        |
| 040200 | 2.21         | 90.62              | 5.28               | 1.89             | 1269        |
| 040300 | 2.68         | 91.88              | 4.26               | 1.18             | 1269        |
| 040400 | 7.69         | 73.38              | 15.85              | 3.09             | 1262        |
| 040500 | 11.11        | 58.10              | 18.97              | 11.83            | 1260        |
| 040600 | 5.64         | 78.54              | 10.97              | 4.85             | 1258        |
| 040700 | 3.57         | 83.58              | 9.04               | 3.81             | 1261        |
| 050100 | 12.16        | 42.87              | 24.64              | 20.34            | 1234        |
| 050200 | 6.22         | 66.80              | 15.35              | 11.63            | 1238        |
| 050300 | 17.75        | 38.76              | 19.71              | 23.78            | 1228        |
| 050400 | 13.45        | 47.84              | 19.32              | 19.40            | 1227        |
| 050500 | 6.24         | 48.62              | 27.80              | 17.34            | 1234        |
| 060100 | 22.95        | 37.81              | 21.77              | 17.47            | 1185        |
| 060200 | 6.38         | 65.51              | 18.33              | 9.78             | 1206        |
| 060300 | 5.83         | 70.00              | 13.83              | 10.33            | 1200        |
| 060400 | 12.33        | 57.00              | 19.58              | 11.08            | 1200        |
| 060500 | 9.63         | 56.11              | 21.69              | 12.56            | 1194        |
| 060600 | 5.42         | 73.25              | 13.75              | 7.58             | 1200        |
| 060700 | 6.51         | 73.56              | 14.26              | 5.67             | 1199        |
| 060800 | 4.39         | 83.67              | 8.62               | 3.32             | 1206        |
| 070100 | 4.17         | 62.10              | 24.54              | 9.18             | 1198        |
| 070200 | 4.60         | 60.03              | 26.67              | 8.70             | 1196        |
| 070300 | 6.62         | 57.17              | 25.31              | 10.90            | 1193        |
| 070400 | 10.94        | 48.48              | 25.42              | 15.15            | 1188        |

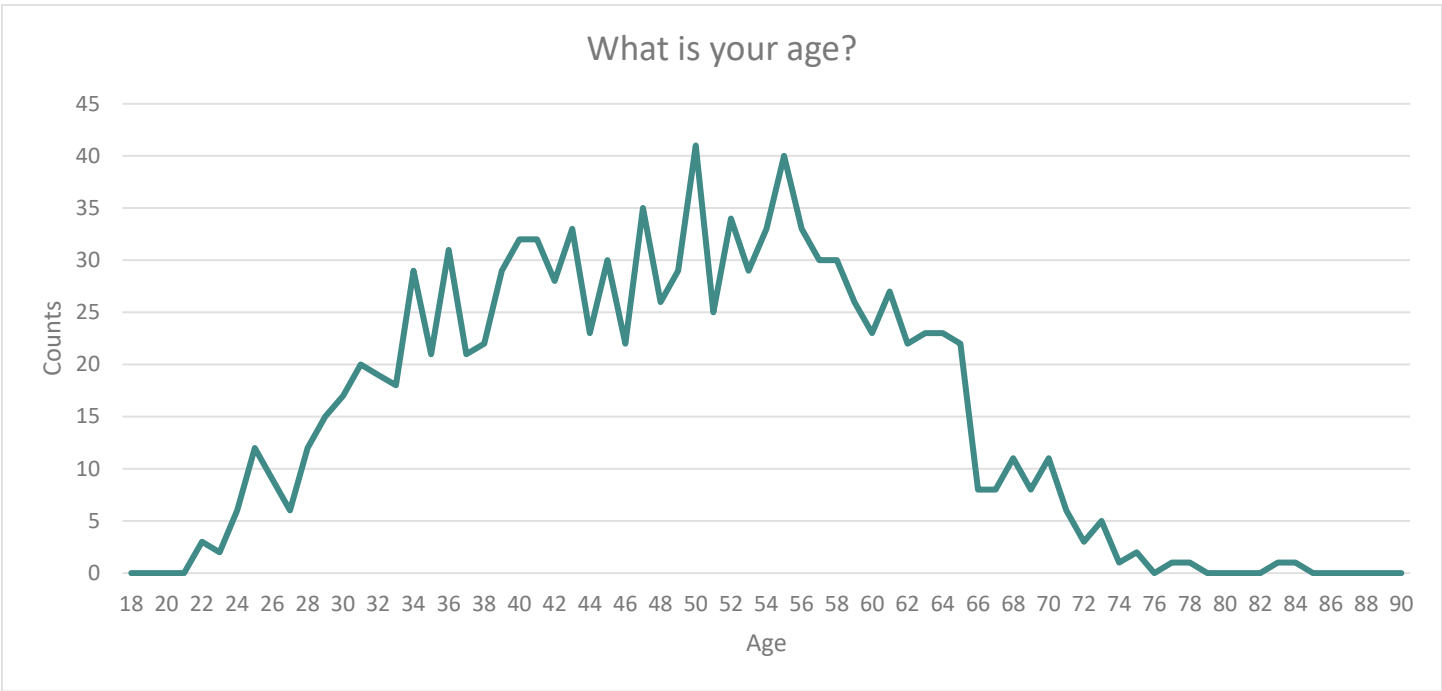


## Appendix F – Survey Demographics

| D1 - 45. What is your age? (Select one.) | Percent | Count |
|--|---------|-------|
| 18                                       | 0.00    | 0     |
| 19                                       | 0.00    | 0     |
| 20                                       | 0.00    | 0     |
| 21                                       | 0.00    | 0     |
| 22                                       | 0.27    | 3     |
| 23                                       | 0.18    | 2     |
| 24                                       | 0.54    | 6     |
| 25                                       | 1.07    | 12    |
| 26                                       | 0.80    | 9     |
| 27                                       | 0.54    | 6     |
| 28                                       | 1.07    | 12    |
| 29                                       | 1.34    | 15    |
| 30                                       | 1.52    | 17    |
| 31                                       | 1.79    | 20    |
| 32                                       | 1.70    | 19    |
| 33                                       | 1.61    | 18    |
| 34                                       | 2.59    | 29    |
| 35                                       | 1.88    | 21    |
| 36                                       | 2.77    | 31    |
| 37                                       | 1.88    | 21    |
| 38                                       | 1.97    | 22    |
| 39                                       | 2.59    | 29    |
| 40                                       | 2.86    | 32    |
| 41                                       | 2.86    | 32    |
| 42                                       | 2.50    | 28    |
| 43                                       | 2.95    | 33    |
| 44                                       | 2.06    | 23    |
| 45                                       | 2.68    | 30    |
| 46                                       | 1.97    | 22    |
| 47                                       | 3.13    | 35    |
| 48                                       | 2.32    | 26    |
| 49                                       | 2.59    | 29    |
| 50                                       | 3.66    | 41    |
| 51                                       | 2.23    | 25    |
| 52                                       | 3.04    | 34    |
| 53                                       | 2.59    | 29    |
| 54                                       | 2.95    | 33    |
| 55                                       | 3.57    | 40    |
| 56                                       | 2.95    | 33    |
| 57                                       | 2.68    | 30    |
| 58                                       | 2.68    | 30    |
| 59                                       | 2.32    | 26    |
| 60                                       | 2.06    | 23    |

| D1 - 45. What is your age? (Select one.) | Percent | Count |
|--|---------|-------|
| 61                                       | 2.41    | 27    |
| 62                                       | 1.97    | 22    |
| 63                                       | 2.06    | 23    |
| 64                                       | 2.06    | 23    |
| 65                                       | 1.97    | 22    |
| 66                                       | 0.71    | 8     |
| 67                                       | 0.71    | 8     |
| 68                                       | 0.98    | 11    |
| 69                                       | 0.71    | 8     |
| 70                                       | 0.98    | 11    |
| 71                                       | 0.54    | 6     |
| 72                                       | 0.27    | 3     |
| 73                                       | 0.45    | 5     |
| 74                                       | 0.09    | 1     |
| 75                                       | 0.18    | 2     |
| 76                                       | 0.00    | 0     |
| 77                                       | 0.09    | 1     |
| 78                                       | 0.09    | 1     |
| 79                                       | 0.00    | 0     |
| 80                                       | 0.00    | 0     |
| 81                                       | 0.00    | 0     |
| 82                                       | 0.00    | 0     |
| 83                                       | 0.09    | 1     |
| 84                                       | 0.09    | 1     |
| 85                                       | 0.00    | 0     |
| 86                                       | 0.00    | 0     |
| 87                                       | 0.00    | 0     |
| 88                                       | 0.00    | 0     |
| 89                                       | 0.00    | 0     |
| 90                                       | 0.00    | 0     |
| Decline to answer                        | 0.80    | 9     |
| answered question                        |         | 1119  |
| skipped question                         |         | 28    |

D1 Presentation



| D2 - 46. What sex were you assigned at birth, on your original birth certificate?(Select One.) | Percent | Count |
|--|---------|-------|
| Female   | 91.39   | 1030  |
| Male   | 5.41    | 61    |
| Decline to answer  | 3.19    | 36    |
| answered question  |         | 1127  |
| skipped question   |         | 20    |

| D3 - 47. What is your gender identity? (Select One.) | Percent | Count |
|--|---------|-------|
| Woman  | 90.04   | 1013  |
| Man  | 4.89    | 55    |
| Non-binary   | 0.53    | 6     |
| Transgender (female to male)                         | 0.00    | 0     |
| Transgender (male to female)                         | 0.00    | 0     |
| Gender-nonconforming                                 | 0.18    | 2     |
| Decline to answer                                    | 4.27    | 48    |
| I use a different term (please specify)              | 0.09    | 1     |
| answered question                                    |         | 1125  |
| skipped question                                     |         | 22    |

| D30TH - What is your gender identity? (Select One.) I use a different term (please specify) |
|---|
| Human Being   |

| D4 - 48. Which of the following best describes your sexual orientation? (Select One.) | Percent | Count |
|---|---------|-------|
| Heterosexual  | 84.02   | 941   |

|   |      |      |
|---|------|------|
| Gay                                     | 1.25 | 14   |
| Lesbian                                 | 0.80 | 9    |
| Bisexual                                | 2.86 | 32   |
| Pansexual                               | 0.71 | 8    |
| I don't know                            | 0.18 | 2    |
| Decline to answer                       | 9.38 | 105  |
| I use a different term (please specify) | 0.80 | 9    |
| answered question                       |      | 1120 |
| skipped question                        |      | 27   |

**D40TH - Which of the following best describes your sexual orientation? (Select One.) I use a different term (please specify)**

Heterosexual - but what is the purpose of this question? Is it being compared to something or provide value in something?

I do not understand the context of this question

Irrelevant

Queer

Queer

This information is irrelevant to the duties of a Public Health Nurse.

Why is this important?

not in the game at this time.

why is this important

**D5 - 49. Are you Hispanic, Latino/a, or Spanish origin? (Select One.)**

|   | Percent | Count |
|---|---------|-------|
| No, not of Hispanic, Latino/a, or Spanish origin  | 83.29   | 937   |
| Yes, Mexican American, Chicano/a                  | 5.87    | 66    |
| Yes, Puerto Rican                                 | 1.42    | 16    |
| Yes, Cuban  | 0.27    | 3     |
| Yes, Another Hispanic, Latino/a or Spanish origin | 3.20    | 36    |
| Decline to answer                                 | 5.96    | 67    |
| answered question                                 |         | 1125  |
| skipped question                                  |         | 22    |

**D6\_y - 50. What is your race? (Mark all that apply.)**

|                                       | Percent | Count |
|---------------------------------------|---------|-------|
| American Indian or Alaska Native      | 0.02    | 23    |
| Asian                                 | 0.05    | 62    |
| Black or African American             | 0.09    | 101   |
| Middle Eastern or North African       | 0.01    | 7     |
| Multiracial                           | 0.03    | 32    |
| Native Hawaiian or Pacific Islander   | 0.01    | 8     |
| White                                 | 0.73    | 842   |
| Decline to answer                     | 0.07    | 78    |
|                                       | 1.00    | 1153  |
| answered question (individual people) |         | 1109  |
| skipped question (individual people)  |         | 38    |

| D60TH - 50. What is your race? (Mark all that apply.) Other (please specify) |
|--|
| American   |
| Have been told I am mixed, but mostly white.                                 |
| Hispanic/Caucasian, Asian  |
| Human  |
| Igbo   |
| Irrelevant   |
| Italian  |
| Latina   |
| N/A  |
| West Indian  |

| D7 - 51. What is your tribal affiliation? (Please list all that apply or type N/A if not applicable.) |
|---|
| Native American   |
| Absentee Shawnee  |
| Absentee Shawnee, Delaware  |
| Apache  |
| Cherokee  |
| Cherokee  |
| Cherokee  |
| Cherokee Nation   |
| Cherokee; Xhosa; Kikuyu   |
| Chi ETA Phi   |
| Choctaw   |
| Chumash   |
| Crow  |
| Crow tribe out of Montana   |
| Decline to answer   |
| Dine and Hunkapapa Lakota   |
| Eastern Band of Cherokee  |
| Ibo   |
| Igbo  |
| Lumbee  |
| Navajo  |
| Nez Perce-Cayuse  |
| Oneida Nation   |
| Piscataway Conoy Tribe (Maryland)   |
| Yoruba  |
| are you even allowed to be asking these questions anymore.  |

| D8 - 52. In which country do you hold primary citizenship? (Select one.) | Percent | Count |
|--|---------|-------|
| United States  | 98.27   | 1081  |
| Decline to answer  | 0.91    | 10    |
| Afghanistan  | 0.00    | 0     |

| D8 - 52. In which country do you hold primary citizenship? (Select one.) | Percent | Count |
|--|---------|-------|
| Albania  | 0.00    | 0     |
| Algeria  | 0.00    | 0     |
| Andorra  | 0.00    | 0     |
| Angola   | 0.00    | 0     |
| Antigua and Barbuda  | 0.00    | 0     |
| Argentina  | 0.00    | 0     |
| Armenia  | 0.00    | 0     |
| Australia  | 0.00    | 0     |
| Austria  | 0.00    | 0     |
| Azerbaijan   | 0.00    | 0     |
| The Bahamas  | 0.00    | 0     |
| Bahrain  | 0.00    | 0     |
| Bangladesh   | 0.00    | 0     |
| Barbados   | 0.00    | 0     |
| Belarus  | 0.00    | 0     |
| Belgium  | 0.00    | 0     |
| Belize   | 0.00    | 0     |
| Benin  | 0.00    | 0     |
| Bhutan   | 0.00    | 0     |
| Bolivia  | 0.00    | 0     |
| Bosnia and Herzegovina   | 0.00    | 0     |
| Botswana   | 0.00    | 0     |
| Brazil   | 0.00    | 0     |
| Brunei   | 0.00    | 0     |
| Bulgaria   | 0.00    | 0     |
| Burkina Faso   | 0.00    | 0     |
| Burundi  | 0.00    | 0     |
| Cabo Verde   | 0.00    | 0     |
| Cambodia   | 0.00    | 0     |
| Cameroon   | 0.00    | 0     |
| Canada   | 0.09    | 1     |
| Central African Republic   | 0.00    | 0     |
| Chad   | 0.00    | 0     |
| Chile  | 0.00    | 0     |
| China  | 0.00    | 0     |
| Colombia   | 0.00    | 0     |
| Comoros  | 0.00    | 0     |
| Congo, Democratic Republic of the  | 0.00    | 0     |
| Congo, Republic of the   | 0.00    | 0     |
| Costa Rica   | 0.00    | 0     |
| Côte d'Ivoire  | 0.00    | 0     |
| Croatia  | 0.00    | 0     |
| Cuba   | 0.00    | 0     |
| Cyprus   | 0.00    | 0     |
| Czech Republic   | 0.00    | 0     |

| D8 - 52. In which country do you hold primary citizenship? (Select one.) | Percent | Count |
|--|---------|-------|
| Denmark  | 0.00    | 0     |
| Djibouti   | 0.00    | 0     |
| Dominica   | 0.00    | 0     |
| Dominican Republic   | 0.00    | 0     |
| East Timor (Timor-Leste)   | 0.00    | 0     |
| Ecuador  | 0.00    | 0     |
| Egypt  | 0.00    | 0     |
| El Salvador  | 0.00    | 0     |
| Equatorial Guinea  | 0.00    | 0     |
| Eritrea  | 0.00    | 0     |
| Estonia  | 0.00    | 0     |
| Eswatini   | 0.00    | 0     |
| Ethiopia   | 0.09    | 1     |
| Fill   | 0.00    | 0     |
| Finland  | 0.00    | 0     |
| France   | 0.00    | 0     |
| Gabon  | 0.00    | 0     |
| The Gambia   | 0.00    | 0     |
| Georgia  | 0.00    | 0     |
| Germany  | 0.00    | 0     |
| Ghana  | 0.00    | 0     |
| Greece   | 0.00    | 0     |
| Grenada  | 0.00    | 0     |
| Guatemala  | 0.00    | 0     |
| Guinea   | 0.00    | 0     |
| Guinea-Bissau  | 0.00    | 0     |
| Guyana   | 0.00    | 0     |
| Haiti  | 0.09    | 1     |
| Honduras   | 0.00    | 0     |
| Hungary  | 0.00    | 0     |
| Iceland  | 0.00    | 0     |
| India  | 0.00    | 0     |
| Indonesia  | 0.00    | 0     |
| Iran   | 0.00    | 0     |
| Iraq   | 0.00    | 0     |
| Ireland  | 0.00    | 0     |
| Israel   | 0.00    | 0     |
| Italy  | 0.00    | 0     |
| Jamaica  | 0.00    | 0     |
| Japan  | 0.00    | 0     |
| Jordan   | 0.00    | 0     |
| Kazakhstan   | 0.00    | 0     |
| Kenya  | 0.00    | 0     |
| Kiribati   | 0.00    | 0     |
| Korea, North   | 0.00    | 0     |

| D8 - 52. In which country do you hold primary citizenship? (Select one.) | Percent | Count |
|--|---------|-------|
| Korea, South   | 0.00    | 0     |
| Kosovo   | 0.00    | 0     |
| Kuwait   | 0.00    | 0     |
| Kyrgyzstan   | 0.00    | 0     |
| Laos   | 0.09    | 1     |
| Latvia   | 0.00    | 0     |
| Lebanon  | 0.00    | 0     |
| Lesotho  | 0.00    | 0     |
| Liberia  | 0.00    | 0     |
| Libya  | 0.00    | 0     |
| Liechtenstein  | 0.00    | 0     |
| Lithuania  | 0.00    | 0     |
| Luxembourg   | 0.00    | 0     |
| Madagascar   | 0.00    | 0     |
| Malawi   | 0.00    | 0     |
| Malaysia   | 0.00    | 0     |
| Maldives   | 0.00    | 0     |
| Mali   | 0.00    | 0     |
| Malta  | 0.00    | 0     |
| Marshall Islands   | 0.00    | 0     |
| Mauritania   | 0.00    | 0     |
| Mauritius  | 0.00    | 0     |
| Mexico   | 0.18    | 2     |
| Micronesia, Federated States of  | 0.00    | 0     |
| Moldova  | 0.00    | 0     |
| Monaco   | 0.00    | 0     |
| Mongolia   | 0.00    | 0     |
| Montenegro   | 0.00    | 0     |
| Morocco  | 0.00    | 0     |
| Mozambique   | 0.00    | 0     |
| Myanmar (Burma)  | 0.00    | 0     |
| Namibia  | 0.00    | 0     |
| Nauru  | 0.00    | 0     |
| Nepal  | 0.00    | 0     |
| Netherlands  | 0.00    | 0     |
| New Zealand  | 0.00    | 0     |
| Nicaragua  | 0.00    | 0     |
| Niger  | 0.00    | 0     |
| Nigeria  | 0.09    | 1     |
| North Macedonia  | 0.00    | 0     |
| Norway   | 0.00    | 0     |
| Oman   | 0.00    | 0     |
| Pakistan   | 0.00    | 0     |
| Palau  | 0.00    | 0     |
| Panama   | 0.00    | 0     |

| D8 - 52. In which country do you hold primary citizenship? (Select one.) | Percent | Count |
|--|---------|-------|
| Papa New Guinea  | 0.00    | 0     |
| Paraguay   | 0.00    | 0     |
| Peru   | 0.00    | 0     |
| Philippines  | 0.09    | 1     |
| Poland   | 0.00    | 0     |
| Portugal   | 0.00    | 0     |
| Qatar  | 0.00    | 0     |
| Romania  | 0.00    | 0     |
| Russia   | 0.00    | 0     |
| Rwanda   | 0.00    | 0     |
| Saint Kitts and Nevis  | 0.00    | 0     |
| Saint Lucia  | 0.00    | 0     |
| Saint Vincent and the Grenadines   | 0.00    | 0     |
| Samoa  | 0.00    | 0     |
| San Marino   | 0.00    | 0     |
| Sao Tome and Principe  | 0.00    | 0     |
| Saudi Arabia   | 0.00    | 0     |
| Senegal  | 0.00    | 0     |
| Serbia   | 0.00    | 0     |
| Seychelles   | 0.00    | 0     |
| Sierra Leone   | 0.00    | 0     |
| Singapore  | 0.00    | 0     |
| Slovakia   | 0.00    | 0     |
| Slovenia   | 0.00    | 0     |
| Solomon Islands  | 0.00    | 0     |
| Somalia  | 0.00    | 0     |
| South Africa   | 0.00    | 0     |
| Spain  | 0.00    | 0     |
| Sri Lanka  | 0.00    | 0     |
| Sudan  | 0.00    | 0     |
| Sudan, South Suriname Sweden Switzerland                                 | 0.00    | 0     |
| Syria  | 0.00    | 0     |
| Taiwan   | 0.09    | 1     |
| Tajikistan   | 0.00    | 0     |
| Tanzania   | 0.00    | 0     |
| Thailand   | 0.00    | 0     |
| Togo   | 0.00    | 0     |
| Tonga  | 0.00    | 0     |
| Trinidad and Tobago  | 0.00    | 0     |
| Tunisia  | 0.00    | 0     |
| Turkey   | 0.00    | 0     |
| Turkmenistan   | 0.00    | 0     |
| Tuvalu   | 0.00    | 0     |
| Uganda   | 0.00    | 0     |
| Ukraine  | 0.00    | 0     |

| <b>D8 - 52. In which country do you hold primary citizenship? (Select one.)</b> | <b>Percent</b> | <b>Count</b> |
|---|----------------|--------------|
| United Arab Emirates  | 0.00           | 0            |
| United Kingdom  | 0.00           | 0            |
| Uruguay   | 0.00           | 0            |
| Uzbekistan  | 0.00           | 0            |
| Vanuatu   | 0.00           | 0            |
| Vatican City  | 0.00           | 0            |
| Venezuela   | 0.00           | 0            |
| Vietnam   | 0.00           | 0            |
| Yemen   | 0.00           | 0            |
| Zambia  | 0.00           | 0            |
| Zimbabwe  | 0.00           | 0            |
| answered question   |                | 1100         |
| skipped question  |                | 47           |

| <b>D9 - 53. Which is the highest level of education you have received:</b> | <b>Percent</b> | <b>Count</b> |
|--|----------------|--------------|
| High School/GED  | 0.09           | 1            |
| Non-Degree Certificate Program   | 0.44           | 5            |
| Associate degree   | 10.12          | 114          |
| Bachelor's degree  | 47.03          | 530          |
| Master's degree  | 30.70          | 346          |
| Doctorate Degree   | 9.05           | 102          |
| Decline to answer  | 1.24           | 14           |
| Other (please specify)   | 1.33           | 15           |
| answered question  |                | 1127         |
| skipped question   |                | 20           |

| <b>D90TH - Which is the highest level of education you have received: Other (please specify)</b> |
|--|
| 1/2 completion of a DNP  |
| ABD: Doctoral degree in Education  |
| Bachelor's Degree/working towards my Doctorate of Nursing Practice                               |
| Diploma  |
| Diploma in Nursing   |
| Doctor of Nursing Practice   |
| Grad. Certificate  |
| Graduate Certificate   |
| LPN  |
| MSN + Certification as a Nurse Midwife   |
| MSN and MPH  |
| Post Masters Certificate   |
| RN Diploma Program   |
| incomplete BSN, pre-med  |
| one masters in nursing quality and leadership and one MBA  |

| Row Labels | Count of D10 - 54. What year did you earn your highest level of education? |
|------------|--|
| 1968       | 1  |
| 1977       | 1  |
| 1979       | 2  |
| 1980       | 4  |
| 1981       | 4  |
| 1982       | 4  |
| 1984       | 3  |
| 1985       | 4  |
| 1986       | 7  |
| 1987       | 4  |
| 1988       | 5  |
| 1989       | 8  |
| 1990       | 13   |
| 1991       | 12   |
| 1992       | 9  |
| 1993       | 10   |
| 1994       | 17   |
| 1995       | 10   |
| 1996       | 16   |
| 1997       | 11   |
| 1998       | 20   |
| 1999       | 11   |
| 2000       | 20   |
| 2001       | 12   |
| 2002       | 14   |
| 2003       | 9  |
| 2004       | 22   |
| 2005       | 20   |
| 2006       | 21   |
| 2007       | 33   |
| 2008       | 21   |
| 2009       | 18   |
| 2010       | 35   |
| 2011       | 29   |
| 2012       | 34   |
| 2013       | 45   |
| 2014       | 44   |
| 2015       | 37   |
| 2016       | 41   |
| 2017       | 41   |
| 2018       | 47   |
| 2019       | 44   |
| 2020       | 52   |
| 2021       | 53   |
| 2022       | 43   |

|             |      |
|-------------|------|
| 2023        | 46   |
| 2024        | 45   |
| 2025        | 22   |
| 2026        | 1    |
| Grand Total | 1028 |

| D11 - 55. What was the entry-level degree or credential you completed that resulted in earning your initial nursing license (LPN/LVN or RN)? | Percent | Count |
|--|---------|-------|
| Certificate in Practical/Vocational Nursing (LPN/LVN)  | 7.46    | 84    |
| Associate Degree in Nursing (ADN)  | 29.04   | 327   |
| Diploma in Nursing   | 4.17    | 47    |
| Bachelor of Science in Nursing (BSN)   | 54.71   | 616   |
| Decline to answer  | 1.33    | 15    |
| Other (please specify)   | 3.29    | 37    |
| answered question  |         | 1126  |
| skipped question   |         | 21    |

| D110TH - What was the entry-level degree or credential you completed that resulted in earning your initial nursing license (LPN/LVN or RN)? Other (please specify) |
|--|
| 7  |
| Associate of Science in Nursing (ASN)  |
| BA   |
| BS   |
| BSN/MSN  |
| BSN  |
| CMA-RN-BSN   |
| Certified Nursing Assistant  |
| Direct entry RN to MSN. Previous MPH degree.   |
| Doctor of Nursing (ND)   |
| Entry-level MS - RN/NP   |
| I initially earned my LVN Certification, then obtained my BSN Degree, RN Licensure, and PHN Certification.   |
| MEPN   |
| MS   |
| MS-N for entry to nursing  |
| MSN  |
| MSN  |
| MSN  |
| MSN  |
| MSN  |
| MSN  |
| MSN  |
| MSN  |
| MSN  |
| MSN  |
| MSN Generalist Entry Program   |
| MSN-APRN   |

**D110TH - What was the entry-level degree or credential you completed that resulted in earning your initial nursing license (LPN/LVN or RN)? Other (please specify)**

|   |
|---|
| MSNHI   |
| Master Entry Level into Nursing Practice MENP |
| Master entry nursing program                  |
| Master's                                      |
| Master's                                      |
| Master's Nursing Entry (post-bac program)     |
| Masters Entry Program in Nursing              |
| Masters in Nursing                            |
| Masters of Science in Nursing                 |
| med TECH                                      |
| received my LPN in 2012 and RN in 2015        |

**D12 - 56. Are you currently employed as a nurse within an organization that requires you to carry out public health nursing duties? (Select one.)**

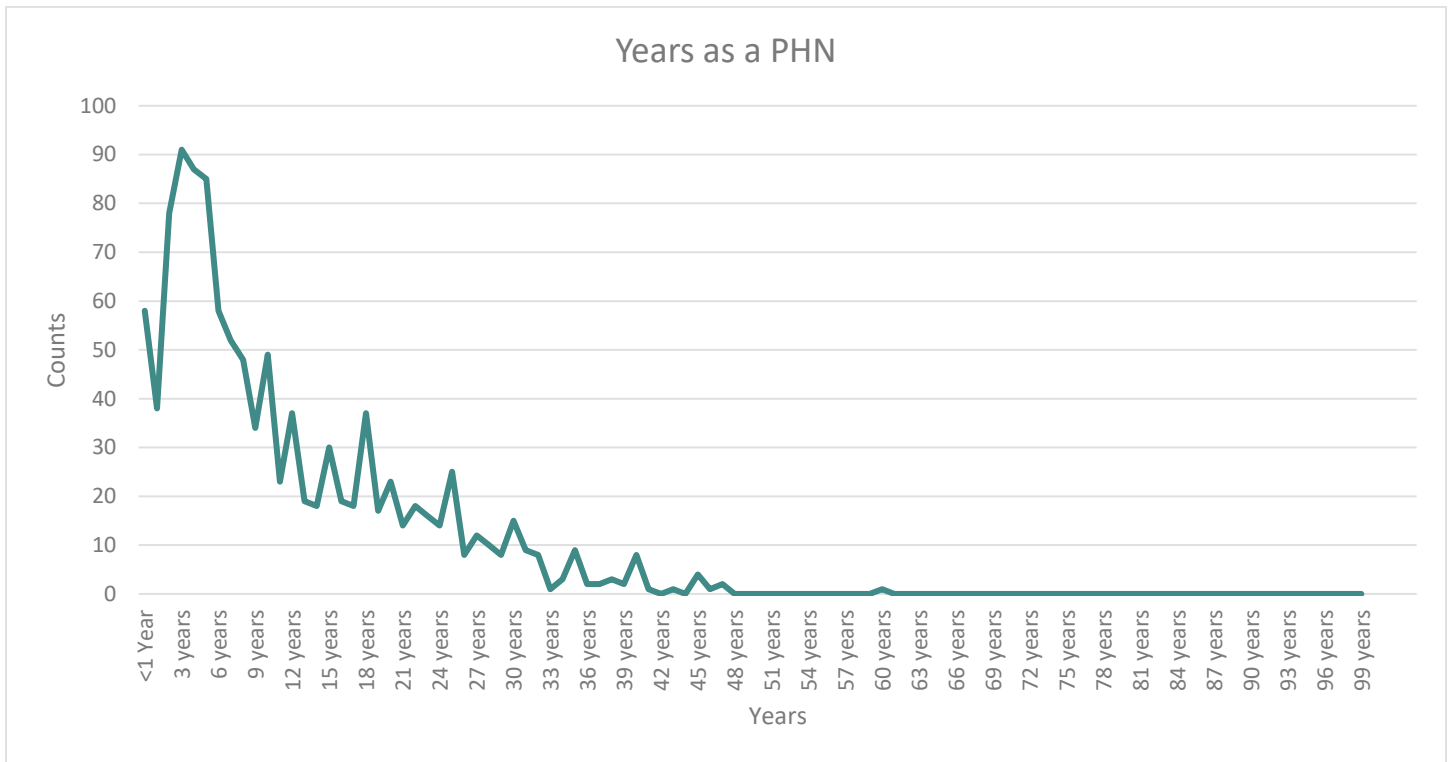
|                   | Percent | Count |
|-------------------|---------|-------|
| Yes               | 94.30   | 1058  |
| No                | 5.70    | 64    |
| answered question |         | 1122  |
| skipped question  |         | 25    |

**D13 - 57. How many years have you worked as a public health nurse? (Select one.)**

|                    | Percent | Count |
|--------------------|---------|-------|
| Less than one year | 5.18    | 58    |
| 1 year             | 3.39    | 38    |
| 2 years            | 6.96    | 78    |
| 3 years            | 8.13    | 91    |
| 4 years            | 7.77    | 87    |
| 5 years            | 7.59    | 85    |
| 6 years            | 5.18    | 58    |
| 7 years            | 4.64    | 52    |
| 8 years            | 4.29    | 48    |
| 9 years            | 3.04    | 34    |
| 10 years           | 4.38    | 49    |
| 11 years           | 2.05    | 23    |
| 12 years           | 3.30    | 37    |
| 13 years           | 1.70    | 19    |
| 14 years           | 1.61    | 18    |
| 15 years           | 2.68    | 30    |
| 16 years           | 1.70    | 19    |
| 17 years           | 1.61    | 18    |
| 18 years           | 3.30    | 37    |
| 19 years           | 1.52    | 17    |
| 20 years           | 2.05    | 23    |
| 21 years           | 1.25    | 14    |
| 22 years           | 1.61    | 18    |

| D13 - 57. How many years have you worked as a public health nurse? (Select one.) | Percent | Count |
|--|---------|-------|
| 23 years   | 1.43    | 16    |
| 24 years   | 1.25    | 14    |
| 25 years   | 2.23    | 25    |
| 26 years   | 0.71    | 8     |
| 27 years   | 1.07    | 12    |
| 28 years   | 0.89    | 10    |
| 29 years   | 0.71    | 8     |
| 30 years   | 1.34    | 15    |
| 31 years   | 0.80    | 9     |
| 32 years   | 0.71    | 8     |
| 33 years   | 0.09    | 1     |
| 34 years   | 0.27    | 3     |
| 35 years   | 0.80    | 9     |
| 36 years   | 0.18    | 2     |
| 37 years   | 0.18    | 2     |
| 38 years   | 0.27    | 3     |
| 39 years   | 0.18    | 2     |
| 40 years   | 0.71    | 8     |
| 41 years   | 0.09    | 1     |
| 42 years   | 0.00    | 0     |
| 43 years   | 0.09    | 1     |
| 44 years   | 0.00    | 0     |
| 45 years   | 0.36    | 4     |
| 46 years   | 0.09    | 1     |
| 47 years   | 0.18    | 2     |
| 48 years   | 0.00    | 0     |
| 49 years   | 0.00    | 0     |
| 50 years   | 0.00    | 0     |
| 51 years   | 0.00    | 0     |
| 52 years   | 0.00    | 0     |
| 53 years   | 0.00    | 0     |
| 54 years   | 0.00    | 0     |
| 55 years   | 0.00    | 0     |
| 56 years   | 0.00    | 0     |
| 57 years   | 0.00    | 0     |
| 58 years   | 0.00    | 0     |
| 59 years   | 0.00    | 0     |
| 60 years   | 0.09    | 1     |
| 61 years   | 0.00    | 0     |
| 62 years   | 0.00    | 0     |
| 63 years   | 0.00    | 0     |
| 64 years   | 0.00    | 0     |
| 65 years   | 0.00    | 0     |
| 66 years   | 0.00    | 0     |
| 67 years   | 0.00    | 0     |

| D13 - 57. How many years have you worked as a public health nurse? (Select one.) | Percent | Count |
|--|---------|-------|
| 68 years   | 0.00    | 0     |
| 69 years   | 0.00    | 0     |
| 70 years   | 0.00    | 0     |
| 71 years   | 0.00    | 0     |
| 72 years   | 0.00    | 0     |
| 73 years   | 0.00    | 0     |
| 74 years   | 0.00    | 0     |
| 75 years   | 0.00    | 0     |
| 76 years   | 0.00    | 0     |
| 77 years   | 0.00    | 0     |
| 78 years   | 0.00    | 0     |
| 79 years   | 0.00    | 0     |
| 80 years   | 0.00    | 0     |
| 81 years   | 0.00    | 0     |
| 82 years   | 0.00    | 0     |
| 83 years   | 0.00    | 0     |
| 84 years   | 0.00    | 0     |
| 85 years   | 0.00    | 0     |
| 86 years   | 0.00    | 0     |
| 87 years   | 0.00    | 0     |
| 88 years   | 0.00    | 0     |
| 89 years   | 0.00    | 0     |
| 90 years   | 0.00    | 0     |
| 91 years   | 0.00    | 0     |
| 92 years   | 0.00    | 0     |
| 93 years   | 0.00    | 0     |
| 94 years   | 0.00    | 0     |
| 95 years   | 0.00    | 0     |
| 96 years   | 0.00    | 0     |
| 97 years   | 0.00    | 0     |
| 98 years   | 0.00    | 0     |
| 99 years   | 0.00    | 0     |
| Not Applicable   | 0.09    | 1     |
| Decline to answer  | 0.27    | 3     |
| answered question  |         | 1120  |
| skipped question   |         | 27    |



The number of respondents decreases as years of experience in public health nursing increase. This pattern aligns with what we know about the profession’s high turnover rate. The regression line indicates a steady decline in respondent counts as experience grows, suggesting that fewer PHNs remain in the field long enough to accumulate many years of service. This has important implications for how we interpret the validation results and build the task list. Because the majority of responses came from early- and mid-career professionals, the resulting task data likely reflects the realities of entry-level practice. As we move forward, it will be important to ensure the final task list accurately represents what is expected of those new to the profession, while also considering the insights of more experienced practitioners represented here today.

| D14 - 58. What is the geographic scope of your public health nursing responsibilities? (Select one.) | Percent | Count |
|--|---------|-------|
| International  | 2.05    | 23    |
| National   | 3.02    | 34    |
| Local  | 72.69   | 817   |
| State  | 18.86   | 212   |
| Territorial  | 0.44    | 5     |
| Tribal   | 1.33    | 15    |
| Not Applicable   | 0.71    | 8     |
| Decline to answer  | 0.89    | 10    |
| answered question  |         | 1124  |
| skipped question   |         | 23    |

| D15_y - 59. In which US state do you work? (Mark all that apply.) | Percent | Count |
|---|---------|-------|
| Alabama   | 0.00    | 2     |
| Alaska  | 0.01    | 14    |

| D15_y - 59. In which US state do you work? (Mark all that apply.) | Percent | Count |
|---|---------|-------|
| Arizona   | 0.01    | 6     |
| Arkansas  | 0.00    | 0     |
| California  | 0.13    | 147   |
| Colorado  | 0.04    | 47    |
| Connecticut   | 0.01    | 14    |
| Delaware  | 0.00    | 4     |
| District of Columbia  | 0.01    | 7     |
| Florida   | 0.01    | 12    |
| Georgia   | 0.01    | 6     |
| Hawaii  | 0.01    | 14    |
| Idaho   | 0.00    | 1     |
| Illinois  | 0.03    | 39    |
| Indiana   | 0.01    | 13    |
| Iowa  | 0.01    | 12    |
| Kansas  | 0.00    | 4     |
| Kentucky  | 0.01    | 7     |
| Louisiana   | 0.02    | 20    |
| Maine   | 0.00    | 0     |
| Maryland  | 0.02    | 26    |
| Massachusetts   | 0.05    | 53    |
| Michigan  | 0.04    | 44    |
| Minnesota   | 0.02    | 24    |
| Mississippi   | 0.00    | 3     |
| Missouri  | 0.04    | 41    |
| Montana   | 0.00    | 2     |
| Nebraska  | 0.00    | 4     |
| Nevada  | 0.01    | 7     |
| New Hampshire   | 0.01    | 7     |
| New Jersey  | 0.01    | 15    |
| New Mexico  | 0.03    | 37    |
| New York  | 0.02    | 19    |
| North Carolina  | 0.09    | 105   |
| North Dakota  | 0.01    | 7     |
| Ohio  | 0.01    | 16    |
| Oklahoma  | 0.01    | 12    |
| Oregon  | 0.01    | 17    |
| Pennsylvania  | 0.01    | 9     |
| Rhode Island  | 0.00    | 3     |
| South Carolina  | 0.02    | 18    |
| South Dakota  | 0.00    | 1     |
| Tennessee   | 0.01    | 16    |
| Texas   | 0.04    | 45    |
| Utah  | 0.00    | 0     |
| Vermont   | 0.01    | 9     |
| Virginia  | 0.11    | 127   |

| D15_y - 59. In which US state do you work? (Mark all that apply.) | Percent | Count |
|---|---------|-------|
| Washington  | 0.02    | 25    |
| West Virginia   | 0.00    | 1     |
| Wisconsin   | 0.05    | 56    |
| Wyoming   | 0.01    | 11    |
| Not applicable  | 0.01    | 12    |
| Decline to answer   | 0.01    | 10    |
|   | 1.00    | 1151  |
| answered question (individual people)                             |         | 1124  |
| skipped question (individual people)                              |         | 23    |

| D16_y - 60. In which US Territory do you work? (Mark all that apply.) | Percent | Count |
|---|---------|-------|
| Puerto Rico   | 0.00    | 2     |
| US Virgin Islands   | 0.00    | 3     |
| American Samoa  | 0.00    | 1     |
| Commonwealth of the Northern Mariana Islands                          | 0.00    | 1     |
| Federated States of Micronesia  | 0.00    | 0     |
| Guam  | 0.00    | 1     |
| Republic of the Marshall Islands                                      | 0.00    | 1     |
| Republic of Palau   | 0.00    | 2     |
| Not Applicable  | 0.97    | 851   |
| Decline to answer   | 0.02    | 17    |
|   | 1.00    | 879   |
| answered question (individual people)                                 |         | 874   |
| skipped question (individual people)                                  |         | 273   |

D17 Note: only exact matches of “N/A” were culled.

| D17 - 61. With which tribal nation(s) do you work? (Please list all that apply or type N/A if not applicable.)               |
|--|
| NA   |
| 229 federally recognized Alaska Native Villages  |
| Abenaki  |
| Alaska Native  |
| Alaska Native  |
| Alaska Native Tribal Health Consortium and local THOs  |
| All  |
| All tribal nations peoples in Alameda County, California   |
| Blackfeet, Crow, Cree, Chippewa, Gros Ventre, Assinoboine, Nadoka, Northern Cheyenne, Little Shell Chipewa, Salish, Kootenai |
| CPN, AST, Chickasaw, Choctaw   |
| Catawba  |
| Catawba Indian Nation in South Carolina  |
| Cherokee   |
| Cherokee Nation  |
| Cherokee Nation  |
| Chickahominy   |



**D17 - 61. With which tribal nation(s) do you work? (Please list all that apply or type N/A if not applicable.)**

|    |
|----|
| NA |
| NA |
| NA |
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| Na |
| Na |

**D17 - 61. With which tribal nation(s) do you work? (Please list all that apply or type N/A if not applicable.)**

|  |
|--|
| Na   |
| Na   |
| Na   |
| Na   |
| Na   |
| Na   |
| Na   |
| Na   |
| Na   |
| Na   |
| Native American  |
| Navajo   |
| Navajo   |
| Navajo   |
| Navajo Nation and multiple Pueblo tribes   |
| Navajo, Apache, Ute, Southern Ute, Mountain Ute  |
| Northern Arapaho Tribe   |
| Northern Cheyenne, Crow  |
| Oneida Nation  |
| Oneida Nation  |
| Picuris/ Taos  |
| Pueblo of San Felipe   |
| Pueblos of Acoma, Isleta, Laguna, Nambe, Ohkay Owingeh, Picuris, Pojoaque, San Ildefonso, Santa Ana, Santa Clara, Kewa, Tesuque, and Zia. The Apache tribes are Jicarilla Apache Nation and the Mescalero Apache Tribe. The Navajo Nation. |
| Red Cliff Band of Lake Superior Chippewa   |
| Salish/Kootenai  |
| Standing Rock  |
| Standing Rock Sioux Tribe  |
| TO, Navajo Nation, White Mt Apache, GRIC, Salt River Pima, Hopi, San Carlos, Pascual Yaqui   |
| Temoke Tribe of the Western Shoshone and any member of any federally recognized tribe  |
| Too many to list. There are more than 250 tribes represented in Alaska, and our work could touch any of them.  |
| Turtle Mountain Band of Chippewa   |
| Yurok, Wiyot, Tolowa, Hoopa, Karuk, Chilula, Whilkut   |
| chippewa   |
| community  |
| m/a  |
| na   |
| na   |
| na   |
| na   |
| na   |
| na   |
| na   |
| na   |
| na   |



| D18 - 62. What is your primary focus area as a public health nursing professional? (Select One.) | Percent | Count |
|--|---------|-------|
| Maintaining Population Health  | 3.39    | 38    |
| Policy and Advocacy  | 0.71    | 8     |
| Preventing Illness and Injury  | 4.46    | 50    |
| Research and Data  | 1.43    | 16    |
| Working with Communities   | 2.41    | 27    |
| Decline to answer  | 1.34    | 15    |
| Other (please specify)   | 13.66   | 153   |
| answered question  |         | 1120  |
| skipped question   |         | 27    |

| D180TH - What is your primary focus area as a public health nursing professional? (Select One.) Other (please specify)   |
|--|
| ALL of the above. We are a very small local health department. Our nurses have to do all of these.   |
| Academic, Community/Population Health  |
| Adult & Aging Services: IHSS/APS   |
| Adult protective services Elder Abuse/Neglect  |
| All of the above   |
| All of the above   |
| All of the above   |
| All of the above   |
| All of the above - small, rural health department  |
| All of the above completing Public Health Quality Assurance  |
| All of the above.  |
| BSN, RN Supervisor (Immunization Clinics)  |
| Can't pick just one primary focus area   |
| Care Coordination, Clinical Services, Cross Sector Collaboration, Educating the Public, Health Promotion and Protection, Maintaining Population Health, Preventing Illness and Injury. |
| Care Manager   |
| Case Management  |
| Case investigator  |
| Case management  |
| Child Care   |
| Child Care Nurse Consultant  |
| Child maltreatment   |
| Clinical Services/ Community engagement  |
| Communicable Disease investigation and control   |
| Communicable Disease   |
| Communicable Disease   |
| Communicable Disease   |
| Communicable Disease   |
| Communicable Disease Control   |
| Communicable Disease Investigation   |
| Communicable Disease Investigation and Surveillance  |
| Communicable Disease Management  |

**D180TH - What is your primary focus area as a public health nursing professional? (Select One.) Other (please specify)**

|  |
|--|
| Communicable Disease Nursing   |
| Communicable Disease Oversight   |
| Communicable Disease Surveillance  |
| Communicable Disease and TB  |
| Communicable Disease surveillance including TB   |
| Communicable Disease surveillance, investigation, and control  |
| Communicable Disease/Epidemiology  |
| Communicable Disease/STI   |
| Communicable Diseases, emergency preparedness, immunizations, multi-role everything  |
| Consultation/Workforce development   |
| Decline to answer - there is no one who only does ONE thing. Try asking for top 3 to 6 areas of focus  |
| Direct care RN   |
| Disease Intervention   |
| District PHN: Community and Field Services- Infectious Disease   |
| EMS services for children  |
| Educating Healthcare Professionals   |
| Epidemiology   |
| Epidemiology   |
| Epidemiology   |
| Epidemiology   |
| Epidemiology   |
| Epidemiology/Infectious Disease Investigation  |
| Evaluator and inspector for health care facilities   |
| Family Planning  |
| Family and Child Health promotion, protection AND treatment  |
| General Public Health Nursing  |
| Home Visitation  |
| Home Visiting  |
| Home Visiting - Maternal and Child Health  |
| I am The Surgeon General's Consultant that covers all lanes (practice and policy) on a daily basis   |
| I do a little of everything  |
| I incorporate all of these in my daily work  |
| I was the Nursing supervisor for 15 years and retired. Now I work part time as a PHN. Daily responsibilities focus on patient care/follow-up |
| I work in disease case management and supervise another program that does home visiting.   |
| Immunizations  |
| Immunizations  |
| Immunizations  |
| Immunizations  |
| Immunizations  |
| In a department with only two people, my focus covers all of these.  |
| Infection Prevention and Control   |
| Infection Prevention and Control   |
| Infection and disease control / threat preparedness  |

**D180TH - What is your primary focus area as a public health nursing professional? (Select One.) Other (please specify)**

|  |
|--|
| Infectious disease case management   |
| Infectious disease surveillance and contact tracing  |
| Long Term Care Screening   |
| Long Term Services and Support   |
| Managing all programs under public health nursing section  |
| Many of the above for Maternal, Birthing Person, Infant/Child, and adolescent health (MCAH)  |
| Maternal Child Family Health   |
| Maternal Child Health  |
| Maternal Child Health Home visiting  |
| Maternal Child Public Health Home visiting program for low income pregnant & parenting women   |
| Maternal Child in home education and physical assessment   |
| Maternal, Child and Family Health  |
| Maternal/Child Home Visitation-Nurse Family Partnership  |
| Medical case management  |
| Mentorship of local public health nurses   |
| My position does not focus on just one category. It covers all aspects of PH from disaster response to prevention.   |
| My role is truly a combination of many of these areas. It is not accurate to pick only one of these  |
| Newborn screening with outreach  |
| Not just one. I single-handedly serve as administrator/management, clinical services, community engagement, environmental safety, identifying & maintaining population health, policy & advocacy, preventing illness and injury; I do it all!! |
| Nurse Case Manager for Persons Living with HIV   |
| Nurse Educator in Academia   |
| Nurse Family Partnership   |
| Nurse Family Partnership - Nursing supervisor for a first time mothers and their baby from pregnancy through 24 months old.  |
| Nursing Education  |
| Nursing Education  |
| Nursing Education  |
| Occupational Health  |
| Outreach   |
| PH nurse education   |
| PHN for the DHA, I have multiple areas of focus  |
| Performance and Quality  |
| Program planning   |
| Public Health  |
| Public Health Nurse Consultant (focusing on clinical operations and policy)  |
| Public Health Nurse Educator   |
| Public Health Nursing Education  |
| Public Health Nursing Faculty  |
| Public School  |
| Quality Management   |
| Research & Education   |
| School Health  |

| <b>D180TH - What is your primary focus area as a public health nursing professional? (Select One.) Other (please specify)</b>  |
|--|
| School Health  |
| School Nursing   |
| School health  |
| School nursing   |
| School nursing   |
| Small, local, rural - do not have a primary focus. Mixture of many above.  |
| Staff Development  |
| Street Medicine  |
| Too many of the above to indicate a "primary" focus.   |
| Training Healthcare Providers  |
| Tuberculosis   |
| Tuberculosis   |
| Tuberculosis, Communicable Diseases, STIs  |
| Unable to say only one   |
| We only have 3 nurses so I do most all of these as a focus.  |
| Worked for Harris County Public Health for 20 plus years/Public Health Nurse, Nurse Epidemiologist   |
| Working with and mentoring public health directors   |
| case management, utilization review  |
| communicable disease epidemiology  |
| communicable disease investigation   |
| communicable disease/epidemiology/TB   |
| communicable diseases  |
| consultant to all of the above   |
| director of nursing for local health dept -  |
| disease control  |
| disease investigation  |
| disease surveillance   |
| emails- I write and answer emails about things that should be done to improve the health of the community, and emails to submit the documentation required for grant funds |
| epidemiology   |
| everything because I'm the only one  |
| infection control, quality, employee health  |
| infectious disease investigation Eprep and vaccinations equally divided  |
| informatics  |
| multiple areas of focus, Military public health  |
| reproductive health, preventative health   |
| tuberculosis   |
| with only one PHN at the local level all areas listed with the exception of Research are the primary focus area  |
| working with foster children/youth and their families, medical & dental providers and social workers   |

| <b>D19 - 63. Which of the following best describes the primary sector where you currently work as a public health nursing professional? (Select one.)</b> | <b>Percent</b> | <b>Count</b> |
|---|----------------|--------------|
| Academic institution - elementary or secondary  | 1.69           | 19           |
| Academic institution - post-secondary institution (e.g., community college, university)   | 4.45           | 50           |

| <b>D19 - 63. Which of the following best describes the primary sector where you currently work as a public health nursing professional? (Select one.)</b> | <b>Percent</b> | <b>Count</b> |
|---|----------------|--------------|
| Government - local (county or city) health department   | 59.52          | 669          |
| Government - local (county or city) not health department   | 1.87           | 21           |
| Government - non-U.S.   | 0.00           | 0            |
| Government - state health department  | 15.93          | 179          |
| Government - state not health department  | 0.27           | 3            |
| Government - U.S. Department of Health and Human Services Agency or Office (e.g., CDC, NIH, HRSA)   | 0.89           | 10           |
| Government - U.S. federal government (outside the Department of Health and Human Services Agency or Offices)  | 0.80           | 9            |
| Government - U.S. military/uniformed service  | 2.94           | 33           |
| Tribal nation   | 0.89           | 10           |
| Community health center   | 1.96           | 22           |
| Community health clinic   | 2.14           | 24           |
| Hospital  | 1.25           | 14           |
| Managed Care Organization (e.g., HMO, PPO)  | 0.18           | 2            |
| Other healthcare provider   | 0.27           | 3            |
| Foundation, non-governmental organization, or similar charitable non-profit   | 0.00           | 0            |
| Non-profit organization   | 1.42           | 16           |
| Employment sector setting is unknown  | 0.00           | 0            |
| Decline to answer   | 1.33           | 15           |
| Other (please specify)  | 2.22           | 25           |
| answered question   |                | 1124         |
| skipped question  |                | 23           |

D19 Presentation

| <b>D19 - 63. Which of the following best describes the primary sector where you currently work as a public health nursing professional? (Select one.)</b> | <b>Percent</b> | <b>Count</b> |
|---|----------------|--------------|
| Government - local (county or city) health department   | 59.52          | 669          |
| Government - state health department  | 15.93          | 179          |
| Academic institution - post-secondary institution (e.g., community college, university)   | 4.45           | 50           |
| Government - U.S. military/uniformed service  | 2.94           | 33           |
| Community health clinic   | 2.14           | 24           |
| Community health center   | 1.96           | 22           |
| Government - local (county or city) not health department   | 1.87           | 21           |
| Academic institution - elementary or secondary  | 1.69           | 19           |
| Non-profit organization   | 1.42           | 16           |
| Decline to answer   | 1.33           | 15           |
| Hospital  | 1.25           | 14           |

| <b>D190TH - Which of the following best describes the primary sector where you currently work as a public health nursing professional? (Select one.) Other (please specify)</b>                                  |
|--|
| Academic/Research Hospital   |
| Ambulatory- Primary Care Office for large hospital system  |
| CORRECTION IN IMMIGRATION CENTER   |
| Consultant   |
| County   |
| County correctional facility   |
| For Profit organization  |
| Home Health  |
| Hospital and local health department   |
| Independent public health nurse consultant   |
| LPH Clinic- nongovernment  |
| Local Health Unit  |
| National Nursing Association   |
| Non-government local public health department  |
| Prison   |
| Public Health Dept. with MOU with Child Protective Services (work with Foster children)  |
| Public Health Nurse  |
| Public school  |
| Recently retired from UTMB SON Asst. Prof  |
| Retired 2021/last position: Assistant Professor Nursing UTMB 11 years, also worked for Galveston Co. Health Dist Epi Nurse, and Texas Department of Health as an Emergency Response Team member in Public Health |
| Retired, as of one and one half yrs ago, but seeking employment  |
| Tarrant County   |
| Technology/Education   |
| Volunteer at FNA   |
| rural health center  |

| D20 - 64. Which of the following most closely captures your current title or job classification? (Select one.) | Percent | Count |
|--|---------|-------|
| Chief Nursing Officer  | 1.07    | 12    |
| Community Health Nurse   | 2.94    | 33    |
| Deputy Director  | 0.89    | 10    |
| Director of Public Health Nursing  | 6.05    | 68    |
| Epidemiologist   | 1.07    | 12    |
| Health Educator  | 1.07    | 12    |
| Infectious Disease Nurse   | 2.22    | 25    |
| Maternal and Child Health Nurse  | 2.40    | 27    |
| Nurse Case Manager   | 2.58    | 29    |
| Nurse Consultant   | 3.29    | 37    |
| Nurse Manager  | 6.58    | 74    |
| Nurse Specialist   | 1.33    | 15    |
| Occupational Health Nurse  | 0.27    | 3     |
| Program Coordinator  | 1.87    | 21    |
| Program Manager  | 2.76    | 31    |
| Public Health Nurse  | 39.50   | 444   |
| Public Health Nurse Consultant   | 2.49    | 28    |
| Public Health Nurse Supervisor   | 10.59   | 119   |
| School Nurse   | 1.78    | 20    |
| Other (please specify)   | 9.25    | 104   |
| answered question  |         | 1124  |
| skipped question   |         | 23    |

#### D20 Presentation

| D20 - 64. Which of the following most closely captures your current title or job classification? (Select one.) | Percent | Count |
|--|---------|-------|
| Public Health Nurse  | 39.50   | 444   |
| Public Health Nurse Supervisor   | 10.59   | 119   |
| Other (please specify)   | 9.25    | 104   |
| Nurse Manager  | 6.58    | 74    |
| Director of Public Health Nursing  | 6.05    | 68    |
| Nurse Consultant   | 3.29    | 37    |
| Community Health Nurse   | 2.94    | 33    |
| Program Manager  | 2.76    | 31    |
| Nurse Case Manager   | 2.58    | 29    |
| Public Health Nurse Consultant   | 2.49    | 28    |
| Maternal and Child Health Nurse  | 2.40    | 27    |
| Infectious Disease Nurse   | 2.22    | 25    |

| D20 - 64. Which of the following most closely captures your current title or job classification? (Select one.) | Percent | Count |
|--|---------|-------|
| Program Coordinator  | 1.87    | 21    |
| School Nurse   | 1.78    | 20    |

| <b>D20 - 64. Which of the following most closely captures your current title or job classification? (Select one.)</b> | <b>Percent</b> | <b>Count</b> |
|---|----------------|--------------|
| Nurse Specialist  | 1.33           | 15           |
| Chief Nursing Officer   | 1.07           | 12           |
| Epidemiologist  | 1.07           | 12           |
| Health Educator   | 1.07           | 12           |
| Deputy Director   | 0.89           | 10           |
| Occupational Health Nurse   | 0.27           | 3            |

| <b>D200TH - Which of the following most closely captures your current title or job classification? (Select one.)<br/>Other (please specify)</b> |
|---|
| 50% SCHOOL NURSE 50% CDC NURSE  |
| Administrator, Executive Community Health Nursing Director  |
| Advance Practice Registered Nurse. Advance practice Provider  |
| Advanced Community/Public Health Research Nurse   |
| Advanced Practice Nurse   |
| Agency Director (why do you include Deputy but not Exec Director?)  |
| Assistant Health Director   |
| Assistant Professor of Nursing  |
| Associate Professor. Retired as a Health Director.  |
| Behavioral nurse  |
| Bureau Director   |
| CD/TB Program Coordinator   |
| CEO   |
| Certified CNS Public Health Nursing -ANCC   |
| Chief Public Health Nurse   |
| Chief Public Health Nurse   |
| Child Care Health Consultant  |
| Child Care Nurse Consultant   |
| Clinical Assistant Professor  |
| Clinical Associate Professor  |
| Clinical Program Coordinator  |
| Clinician, Certified Family Nurse Practitioner  |
| Communicable Disease Surveillance Nurse   |
| Community Health Manager  |
| Community Outreach Manager  |
| Dean  |
| Deputy Public Health Director   |
| Director of Clinical Services   |
| Director of Nursing   |
| Director of Nursing Education   |
| Disease Intervention Specialist   |
| Division Director (Non-Nursing position)  |
| Educator  |
| Emergency Response Coordinator  |
| Epidemiology Nurse  |

**D200TH - Which of the following most closely captures your current title or job classification? (Select one.)****Other (please specify)**

Executive Director for Public Health Practice

FNP

Family Nurse Practitioner

Health Director/Public Health Nurse

Health Director/Public Health Nurse

Health Facilities Evaluator Nurse

Health Facilities Evaluator Nursing

Health Policy Administrator

I am The Surgeon General's Consultant that oversee all the mentioned

Infection Preventionist

Instructor

Maternal and Child Health Focus

NP

Nurse Case Manager for CLPPP and Public Health Nurse Supervisor for CHVP

Nurse Educator

Nurse Educator

Nurse Educator

Nurse Manager-Maternal Child Health

Nurse Practitioner

Nurse Practitioner

Nurse Practitioner

Nurse Practitioner

Nurse Practitioner and Public Health Nurse (Roles Change)

Nurse Program Coordinator

Nurse Scientist

Nurse manager supervisor

Nurse supervisor

Nursing Professor

Nursing Research &amp; Education Coordinator

Nursing journal editor

Pediatric ICU Nurse

Perioperative nurse

Population Health RN

Population Health RN

Population Health Registered Nurse

Professor

Professor

Professor

Professor

Program Director

Program Specialist, PHN

Public Health Director

Public Health Director

Public Health Manager

**D200TH - Which of the following most closely captures your current title or job classification? (Select one.)**

**Other (please specify)**

|  |
|--|
| Public Health Manager/Public Nurse Manager                 |
| Public Health Nurse Consultant Manager                     |
| Public Health Nurse Faculty                                |
| Public Health Nurse III- Coordinator                       |
| Public Health Nurse Practitioner                           |
| Public Health Nurse Program Manager                        |
| Public Health Nurse, Nursing faculty                       |
| Public Health Nursing clinical prof                        |
| Public health nurse II. (It is a leadership role)          |
| Quality Assurance Specialist                               |
| Quality and Compliance Analyst                             |
| RN   |
| RN IN PUBLIC HEALTH ORGANIZATION                           |
| RN, Public Health Nurse                                    |
| RN, Quality Improvement Coordinator                        |
| Retired ARNP in Correctional Health                        |
| Retired Director of PHN                                    |
| Sexual Health Nurse Practitioner                           |
| State Director   |
| Student  |
| immunization nurse   |
| reproductive health nurse navigator                        |
| senior public health nurse                                 |
| staff nurse  |
| technical nurse--primarily giving shots, patient education |

| <b>D21 - 65. What is your current status within your organization? (Select One.)</b> | <b>Percent</b> | <b>Count</b> |
|--|----------------|--------------|
| Entry-level  | 14.21          | 159          |
| Mid-level  | 46.74          | 523          |
| Senior-level   | 27.35          | 306          |
| N/A or Decline to answer   | 9.12           | 102          |
| Other (please specify)   | 2.59           | 29           |
| answered question  |                | 1119         |
| skipped question   |                | 28           |

| <b>D22 - 66. Are you still employed by your first public health nursing employer?</b> | <b>Percent</b> | <b>Count</b> |
|---|----------------|--------------|
| Yes   | 70.35          | 790          |
| No  | 29.65          | 333          |
| answered question   |                | 1123         |
| skipped question  |                | 24           |