

**Practice Analysis of Nurse Coach Board Certified (NC-BC) 2021-2022
Executive Summary**

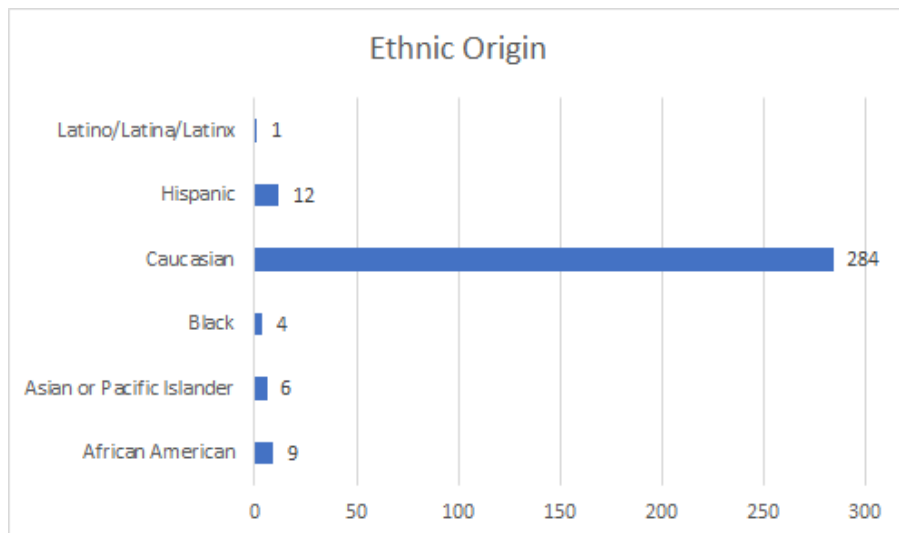
I. Analysis of Demographic Data

The number of completed surveys totaled 331. Tables with detailed responses can be found starting on page 10.

- A. **Geographic Distribution.** The geographic distribution of the sample for the survey is shown in Table 1. The 331 respondents were from 42 states plus Canada and Puerto Rico (three respondents listed “other country” but did not specify where). The region with the greatest number of respondents was the West ($N=86$). The largest number of respondents were from California (34), New York (29), Florida (26), Massachusetts (17), and Washington (16).

Region	Number
New England - CT, MA, NH, RI	29
Middle Atlantic - DE, MD, NJ, NY, PA	64
South - AL, FL, GA, KY, LA, NC, SC, TN, VA, WV	56
Midwest - IL, IN, IA, KS, MI, MN, MO, NE, OH, WI	55
Southwest - AZ, NM, OK, TX	35
West - AK, CA, CO, ID, NV, OR, UT, WA, WY	86

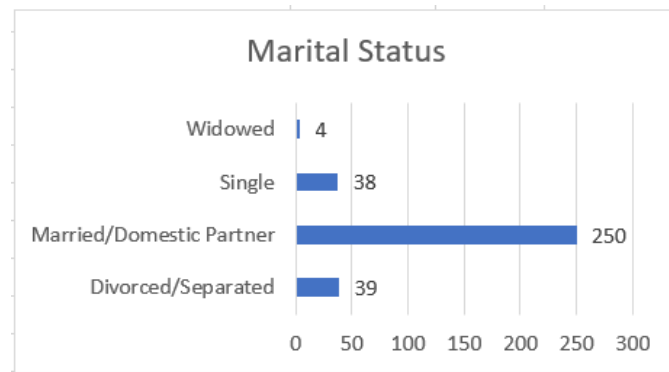
- B. **Gender, Ethnicity and Language.** 97.6% female (Table 2). 85.8% Caucasian, not of Hispanic origin (Table 3). 96.7% speak English as their primary language (Table 4).



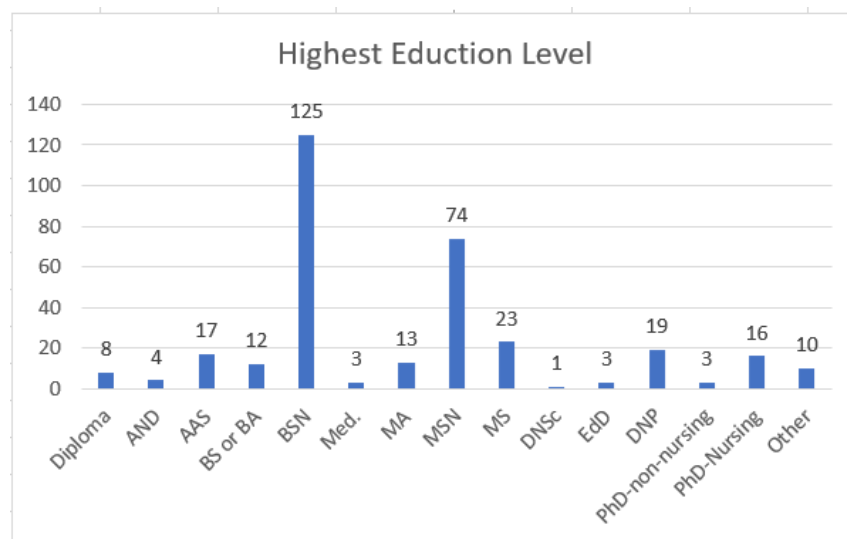
English as Primary Language	Number
Yes	320
No	11

- C. **Age, Marital Status, LGBTQIA+.** Sixty-three percent of respondents were 51 years and older (Table 5). The mean age of respondents was 53.03 years (SD=11.85). The majority of respondents were married (75.5%) (Table 6). About 7% identified as a member of the LGBTQIA+ community (Table 7).

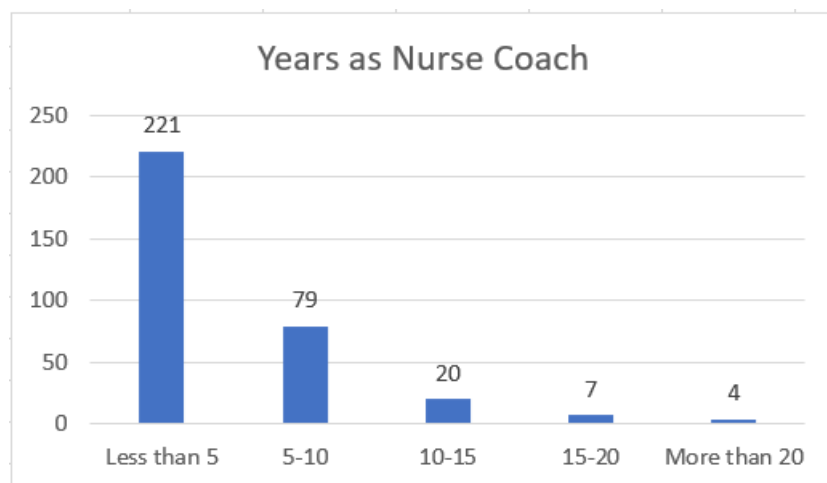
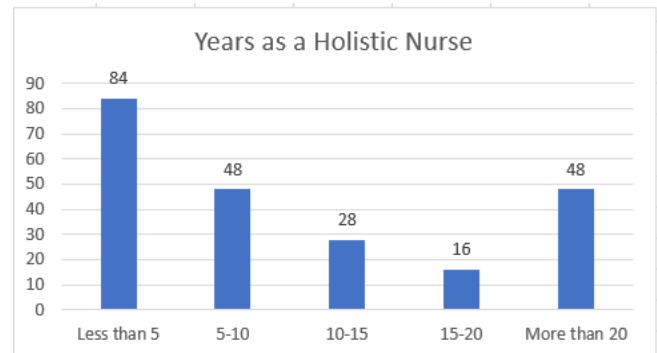
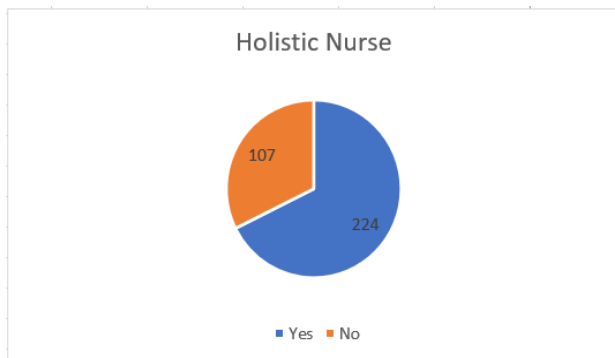
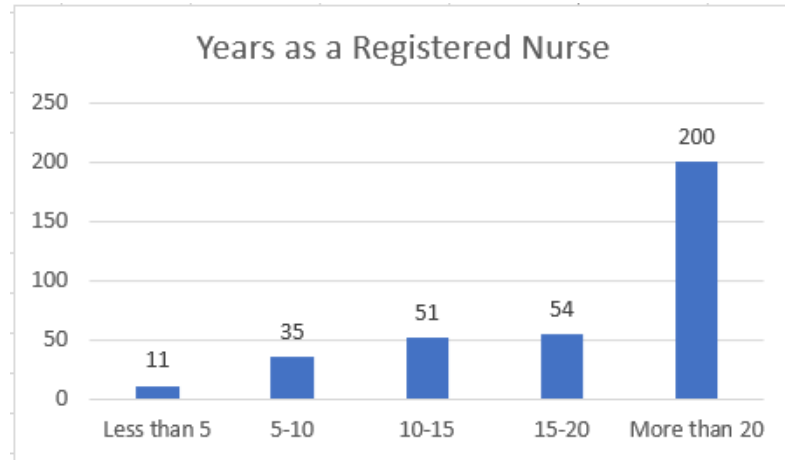
Age	Number
20-30	12
31-40	50
41-50	59
51-60	96
Over 61 years of age	114



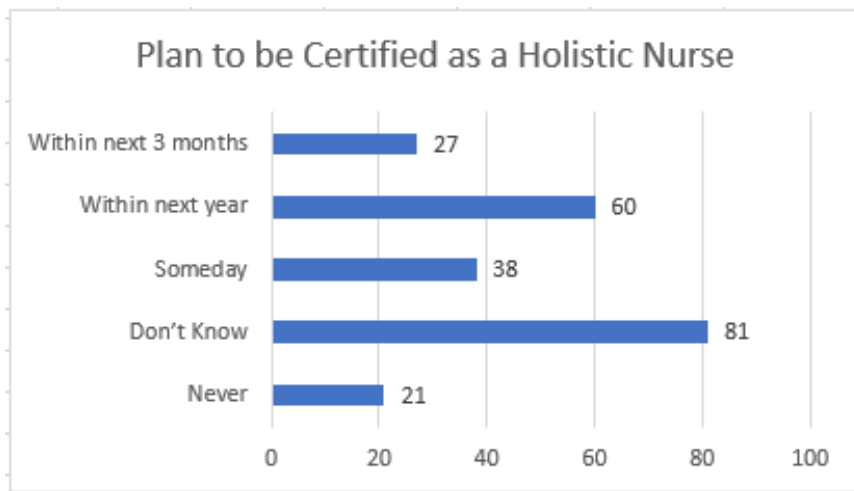
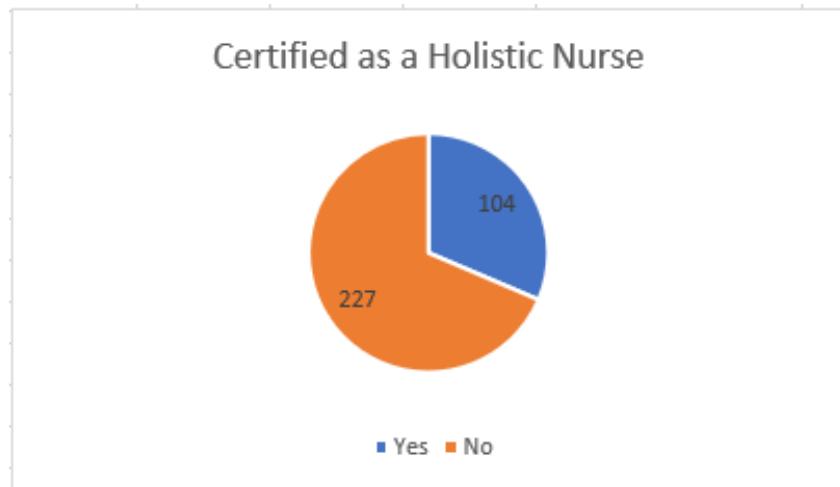
- D. **Setting.** When asked what setting they live in, 50.5% reported a suburban setting, 27.2% live in an urban setting, and 22.4% live in a rural setting (Table 8). Table 9 shows what setting respondents work in; about 42% work in an urban setting, and likewise 42.9% work in a suburban setting. Only 15.1% work in a rural setting.
- E. **Highest level of education attained.** When asked what the highest degree in nursing achieved was, the largest group (149 or 45.0% of all 331 respondents) held a Graduate Degree- MS, MSN, DNP, PhD, while 136 (41.1%) held a Baccalaureate Degree-BSN (Table 10). Candidates reported highest education level as BSN (37.8%), followed by MSN (22.4%). All other education levels were reported by less than 7% each (see Table 11).



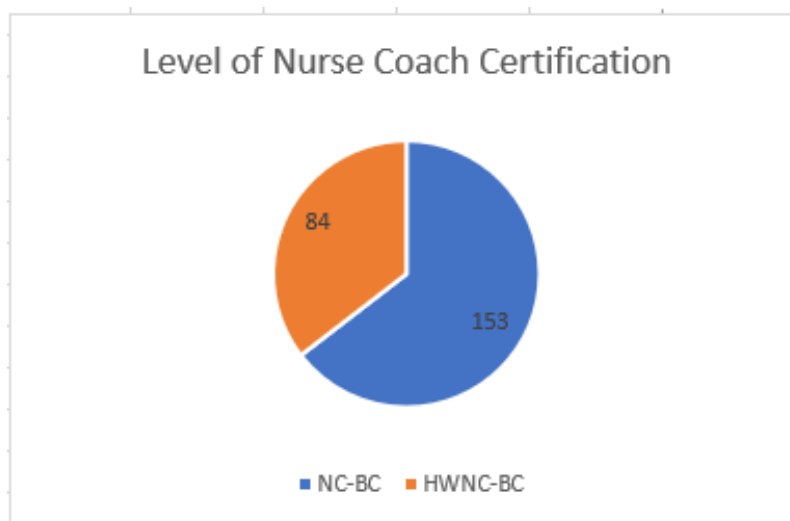
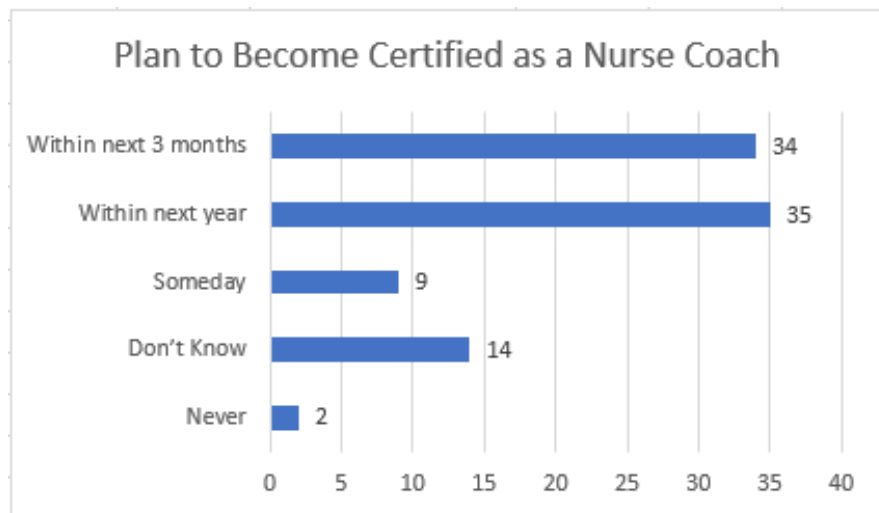
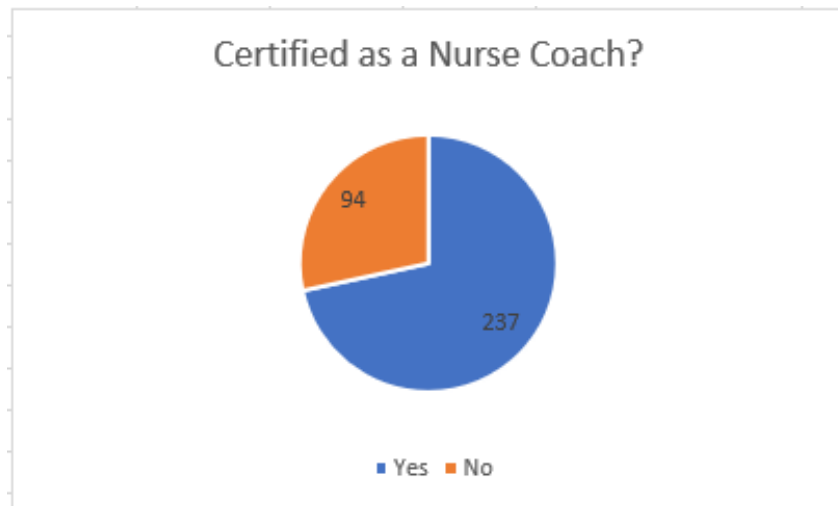
F. Years as RN, Holistic Nurse, and Nurse Coach. More than half of the respondents (60.4%) had more than 20 years of experience as an RN (Table 12). Approximately 68% of respondents reported being holistic nurses (Table 13-a), and 59% had 10 years or less experience as a holistic nurse (Table 13-b). Respondents were less experienced as Nurse Coaches, with 66.8% having less than 5 years experience (Table 14), and most (96.1%) had formal training as a Nurse Coach (Table 15).



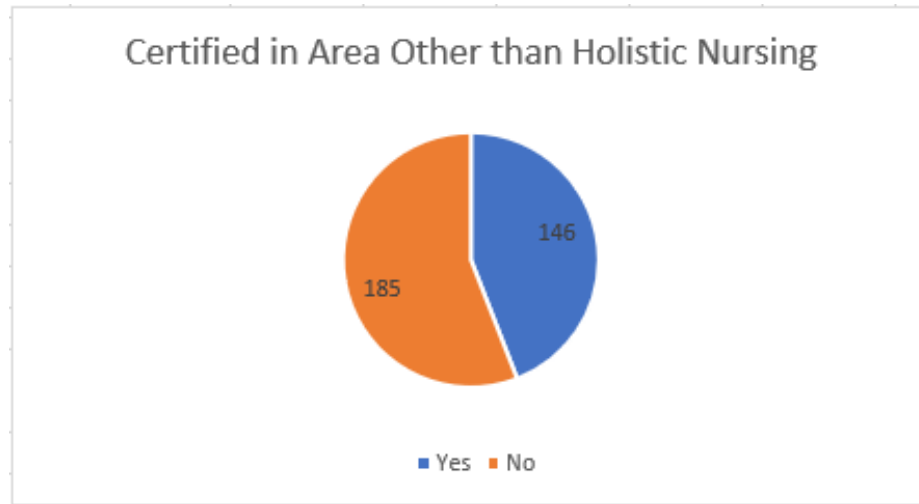
G. **Certification.** Only 31.4% of respondents were certified as holistic nurses (Table 16-a). Of those not certified, 55% planned to become certified (Table 16-b). Of the 104 respondents who were certified, 77.9% were HNB-BC, 57.7% were APHN-BC, 36.5% were AHN-BC, and 20.2% were HN-BC (Table 16-c).



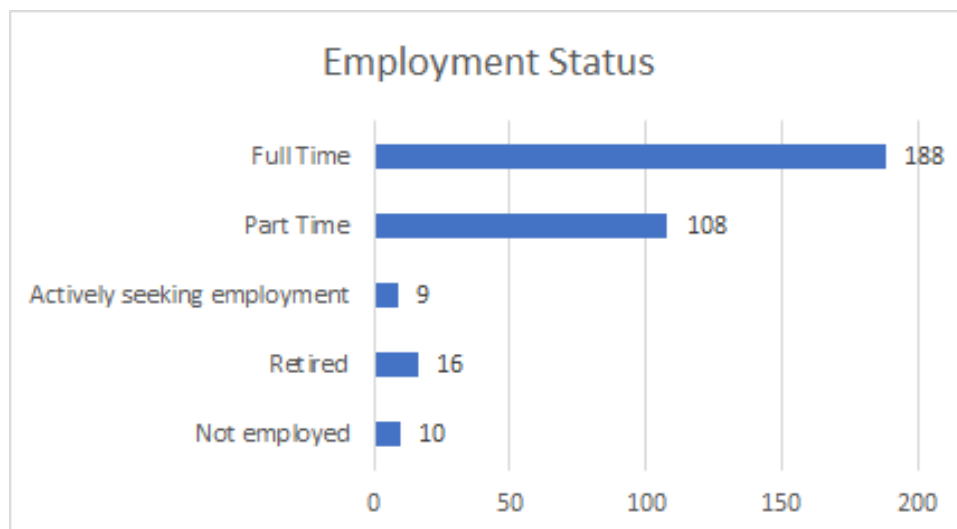
Just under three quarters of the respondents (237 or 71.6%) were certified as nurse coaches (Table 17-a), and of the 94 not certified, 78 or 83% planned on becoming certified (Table 17-b). Of the 237 respondents who were certified as nurse coaches, 64.6% were NC-BC, and 35.4% were HWNC-BC (Table 17-c).

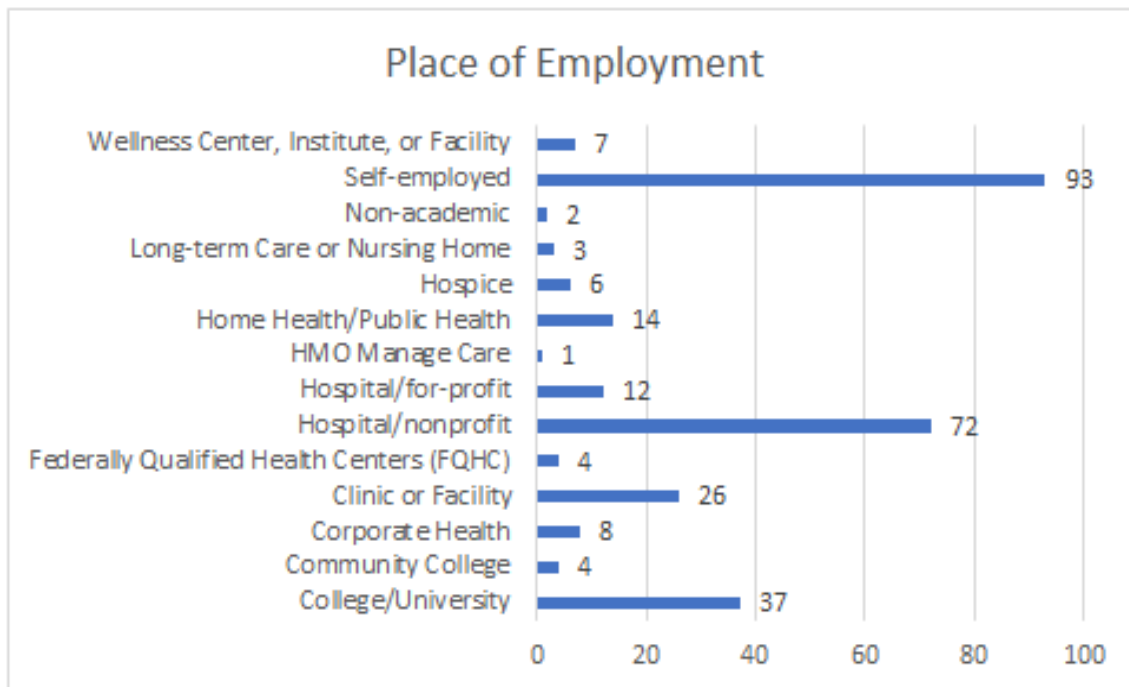
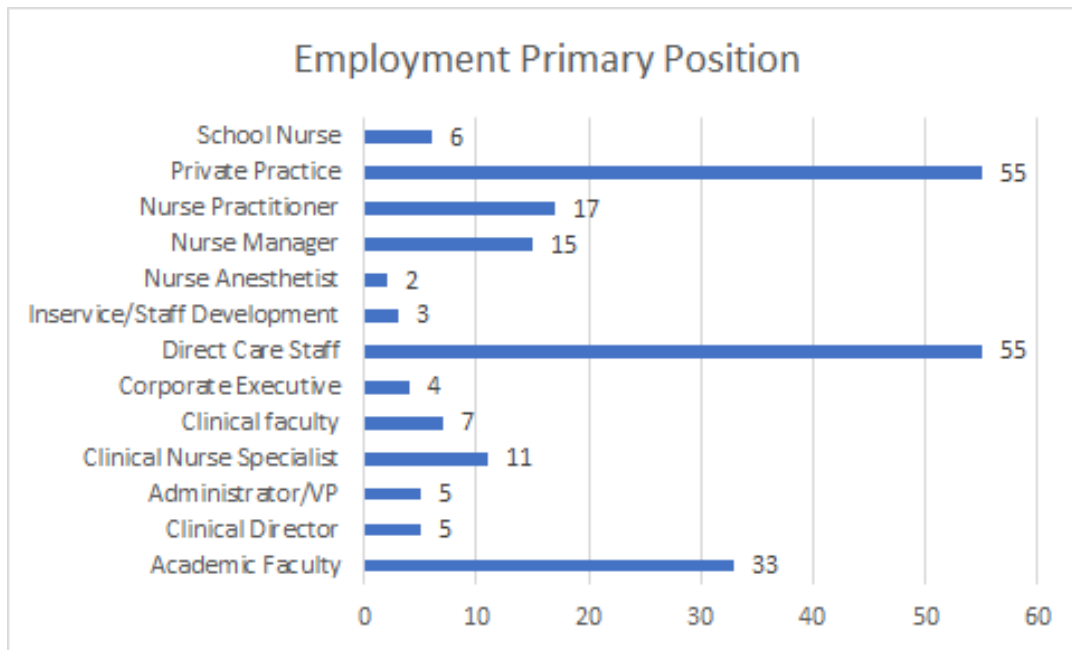


Less than half of respondents (44.1%) reported being certified in an area other than Holistic Nursing (Table 18-a). Please see table 18-b for a complete list of other areas of certification indicated.

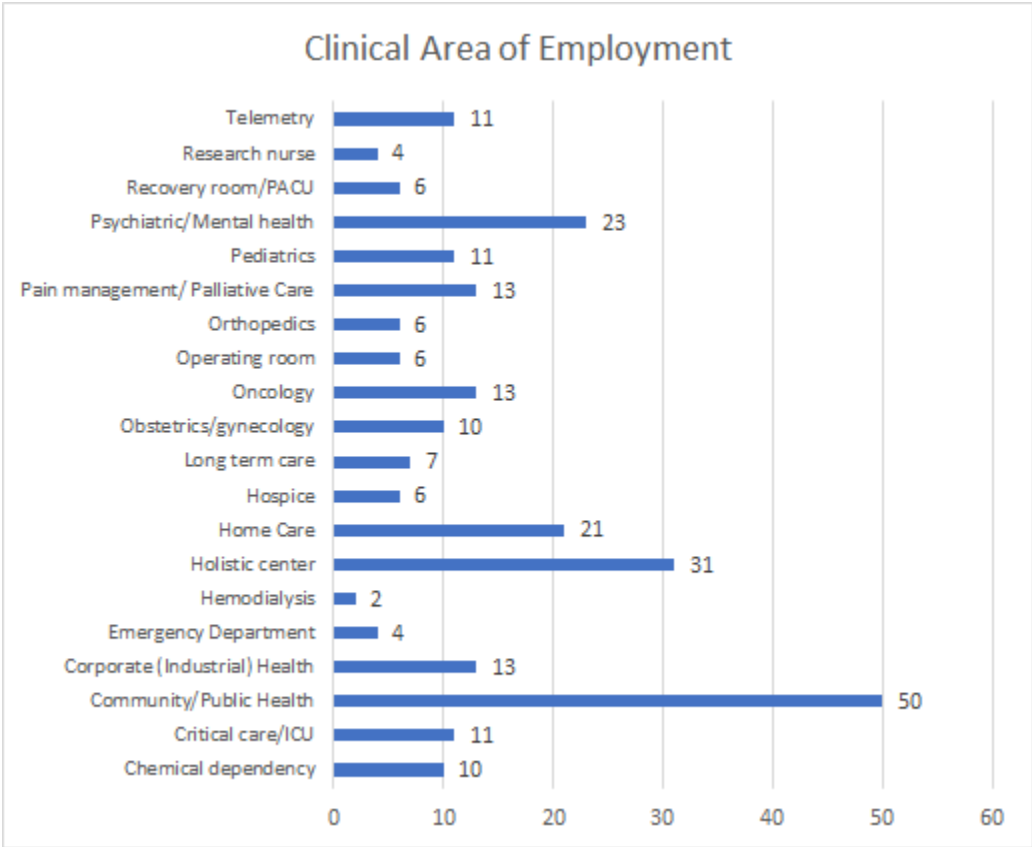
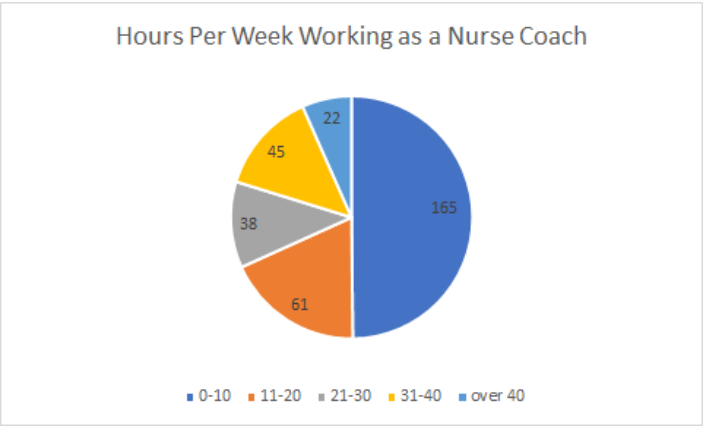
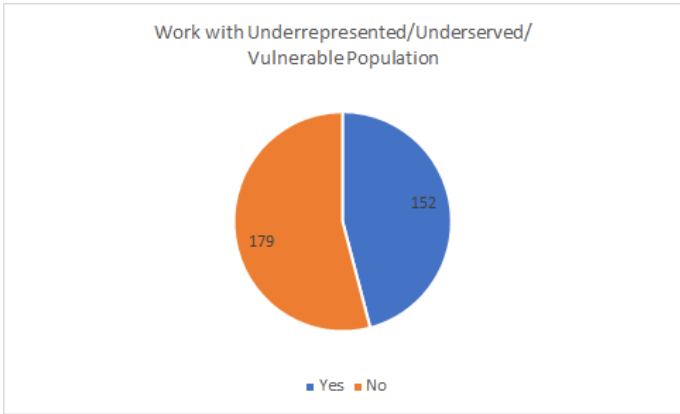


- H. **Employment status and setting.** Table 19 shows that 56.8% of respondents were employed full time, and 32.6% were employed part time. Primary positions held included direct care staff (16.6%), private practice (16.6%), academic faculty (10.0%), and other areas, including: coach (25), self-employed (17), retired (12), care/case manager (10), navigator/coordinator (4), consultant (4), and educator (4) (Table 20). The highest percent of respondents were self-employed (28.1%), worked for hospitals/non-profit (21.8%), and colleges/universities, (11.2%) (Table 21). Other places of employment cited were: school (4), private (3), insurance (3), self-employed (3), VA (3), not employed (3), and church (2).





Forty-six percent worked with an underrepresented/underserved/vulnerable population (Table 22-a). Please see Table 22-b for a complete list of reported populations. Half of the respondents only worked 0-10 hours per week as a nurse coach (Table 23). Clinical areas of employment included community/public health (15.1%), holistic center (9.4%), psychiatric/mental health (6.9%), and home care (6.3%). For a complete list of clinical areas, see Table 24.



Most respondents (90.0%) reported that they used complementary and integrative healthcare approaches (Table 25-a), with 96.3% reporting they used body-mind-spirit practices, 50.3% used energy practices, and 14.1% used manipulative and body-based practices (Table 25-b).

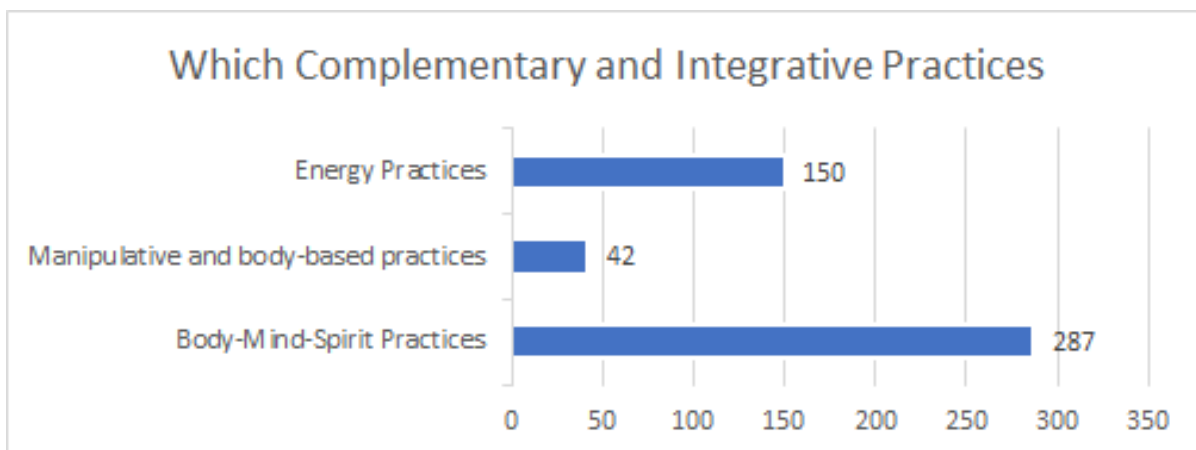
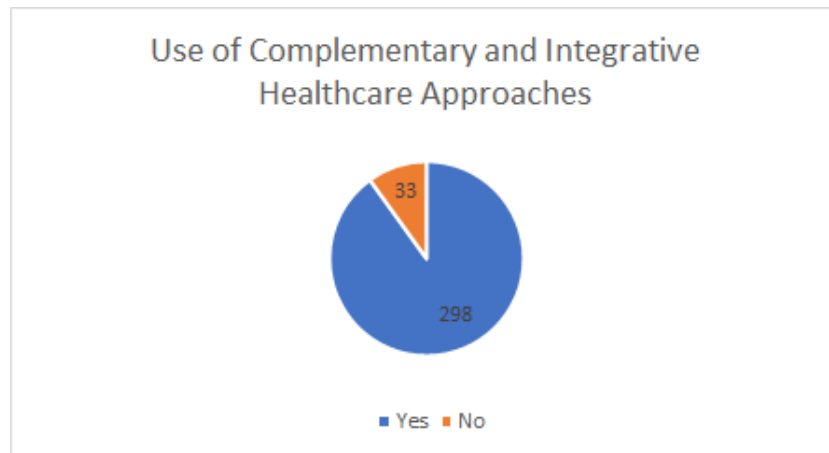


Table 1
Location of Respondents (*N* = 331)

State	<i>n</i>	State	<i>n</i>
Alabama	3	New Hampshire	2
Alaska	7	New Jersey	11
Arizona	11	New Mexico	5
California	34	New York	29
Colorado	12	North Carolina	5
Connecticut	7	Ohio	9
Delaware	3	Oklahoma	4
Florida	26	Oregon	10
Georgia	3	Pennsylvania	14
Idaho	2	Rhode Island	3
Illinois	11	South Carolina	1
Indiana	4	Tennessee	6
Iowa	2	Texas	15
Kansas	1	Utah	2
Kentucky	5	Virginia	3
Louisiana	2	Washington	16
Maryland	7	West Virginia	2
Massachusetts	17	Wisconsin	6
Michigan	4	Wyoming	1
Minnesota	11	<i>Canada</i>	2
Missouri	4	<i>Puerto Rico</i>	1
Nebraska	3	<i>“Other Country”</i>	3
Nevada	2	Total	331

Table 2
Gender of Respondents (N = 331)

Gender	<i>n</i>	%
Male	7	2.1%
Female	323	97.6%
Non-Binary	1	0.3%
Other	-	
Prefer not to answer	-	
Total	331	100%

Table 3
Ethnic Origin (N = 331)

Ethnic Origin	<i>n</i>	%
African American	9	2.7%
Asian or Pacific Islander	6	1.8%
Black	4	1.2%
Caucasian	284	85.8%
Hispanic	12	3.6%
Chicano/Chicana	-	-
Latino/Latina/Latinx	1	0.3%
Mexican-American	2	0.6%
Indigenous (American Indian)	3	0.9%
Indigenous (American Eskimo)	-	-
Other	10	3.0%
Total	331	100%

Table 4
Is English your primary language? (N = 331)

English primary language?	<i>n</i>	%
Yes	320	96.7%
No	11	3.3%
Total	331	100%

Table 5
Your Age Range (*N* = 331)

Gender	<i>n</i>	%
20-30	12	3.6%
31-40	50	15.1%
41-50	59	17.8%
51-60	96	29.0%
Over 61 years of age	114	34.4%
Total	331	100%

Table 6
Marital Status (*N* = 331)

Marital Status	<i>n</i>	%
Divorced/Separated	39	11.8%
Married/Domestic Partner	250	75.5%
Single	38	11.5%
Widowed	4	1.2%
Total	331	100%

Table 7
Do you identify as a member of the LGBTQIA+ community? (*N* = 331)

LGBTQIA+?	<i>n</i>	%
Yes	23	6.9%
No	308	93.1%
Total	331	100%

Table 8
In what setting do you live? (*N* = 331)

Setting	<i>n</i>	%
Urban	90	27.2%
Rural	74	22.4%
Suburban	167	50.5%
Total	331	100%

Table 9
In what setting do you work? (N = 331)

Setting	<i>n</i>	%
Urban	139	42.0%
Rural	50	15.1%
Suburban	142	42.9%
Total	331	100%

Table 10
What is your highest degree in Nursing? (N = 331)

Highest degree in Nursing	<i>n</i>	%
Non-baccalaureate- ADN, AAS, Diploma	46	13.9%
Baccalaureate Degree-BSN	136	41.1%
Graduate Degree- MS, MSN, DNP, PhD	149	45.0%
Total	331	100%

Table 11
What is your highest educational level? (N = 331)

Highest Education Level	<i>n</i>	%
Diploma	8	2.4%
AND	4	1.2%
AAS	17	5.1%
BS or BA	12	3.6%
BSN	125	37.8%
Med.	3	0.9%
MA	13	3.9%
MSN	74	22.4%
MS	23	6.9%
DNSc	1	0.3%
EdD	3	0.9%
DNP	19	5.7%
PhD-non-nursing	3	0.9%
PhD-Nursing	16	4.8%
Other	10	3.0%
Total	331	100%

Table 12
Years as Registered Nurse (*N* = 331)

Years as RN	<i>n</i>	%
Less than 5	11	3.3%
5-10	35	10.6%
10-15	51	15.4%
15-20	54	16.3%
More than 20	200	60.4%
Total	331	100%

Table 13-a
Are you a Holistic Nurse? (*N* = 331)

Holistic Nurse?	<i>n</i>	%
Yes	224	67.7%
No	107	32.3%
Total	331	100%

Table 13-b
If Yes, Years of Holistic Nurse practice (*N* = 224)

Years as Holistic Nurse	<i>n</i>	%
Less than 5	84	37.5%
5-10	48	21.4%
10-15	28	12.5%
15-20	16	7.1%
More than 20	48	21.4%
Total	224	100%

Table 14
Years as Nurse Coach (*N* = 331)

Years as Nurse Coach	<i>n</i>	%
Less than 5	221	66.8%
5-10	79	23.9%
10-15	20	6.0%
15-20	7	2.1%
More than 20	4	1.2%
Total	331	100%

Table 15
Have you had formal training as a Nurse Coach? (N = 331)

Training as a Nurse Coach?	<i>n</i>	%
Yes	318	96.1%
No	13	3.9%
Total	331	100%

Table 16-a
Are you certified as Holistic Nurse? (N = 331)

Certified as a Holistic Nurse?	<i>n</i>	%
Yes	104	31.4%
No	227	68.6%
Total	331	100%

Table 16-b
If no, do you plan to become certified? (N = 227)

Plan to become certified?	<i>n</i>	%
Never	21	9.3%
Don't Know	81	35.7%
Someday	38	16.7%
Within next year	60	26.4%
Within next 3 months	27	11.9%
Total	227	100%

Table 16-c
If yes, enter your level of Certification? (N = 104)

Level of Certification	<i>n</i>	%
HN-BC	21	20.2%
HNB-BC	81	77.9%
AHN-BC	38	36.5%
APHN-BC	60	57.7%
Total	104	100%

Table 17-a
Are you certified as Nurse Coach? (N = 331)

Certified as a Nurse Coach?	<i>n</i>	%
Yes	237	71.6%
No	94	28.4%
Total	331	100%

Table 17-b
If no, do you plan to become certified? (N = 94)

Plan to become certified?	<i>n</i>	%
Never	2	2.1%
Don't Know	14	14.9%
Someday	9	9.6%
Within next year	35	37.2%
Within next 3 months	34	36.2%
Total	94	100%

Table 17-c
If yes, enter your level of Certification? (N = 237)

Level of Certification	<i>n</i>	%
NC-BC	153	64.6%
HWNC-BC	84	35.4%
Total	237	100%

Table 18-a
Are you certified in another area other than Holistic Nursing? (N = 331)

Certified in Another Area?	<i>n</i>	%
Yes	146	44.1%
No	185	55.9%
Total	331	100%

Table 18-b
If yes, in which of the following areas are you certified? (N = 146)

Area of Certification	<i>n</i>	%
Nurse Practitioner		
Acute Care NP	3	2.1%
Adult NP	11	7.5%
Adult Psychiatric & Mental Health	6	4.1%
Diabetes Management	2	1.4%
Family NP	21	14.4%
Family Psych & Mental Health	-	-
Gerontology	2	1.4%
Pediatric	2	1.4%
School	1	0.7%

Area of Certification	<i>n</i>	%
Clinical Nurse Specialists		
Adult Health	6	4.1%
Adult Psychiatric & Mental Health	6	4.1%
Child Adolescent Psych & Mental Health	-	-
CNS Core	-	-
Diabetes Management	1	0.7%
Home Health	1	0.7%
Gerontology	1	0.7%
Pediatric	-	-
Public Health/Community Health	4	2.7%

Area of Certification	<i>n</i>	%
Specialties		
Ambulatory Care	4	2.7%
Cardiac Vascular	6	4.1%
Case Management	12	8.2%
College Health	2	1.4%
Community Health	2	1.4%
Diabetes Management	3	2.1%
General Nursing	3	2.1%
High-Risk Perinatal	2	1.4%
Home Health Nursing	1	0.7%
Informatics	2	1.4%
Life Care Planners	-	-
Medical-Surgical	6	4.1%
Nurse Executive	4	2.7%
Nursing Professional Development	4	2.7%
Oncology /Hospice	14	9.6%
Pain Management/Palliative Care	10	6.8%
Pediatrics	2	1.4%
Perinatal	5	3.4%
Psychiatric & Mental Health	10	6.8%
Public Health Nurse – Advanced	2	1.4%
Rehabilitation	2	1.4%
School Nursing	7	4.8%
Other	60	41.1%

Table 19
Employment Status (*N* = 331)

Employment Status	<i>n</i>	%
Not employed	10	3.0%
Retired	16	4.8%
Actively seeking employment	9	2.7%
Part Time	108	32.6%
Full Time	188	56.8%
Total	331	100%

Table 20
What is your employment primary position? (N = 331)

Employment Primary Position	<i>n</i>	%
Academic Faculty	33	10.0%
Clinical Director	5	1.5%
Administrator/VP	5	1.5%
Clinical Nurse Specialist	11	3.3%
Clinical faculty	7	2.1%
Corporate Executive	4	1.2%
Direct Care Staff	55	16.6%
Inservice/Staff Development	3	0.9%
Nurse Anesthetist	2	0.6%
Nurse Manager	15	4.5%
Nurse Midwife	-	-
Nurse Practitioner	17	5.1%
Private Practice	55	16.6%
School Nurse	6	1.8%
Other	113	34.1%
Total	331	100%

Table 21
What is your place of employment? (N = 331)

Place of Employment	<i>n</i>	%
College/University	37	11.2%
Community College	4	1.2%
Corporate Health	8	2.4%
Clinic or Facility	26	7.9%
Federally Qualified Health Centers (FQHC)	4	1.2%
Hospital/nonprofit	72	21.8%
Hospital/for-profit	12	3.6%
HMO Manage Care	1	0.3%
Home Health/Public Health	14	4.2%
Hospice	6	1.8%
Long-term Care or Nursing Home	3	0.9%
Non-academic	2	0.6%
Self-employed	93	28.1%
Wellness Center, Institute, or Facility	7	2.1%
Other	42	12.7%
Total	331	100%

Table 22-a

Do you work with an underrepresented/ underserved/vulnerable population? (*N* = 331)

Work w/ underrepresented population?	<i>n</i>	%
Yes	152	45.9%
No	179	54.1%
Total	331	100%

Table 22-b

If yes, please identify the population:
(*N* = 152)

Population	<i>n</i>	%
Uninsured	93	61.2%
Disabled	79	52.0%
LGBTQIA+	61	40.1%
Socio-economically disadvantaged	118	77.6%
Veterans	64	42.1%
Children	31	20.4%
Homeless	61	40.1%
Elderly	102	67.1%
Racial and Ethnic Minorities	106	69.7%
HIV/AIDS	34	22.4%
Those w/ Severe & Chronic Health Conditions	119	78.3%
Severe Mental Illness	49	32.2%
Abused, Neglected/Human trafficking	32	21.1%
Neuro-diverse	32	21.1%
Other	20	13.2%
Total	152	100%

Table 23
How many hours per week to you work as a nurse coach? (N = 331)

Hours per week as nurse coach	<i>n</i>	%
0-10	165	49.8%
11-20	61	18.4%
21-30	38	11.5%
31-40	45	13.6%
over 40	22	6.6%
Total	331	100%

Table 24
What is your clinical area of employment? (N = 331)

Clinical Area of Employment	<i>n</i>	%
Chemical dependency	10	3.0%
Critical care/ICU	11	3.3%
Community/Public Health	50	15.1%
Corporate (Industrial) Health	13	3.9%
Emergency Department	4	1.2%
Hemodialysis	2	0.6%
Holistic center	31	9.4%
Home Care	21	6.3%
Hospice	6	1.8%
Long term care	7	2.1%
Obstetrics/gynecology	10	3.0%
Oncology	13	3.9%
Operating room	6	1.8%
Orthopedics	6	1.8%
Pain management/ Palliative Care	13	3.9%
Pediatrics	11	3.3%
Psychiatric/Mental health	23	6.9%
Recovery room/PACU	6	1.8%
Research nurse	4	1.2%
Telemetry	11	3.3%
Other	188	56.8%
Total	331	100%

Table 25-a
Do you use Complementary and Integrative Healthcare Approaches? (N = 331)

Complementary/ Integrative Approaches?	<i>n</i>	%
Yes	298	90.0%
No	33	10.0%
Total	331	100%

Table 25-b
If yes, which practices do you use? (N = 298)

Which practices do you use	<i>n</i>	%
Body-Mind-Spirit Practices	287	96.3%
Manipulative and body-based practices	42	14.1%
Energy Practices	150	50.3%
Total	298	100%

II. Analysis of Activity Statements.

- A. The survey included a list of 143 nurse coach activities/competencies, and participants were asked to indicate whether or not they performed them. For each activity performed, respondents were asked to rate: (a) the frequency of performance on a 4-point scale, ranging from “monthly or less” to “several times a day,” and (b) the importance of the activity in their current practice on a 4-point scale, ranging from “irrelevant” to “essential.” Descriptions were provided for each level of importance. The means and SDs of all frequency and importance ratings appear in Table 26 in survey order from 1 through 143.

The mean frequency ratings ranged from a low of 1.38 ($SD=0.83$) for #119, “Participate in research activities related to the Professional Nurse Coaching Practice,” to a high of 3.42 ($SD=0.82$) for #21, “Become fully present, centered, and grounded.” The overall mean frequency rating for all 143 activities was 2.56 ($SD=0.98$).

The mean importance ratings were consistently higher than the frequency ratings. In fact, all mean importance ratings exceeded 3.0, which indicates the respondents considered all 143 activities/competencies important in nurse coach practice.

The lowest mean importance of 3.02 was shared by two activities: #103, “Work collaboratively with other health and wellness coaches in interprofessional development initiatives” ($SD=0.76$), and #118, “Participate with others to establish research priorities and to identify research questions or area for inquiry related to the Professional Nurse Coaching Practice” ($SD=0.75$). The highest mean importance rating of 3.85 ($SD=0.41$) was given to #33, “Continuously exhibit authenticity (honesty, sincerity, personal integrity).” The mean importance rating for all 143 activities was 3.41 ($SD=0.67$).

- B. An activity index for each activity/competency statement was calculated by adding frequency plus (importance x 2). Importance was given twice the weight of frequency, since some activities (e.g., CPR) may be critically important, although performed infrequently. The highest possible index was 12, or 4 + (4 x 2). The mean indices for all 143 activities appear in Table 27 in ranked order from highest to lowest ranked index.

The mean activity/competency indices ranged from a low of 7.45 ($SD=2.07$) for #119, “Participate in research activities related to the Professional Nurse Coaching Practice,” to a high of 11.08 ($SD=1.33$) for #21, “Become fully present, centered, and grounded.” The overall mean index rating for all 143 activities was 9.38 ($SD=1.92$). All of the indices were equal to or greater than 7.5 (7.45 rounds up to 7.5), a commonly used cutoff for inclusion in test specifications. Therefore, inclusion of all 143 activities in the Nurse Coach test is supported..

Table 28 lists the activity/competency indices by areas of the nurse coach test blueprint, in ranked order from highest to lowest index. The mean and SD of indices in each area were calculated, as well as the mean number of survey respondents who performed the activities, as summarized in the table that follows.

Summary of Nurse Coach Activities/Competencies by Test Blueprint Areas

Test Blueprint Areas	<i>N</i> Activities	<i>M</i> Index	<i>MSD</i>	<u>Respondents</u>		<u>% of Test Content</u>	
				<i>n</i>	%	Current	Proposed
A. Core Value 1: Nurse Coach Philosophy, Theory, Ethics	34	9.86	1.83	297	90%	25%	24-26%
B. Core Value 2: Nurse Coaching Process	43	9.42	1.91	288	87%	41%	39-41%
C. Core Value 3: Nurse Coach Communication and Therapeutic Environment	39	9.50	1.93	294	89%	20%	20-22%
D. Core Value 4: Education, Research, and Leadership	24	8.55	2.04	256	77%	8%	7-9%
E. Core Value 5: Self-Reflection, Self-Assessment	3	8.53	1.97	290	88%	6%	5-7%
ALL ACTIVITIES	143	9.38	1.92	287	87%	100%	100%

III. Conclusions and Recommendations.

- A. As shown in the summary table, 116 (81%) of the 143 activities/competencies are found in the first three blueprint areas, while 27 (19%) are found in the last two areas. Also, the mean indices assigned to the first three areas range from 9.42 to 9.86, while those assigned to the last two areas are considerable lower, 8.53 and 8.55. This is not surprising, since the competencies in the first three areas are directly related to the application of holistic philosophy and process in nurse coach practice, whatever the client population or clinical problem happens to be.

However, all of the activities in the last two areas were also assigned importance ratings above 3.0, the level described in the survey instructions as: “**Important:** *This activity is generally required in order for me to perform satisfactorily in my current position. Without it, my performance would be marginal.*” Although the mean indices are about one point lower than those of the first three areas, these activities are clearly important to include in the test specifications.

Although there are only three activities/competencies in the fifth blueprint area, Self-Reflection and Self-Assessment, the activities are broadly stated and can be applied to the entire practice of the nurse coach with every client in every setting. Indeed, they are essential to the process and to the development of expertise in the role of nurse coach.

- B. Note that it was not possible to directly compare the findings of the 143 activities/competencies in the current RDS with the 120 activities/competencies in the previous RDS, since there were many differences in the particular statements. However, overall findings of the two studies show similarities.

For example, the second blueprint area, Nurse Coaching Process, had the highest number of activities and was assigned the highest percent of items in the previous test specifications. Since activity/competency statements in this area describe activities performed throughout the nurse coach process from initiation through termination, it is recommended that it remain the largest area in the blueprint.

The first and third blueprint areas, should also be assigned a relatively large percent of items, as in the past, since these areas include a large number of essential activities/competencies required to effectively perform in the nurse coach role. One very small modification could be made by adding one percent to area 3, Nurse Coach Communication and Coaching Environment, and deleting one percent from area 2, Nurse Coaching Process. The rationale for making this small change is related to the centrality of interpersonal communication and the therapeutic environment in nurse coach practice.

The last two areas included fewer activity/competency statements but were deemed important to survey respondents. They should remain included in the test specifications at levels similar to those in the previous blueprint.

One final recommendation would be to assign a percent range rather than a specific percent number to the blueprint areas. For example, if the number of scored items in the test is 140, 8% would be 11.2 items. To avoid the uneven numbers assigned to blueprint areas, a range of ± 1 percent provides a modicum of flexibility in the blueprint.

Table 26
Activity/Competency Statements: Mean Frequency, Importance, and Index Ratings
in Survey Order
(N =331)

Survey #	Activity/Competency Statement	n	*D-N-P	Frequency		Importance		Index	
				M	SD	M	SD	M	SD
1	Become fully present to self and individual prior to collecting data pertinent to the coaching interaction.	319	12	3.11	0.93	3.69	0.59	10.49	1.64
2	Co-create a relationship between the Nurse Coach and the individual that promotes trust and intimacy.	322	9	3.07	0.95	3.75	0.54	10.58	1.57
3	Recognize and respect the individual as the authority on their own health and well-being.	325	6	3.19	0.93	3.81	0.48	10.81	1.42
4	Explore with the individual why coaching is being considered at this time, and what they want to address during the coaching interaction.	297	34	2.74	0.96	3.63	0.62	10.00	1.73
5	Ensure the individual or group sets the agenda for the coaching session and hold the client's agenda throughout the session.	296	35	2.77	0.95	3.53	0.65	9.83	1.80
6	Help the individual assess stage of readiness for change (pre-contemplation, contemplation, preparation, action, maintenance).	295	36	2.74	0.97	3.48	0.69	9.69	1.89
7	Incorporate various types of knowing, including intuition, and validate this intuitive knowledge with the person when appropriate.	307	24	2.85	0.98	3.45	0.68	9.76	1.96
8	Explore through powerful questions, feedback, and multiple sources of information to assist the client to become aware of areas for coaching.	305	26	2.92	0.96	3.56	0.65	10.05	1.81
9	Clarify the client's issues and concerns and/or opportunities for change based on the whole person assessment data.	310	21	2.76	0.99	3.53	0.67	9.82	1.90
10	Confirm the client's issues and concerns and/or opportunities with the client.	321	10	2.87	0.98	3.60	0.60	10.07	1.75
11	Track the client's issues and concerns and/or opportunities in a manner that leads to identification of the client's goals that will be the focus of the coaching process.	299	32	2.67	0.99	3.47	0.66	9.62	1.87
12	Involve the client in formulating goals that are specific, measurable, action-oriented, realistic, and time-lined.	311	20	2.72	1.01	3.58	0.63	9.88	1.86
13	Facilitate the client's process of self-discovery related to establishment of the client's goals.	296	35	2.78	0.99	3.54	0.63	9.87	1.81
14	Facilitate the client's exploration of alternative ideas and options relevant to goal-setting.	303	28	2.67	0.98	3.35	0.68	9.38	1.86
15	Support the client's inner wisdom, intuition, and innate ability for knowing what is best for self.	319	12	2.89	0.99	3.65	0.63	10.19	1.81
16	Realize that new goals will emerge as the client changes and evolves.	308	23	2.70	1.04	3.55	0.64	9.80	1.84
17	Assist the client to identify strategies to attain goals.	312	19	2.78	1.01	3.56	0.63	9.90	1.82

*D-N-P=Do Not Perform

Table 26
Activity/Competency Statements: Mean Frequency, Importance, and Index Ratings
in Survey Order
(N =331)

Survey #	Activity/Competency Statement	n	*D-N-P	Frequency		Importance		Index	
				M	SD	M	SD	M	SD
18	Create with the client an action plan with clearly defined steps and anticipated results.	288	43	2.60	1.01	3.52	0.64	9.65	1.78
19	Explore with client potential obstacles to goal attainment and possible responses to these challenges.	307	24	2.67	0.99	3.48	0.66	9.64	1.84
20	Adjust plan as desired by the client.	311	20	2.64	1.01	3.52	0.66	9.68	1.89
21	Become fully present, centered, and grounded.	319	12	3.42	0.82	3.83	0.42	11.08	1.33
22	Review client status and/or progress from previously obtained data.	309	22	2.57	1.01	3.44	0.67	9.44	1.93
23	Minimize distractions for self and encourage client to do the same.	309	22	3.02	0.95	3.53	0.65	10.08	1.80
24	Explore with the client an outcome for the coaching session that is achievable in the time allotted.	284	47	2.66	0.99	3.41	0.69	9.48	1.90
25	Briefly explore progress since last coaching session, with particular attention to accomplishments, challenges, or barriers relevant to current session.	299	32	2.66	1.01	3.46	0.66	9.58	1.87
26	Remain fully present, centered, and grounded.	318	13	3.36	0.85	3.79	0.51	10.94	1.49
27	Support the client in directing the agenda/focus of the coaching session.	304	27	2.78	0.99	3.47	0.62	9.72	1.77
28	Acknowledge client and identify strengths for change.	317	14	2.85	0.98	3.61	0.63	10.07	1.80
29	Remain comfortably silent or pause to assist the client with reflection and finding new understanding or next steps.	312	19	2.93	0.98	3.61	0.63	10.15	1.75
30	Access own intuition and perceptions of the client.	314	17	3.03	0.99	3.47	0.72	9.97	1.95
31	Draw upon the precepts of the human energy fields/system to assist client in achievement of goals.	221	110	2.71	1.02	3.20	0.76	9.11	2.20
32	Create a safe, supportive environment that fosters intimacy and trust.	324	7	3.16	0.95	3.82	0.45	10.81	1.45
33	Continuously exhibit authenticity (honesty, sincerity, personal integrity).	324	7	3.35	0.91	3.85	0.41	11.05	1.40
34	Demonstrate respect for client's subjective experiences/story, perceptions, learning style, and culture (e.g., beliefs, values, and customs).	322	9	3.13	0.96	3.77	0.47	10.67	1.50
35	Provide ongoing support for new ideas, behaviors, and actions that may involve risk-taking and fear of failure and/or fear of success.	301	30	2.81	0.99	3.46	0.68	9.73	1.95
36	Obtain client's consent to coach client in areas of vulnerability.	291	40	2.64	1.05	3.64	0.60	9.92	1.86
37	Choose what is most effective in the moment from a variety of coaching strategies and implements as appropriate.	304	27	2.89	0.96	3.41	0.68	9.71	1.90

*D-N-P=Do Not Perform

Table 26
Activity/Competency Statements: Mean Frequency, Importance, and Index Ratings
in Survey Order
(N =331)

Survey #	Activity/Competency Statement	n	*D-N-P	Frequency		Importance		Index	
				M	SD	M	SD	M	SD
38	Focus on what the client is saying and is not saying to understand the meaning in the context of the client's desires and to support the client's self-expression by employing such skills as deep listening, relevant use of language, powerful questioning, and direct communication.	317	14	3.00	0.97	3.66	0.57	10.32	1.70
39	Accept, explore, reinforce, and encourage the client's expression of perceptions, concerns, beliefs, suggestions, etc.	322	9	2.96	0.99	3.56	0.61	10.09	1.82
40	Recognize incongruencies between body language, words used, and tone of voice.	314	17	2.96	0.98	3.45	0.71	9.85	1.94
41	Paraphrase, reiterate, and summarize what client has said to ensure understanding and clarity.	323	8	3.05	0.98	3.52	0.65	10.09	1.83
42	Focus on the essence of the client's communication when client becomes involved in long explanatory descriptions.	307	24	2.80	0.93	3.28	0.70	9.35	1.90
43	Allow the client to express strong feelings without judgement in order to facilitate movement towards achievement of goals.	323	8	2.85	0.96	3.54	0.66	9.94	1.85
44	Acknowledge client's ambivalence to change and help identify barriers.	306	25	2.74	0.96	3.48	0.66	9.71	1.89
45	Use language, including metaphors and analogies, which assist the client to explore perspectives, uncertainties, or opportunities for change.	301	30	2.66	0.97	3.14	0.78	8.95	2.17
46	Use language that is nonjudgmental, appropriate, and respectful.	326	5	3.24	0.94	3.83	0.47	10.91	1.46
47	Use language that reflects the client's worldview, beliefs, and values.	312	19	2.94	0.97	3.43	0.68	9.81	1.90
48	Ask open-ended questions that create greater insight, clarity, and/or new possibilities and learning.	324	7	3.07	1.00	3.63	0.59	10.34	1.78
49	Ask questions that move client towards desired goals.	314	17	2.93	0.97	3.54	0.62	10.02	1.81
50	Ask questions that evoke discovery, commitment or action (e.g., those that challenge the client's assumptions).	298	33	2.84	0.96	3.40	0.67	9.63	1.90
51	Use inquiry for greater awareness, clarity, and understanding.	319	12	3.03	0.97	3.47	0.66	9.97	1.91
52	Provide feedback in a clear and direct manner.	318	13	2.95	0.98	3.48	0.65	9.92	1.91
53	Share insights with clients in ways that are practical and meaningful.	320	11	2.85	0.98	3.32	0.72	9.49	2.02
54	Explore the client's assumptions and perspectives to evoke new ideas and discover new possibilities for action.	300	31	2.73	0.96	3.31	0.71	9.36	2.01
55	Challenge the client to stretch and be challenged, while maintaining a comfortable pace with the client.	285	46	2.64	1.01	3.30	0.72	9.23	2.07

*D-N-P=Do Not Perform

Table 26
Activity/Competency Statements: Mean Frequency, Importance, and Index Ratings
in Survey Order
(N =331)

Survey #	Activity/Competency Statement	n	*D-N-P	Frequency		Importance		Index	
				M	SD	M	SD	M	SD
56	Employ integrated holistic communication skills, relevant use of language, powerful questions and direct communication, allowing a client to fully explore and articulate what they are hoping to achieve through the coaching relationship.	301	30	2.82	1.02	3.50	0.68	9.82	1.96
57	Identify with the client strengths and additional opportunities for learning and growth.	312	19	2.79	1.02	3.47	0.68	9.74	1.97
58	Acknowledge the client's self-resistance as an opportunity for learning and growth.	283	48	2.63	0.99	3.25	0.76	9.12	2.12
59	Share information with client that inspires broader perspectives.	304	27	2.66	0.98	3.16	0.78	8.97	2.19
60	Assist the client to determine actions that will enable the client to demonstrate, practice, and deepen new learning.	297	34	2.67	0.98	3.29	0.73	9.24	2.02
61	Facilitate the client in taking action that will most effectively lead to achievement of desired goals and prevent relapse.	299	32	2.67	0.98	3.35	0.70	9.37	1.95
62	Inquire of the client whether coaching session outcomes have been achieved.	289	42	2.47	1.05	3.29	0.73	9.28	1.97
63	Identify the connection between where the client is and where she/he/they wishes to go.	305	26	2.58	1.02	3.46	0.69	9.49	1.95
64	Identify with the client the next specific action steps, and a timeline that will lead to achievement of desired goals.	290	41	2.58	1.02	3.38	0.69	9.34	1.95
65	Assist the client to manage progress by holding the client accountable for stated actions, results, and related time frames, while maintaining a positive and trusting relationship with the client.	289	42	2.56	1.02	3.38	0.74	9.32	2.07
66	Determine with the client when the next coaching interaction will occur.	296	35	2.64	0.98	3.53	0.60	9.71	1.73
67	Periodically and if relevant, review and revise past information and the coaching plan with the client.	280	51	2.08	1.04	3.13	0.77	8.33	2.18
68	End the coaching interaction in an energetic, positive, and supportive manner.	320	11	2.84	0.99	3.53	0.63	9.90	1.74
69	Develop relationships with other health providers to promote cohesive, coordinated, continuity of care.	265	66	2.32	1.12	3.19	0.74	8.70	2.24
70	Work with clients in making health care decisions based on the fullest understanding of information in the context of a client's values and preferences.	296	35	2.54	1.01	3.35	0.68	9.24	1.97
71	Establish and maintain a plan of care (POC), jointly create and managed by the clients. The POC outlines the client's current and long-term needs and goals for care, identifies coordination needs and addresses potential gaps. The POC backs current progress toward client goals.	205	126	2.26	1.07	3.32	0.72	8.90	2.04

*D-N-P=Do Not Perform

Table 26
Activity/Competency Statements: Mean Frequency, Importance, and Index Ratings
in Survey Order
(N =331)

Survey #	Activity/Competency Statement	n	*D-N-P	Frequency		Importance		Index	
				M	SD	M	SD	M	SD
72	Provide and coordinate services as needed with additional resources in the community to help support client's health and wellness to meet their care goals.	245	86	2.08	1.04	3.15	0.75	8.37	2.19
73	Assess the client's health beliefs and values to better understand client, future determined goals.	291	40	2.43	1.05	3.34	0.72	9.12	2.09
74	Establish baseline parameters to define the context of potential health teaching.	248	83	2.34	1.03	3.22	0.74	8.79	2.06
75	Facilitate planning of interventions to serve as an objective basis for monitoring and evaluation.	229	102	2.43	1.02	3.19	0.76	8.82	2.15
76	Design Health Promotion interventions based on quantitative and qualitative baseline parameters.	192	139	2.24	1.04	3.15	0.74	8.54	2.12
77	Apply Health Promotion interventions at the request of the client.	234	97	2.20	1.03	3.11	0.79	8.41	2.25
78	Evaluate progress made toward achievement of objectives, to determine the effectiveness of interventions and to serve a basis for improvement on health promotion strategies.	262	69	2.34	1.03	3.27	0.74	8.88	2.12
79	Assist the client to evaluate effectiveness of strategies in relation to the client's responses and the attainment of the expected and unfolding goals.	281	50	2.36	1.04	3.28	0.75	8.92	2.17
80	Support client autonomy by recognizing the client is the determinant of progress and success.	315	16	2.77	0.97	3.60	0.61	9.97	1.75
81	Document evaluation of progress and attainment of coaching goals.	293	38	2.60	1.05	3.47	0.68	9.55	1.97
82	Integrate ethical provisions in all coaching interactions.	314	17	3.00	1.00	3.77	0.52	10.54	1.61
83	Use The Code of Ethics for Nurses with Interpretive Statements (ANA, 2015) to guide practice and communicate the foundation of the Professional Nurse Coaching Practice.	287	44	2.65	1.11	3.58	0.70	9.82	2.09
84	Clearly communicate to the client and others the distinctions among coaching, consulting, counseling, and teaching.	279	52	2.21	1.08	3.37	0.72	8.94	2.15
85	Provide coaching in a manner that recognizes and respects the client's autonomy, dignity, rights, values, and beliefs.	318	13	3.06	0.96	3.81	0.46	10.67	1.48
86	Maintain an effective coaching relationship that is congruent with the coaching agreement and within the boundaries of professional nursing practice.	313	18	2.92	0.96	3.72	0.55	10.36	1.66
87	Value all life experiences as opportunities to find personal meaning and cultivate self-awareness, self-reflection, and growth.	320	11	3.06	0.90	3.65	0.58	10.37	1.73
88	Maintain client confidentiality within legal and regulatory parameters.	324	7	3.20	0.91	3.87	0.38	10.94	1.31

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Table 26
Activity/Competency Statements: Mean Frequency, Importance, and Index Ratings
in Survey Order
(N =331)

Survey #	Activity/Competency Statement	n	*D-N-P	Frequency		Importance		Index	
				M	SD	M	SD	M	SD
89	Promote culturally congruent practice for nurses, educators, and researchers.	261	70	2.61	1.06	3.49	0.66	9.60	2.05
90	Use application of evidence-based nurse coaching practice that agrees with the preferred cultural values, beliefs, worldview, and practices of the healthcare consumer and other stakeholders.	294	37	2.62	0.98	3.39	0.72	9.40	2.05
91	Design and direct services for diverse consumers to improve access, promote positive outcomes, and reduce disparities.	193	138	2.40	1.10	3.38	0.76	9.16	2.25
92	Create a discrimination-free healthcare environment.	305	26	3.09	0.90	3.77	0.51	10.62	1.56
93	Demonstrate respect, equity, and empathy in actions and interactions with all healthcare consumers.	320	11	3.24	0.85	3.75	0.51	10.75	1.51
94	Participate in lifelong learning to understand cultural preferences, worldview, choices, and decision-making processes of diverse consumers.	320	11	2.43	1.08	3.51	0.64	9.45	2.01
95	Create an inventory of one's own values, beliefs, and cultural heritage.	296	35	2.13	1.09	3.36	0.73	8.86	2.17
96	Apply knowledge of variations in health beliefs, practices, and communication patterns in all nurse coaching practice activities.	308	23	2.69	0.94	3.33	0.70	9.36	1.93
97	Identify the stage of the consumer's acculturation and accompanying patterns of needs and engagement.	199	132	2.43	0.99	3.20	0.72	8.83	2.06
98	Understand that skillful communication is a fundamental component of Professional Nurse Coaching Practice.	321	10	3.21	0.86	3.74	0.53	10.70	1.57
99	Employ skillful communication in all aspects of the coaching interaction.	321	10	3.16	0.92	3.69	0.55	10.55	1.62
100	Communicate when requested by client with family, significant others, caregivers, health care providers, and others to assist and enhance the client's achievement of coaching goals.	247	84	2.08	1.07	3.14	0.74	8.36	2.16
101	Collaborate with others to assist client in achieving goals.	253	78	2.18	1.09	3.17	0.74	8.52	2.24
102	Use effective communication and change skills with individuals and groups to collaboratively identify and achieve individual, group, and organizational goals.	274	57	2.53	1.01	3.30	0.69	9.12	2.06
103	Work collaboratively with other health and wellness coaches in interprofessional development initiatives.	217	114	1.65	0.92	3.02	0.76	7.68	2.06
104	Collaborate with others to promote nurse coaching as a way to enhance client outcomes.	260	71	1.81	0.97	3.12	0.75	8.04	2.11
105	Demonstrate leadership in the promotion of effective Nurse Coaching for clients.	262	69	2.13	1.04	3.18	0.70	8.49	2.09

*D-N-P=Do Not Perform

Table 26
Activity/Competency Statements: Mean Frequency, Importance, and Index Ratings
in Survey Order
(N =331)

Survey #	Activity/Competency Statement	n	*D-N-P	Frequency		Importance		Index	
				M	SD	M	SD	M	SD
106	Advance the role of the Nurse Coach among health professionals and coaching colleagues and in professional organizations.	222	109	1.72	1.01	3.17	0.67	8.05	2.05
107	Develop cognitive, emotional, moral, and spiritual intelligence to enhance leadership skills.	309	22	2.57	1.00	3.42	0.65	9.40	2.00
108	Promote the success of others by using effective Nurse Coaching interventions.	299	32	2.68	0.95	3.36	0.67	9.40	1.99
109	Demonstrate energy, excitement, and a passion for quality Nurse Coaching.	315	16	2.74	1.00	3.37	0.69	9.48	2.12
110	Willingly accept that mistakes will be made by self and others when taking risks to achieve goals.	318	13	2.75	0.91	3.37	0.69	9.49	2.01
111	Display the ability to define a clear vision, associated goals, and a plan to implement and measure progress toward goals.	297	34	2.51	0.97	3.29	0.68	9.09	1.89
112	Attain knowledge and competency that reflects current Nurse Coaching practice.	311	20	1.99	0.98	3.37	0.70	8.73	1.97
113	Participate in ongoing educational activities to enhance the Nurse Coaching role.	302	29	1.55	0.86	3.35	0.68	8.25	1.79
114	Document and maintain evidence of Nurse Coaching competency.	283	48	1.57	0.92	3.29	0.70	8.14	1.89
115	Develop and use a broad knowledge base related to holistic/integral nursing, integrative health, health systems, professional coaching competencies, counseling, health education, health promotion, and nursing practice issues.	310	21	2.31	1.05	3.33	0.69	8.98	2.08
116	Integrate evidence and research into Nurse Coaching practice.	274	57	2.10	0.96	3.24	0.72	8.59	2.03
117	Use the best available evidence, including theories and research findings, to guide and enhance the Professional Nurse Coaching Practice.	270	61	2.11	1.01	3.19	0.75	8.48	2.15
118	Participate with others to establish research priorities and to identify research questions or areas for inquiry related to the Professional Nurse Coaching Practice.	117	214	1.46	0.87	3.02	0.75	7.50	1.96
119	Participate in research activities related to the Professional Nurse Coaching Practice.	117	214	1.38	0.83	3.03	0.80	7.45	2.07
120	Systematically enhance the quality and effectiveness of Nurse Coaching practice.	181	150	1.86	0.95	3.13	0.69	8.12	2.00
121	Participate in quality improvement to enhance the Professional Nurse Coaching Practice.	137	194	1.58	0.91	3.13	0.72	7.84	2.03
122	Contribute to the education of others concerning the Professional Nurse Coaching Practice.	218	113	1.61	0.92	3.06	0.71	7.73	1.96
123	Document Nurse Coaching interactions in a responsible, accountable, and ethical manner to facilitate quality review and promotion of effective Nurse Coaching practice.	263	68	2.40	1.02	3.37	0.73	9.13	2.07
124	Use creativity and innovation in Nurse Coaching practice to improve client outcomes.	305	26	2.57	1.01	3.31	0.65	9.20	1.97

*D-N-P=Do Not Perform

Table 26
Activity/Competency Statements: Mean Frequency, Importance, and Index Ratings
in Survey Order
(N =331)

Survey #	Activity/Competency Statement	n	*D-N-P	Frequency		Importance		Index	
				M	SD	M	SD	M	SD
125	Analyze organizational systems for barriers to effective implementation of the Professional Nurse Coaching Practice.	118	213	1.80	1.03	3.03	0.81	7.86	2.30
126	Advocate use of the Professional Nurse Coaching: Scope of Practice and Competencies to evaluate and enhance quality of practice.	174	157	1.62	0.94	3.17	0.75	7.95	2.09
127	Evaluate one's own Nurse Coaching practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations. The Nurse Coach is engaged in ongoing personal and professional self-development.	299	32	1.88	0.99	3.33	0.71	8.54	2.06
128	Utilize the Professional Nurse Coach	253	78	1.64	0.96	3.11	0.82	7.87	2.24
129	Consider the effect of one's personal values, culture, spiritual beliefs, experiences, biases, and education on the provision of Nurse Coaching services to individuals, groups, and organizations.	310	21	2.40	1.06	3.35	0.73	9.09	2.18
130	Provide Nurse Coaching services in a manner that is appropriate and sensitive to culture and ethnicity.	316	15	2.79	0.95	3.59	0.60	9.97	1.80
131	Engage in self-evaluation of coaching practice on a regular basis, identifying areas of strength as well as areas in which additional development would be beneficial.	305	26	2.05	0.96	3.37	0.68	8.79	1.93
132	Obtain evaluative feedback regarding one's own coaching from clients, peers, and professional colleagues and takes appropriate action based upon the feedback.	267	64	1.66	0.88	3.30	0.71	8.25	1.93
133	Pursue Nurse Coach Certification as a way to demonstrate competency and to promote the Nurse Coaching role to employers, clients, and the public.	289	42	1.48	0.87	3.33	0.72	8.14	1.86
134	Recognize that the Professional Nurse Coaching Practice is enhanced by ongoing self-development to promote physical, mental, emotional, social, moral, and spiritual well-being.	320	11	2.51	1.01	3.47	0.67	9.44	2.01
135	Receive personal and professional coaching to enhance quality of Nurse Coaching practice.	213	118	1.40	0.68	3.25	0.71	7.91	1.72
136	Integrate knowledge from research on coaching into practice.	268	63	1.81	0.94	3.08	0.74	7.98	2.08
137	Consider factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of Nurse Coaching services.	238	93	1.91	0.98	3.07	0.73	8.05	2.11
138	Evaluate factors such as safety, effectiveness, availability, cost and benefits, efficiencies, and impact on Nurse Coaching practice when suggesting options for the client that would result in the same expected outcome.	228	103	2.17	1.00	3.19	0.74	8.56	2.11

*D-N-P=Do Not Perform

Table 26
Activity/Competency Statements: Mean Frequency, Importance, and Index Ratings
in Survey Order
(N =331)

Survey #	Activity/Competency Statement	n	*D-N-P	Frequency		Importance		Index	
				M	SD	M	SD	M	SD
139	Assist the client, as appropriate, in identifying and securing appropriate and available services to facilitate achievement of client goals.	284	47	2.17	0.97	3.12	0.67	8.42	1.93
140	Consider the impact of the internal and external environment of self and client when providing Nurse Coaching services.	300	31	2.65	0.97	3.32	0.71	9.29	2.02
141	Understand that healthy environments encompass both internal and external environments.	322	9	2.83	0.92	3.41	0.70	9.65	2.02
142	Recognize that individual (physical, psychological, emotional, spiritual) and cultural, social, and historical factors influence internal and external environments.	318	13	2.83	0.96	3.42	0.69	9.66	2.05
143	Consider the internal and external healing environments of self and client regarding contribution to client goal achievement.	306	25	2.69	1.00	3.35	0.70	9.39	2.11
	OVERALL MEANS AND STANDARD DEVIATIONS			2.56	0.98	3.41	0.67	9.38	1.92

*D-N-P=Do Not Perform

Table 27
Indices of Activity/Competency Statements in Ranked Order from Highest to Lowest
(N =331)

Survey #	Rank	Activity/Competency Statements	n	*D-N-P	Index	
					M	SD
21	1	Become fully present, centered, and grounded.	319	12	11.08	1.33
33	2	Continuously exhibit authenticity (honesty, sincerity, personal integrity).	324	7	11.05	1.40
88	3-tie	Maintain client confidentiality within legal and regulatory parameters.	324	7	10.94	1.31
26	3-tie	Remain fully present, centered, and grounded.	318	13	10.94	1.49
46	5	Use language that is nonjudgmental, appropriate, and respectful.	326	5	10.91	1.46
3	6-tie	Recognize and respect the individual as the authority on their own health and well-being.	325	6	10.81	1.42
32	6-tie	Create a safe, supportive environment that fosters intimacy and trust.	324	7	10.81	1.45
93	8	Demonstrate respect, equity, and empathy in actions and interactions with all healthcare consumers.	320	11	10.75	1.51
98	9	Understand that skillful communication is a fundamental component of Professional Nurse Coaching Practice.	321	10	10.70	1.57
85	10-tie	Provide coaching in a manner that recognizes and respects the client's autonomy, dignity, rights, values, and beliefs.	318	13	10.67	1.48
34	10-tie	Demonstrate respect for client's subjective experiences/story, perceptions, learning style, and culture (e.g., beliefs, values, and customs).	322	9	10.67	1.50
92	12	Create a discrimination-free healthcare environment.	305	26	10.62	1.56
2	13	Co-create a relationship between the Nurse Coach and the individual that promotes trust and intimacy.	322	9	10.58	1.57
99	14	Employ skillful communication in all aspects of the coaching interaction.	321	10	10.55	1.62
82	15	Integrate ethical provisions in all coaching interactions.	314	17	10.54	1.61
1	16	Become fully present to self and individual prior to collecting data pertinent to the coaching interaction.	319	12	10.49	1.64
87	17	Value all life experiences as opportunities to find personal meaning and cultivate self-awareness, self-reflection, and growth.	320	11	10.37	1.73
86	18	Maintain an effective coaching relationship that is congruent with the coaching agreement and within the boundaries of professional nursing practice.	313	18	10.36	1.66
48	19	Ask open-ended questions that create greater insight, clarity, and/or new possibilities and learning.	324	7	10.34	1.78
38	20	Focus on what the client is saying and is not saying to understand the meaning in the context of the client's desires and to support the client's self-expression by employing such skills as deep listening, relevant use of language, powerful questioning, and direct communication.	317	14	10.32	1.70
15	21	Support the client's inner wisdom, intuition, and innate ability for knowing what is best for self.	319	12	10.19	1.81
29	22	Remain comfortably silent or pause to assist the client with reflection and finding new understanding or next steps.	312	19	10.15	1.75
39	23	Accept, explore, reinforce, and encourage the client's expression of perceptions, concerns, beliefs, suggestions, etc.	322	9	10.09	1.82

*D-N-P=Do Not Perform

Table 27
Indices of Activity/Competency Statements in Ranked Order from Highest to Lowest
(N =331)

Survey #	Rank	Activity/Competency Statements	n	*D-N-P	Index	
					M	SD
41	24	Paraphrase, reiterate, and summarize what client has said to ensure understanding and clarity.	323	8	10.09	1.83
23	25	Minimize distractions for self and encourage client to do the same.	309	22	10.08	1.80
10	26-tie	Confirm the client's issues and concerns and/or opportunities with the client.	321	10	10.07	1.75
28	26-tie	Acknowledge client and identify strengths for change.	317	14	10.07	1.80
8	28	Explore through powerful questions, feedback, and multiple sources of information to assist the client to become aware of areas for coaching.	305	26	10.05	1.81
49	29	Ask questions that move client towards desired goals.	314	17	10.02	1.81
4	30	Explore with the individual why coaching is being considered at this time, and what they want to address during the coaching interaction.	297	34	10.00	1.73
80	31-tie	Support client autonomy by recognizing the client is the determinant of progress and success.	315	16	9.97	1.75
30	31-tie	Access own intuition and perceptions of the client.	314	17	9.97	1.95
51	31-tie	Use inquiry for greater awareness, clarity, and understanding.	319	12	9.97	1.91
130	31-tie	Provide Nurse Coaching services in a manner that is appropriate and sensitive to culture and ethnicity.	316	15	9.97	1.80
43	35	Allow the client to express strong feelings without judgement in order to facilitate movement towards achievement of goals.	323	8	9.94	1.85
36	36-tie	Obtain client's consent to coach client in areas of vulnerability.	291	40	9.92	1.86
52	36-tie	Provide feedback in a clear and direct manner.	318	13	9.92	1.91
17	38-tie	Assist the client to identify strategies to attain goals.	312	19	9.90	1.82
68	38-tie	End the coaching interaction in an energetic, positive, and supportive manner.	320	11	9.90	1.74
12	40	Involve the client in formulating goals that are specific, measurable, action-oriented, realistic, and time-lined.	311	20	9.88	1.86
13	41	Facilitate the client's process of self-discovery related to establishment of the client's goals.	296	35	9.87	1.81
40	42	Recognize incongruencies between body language, words used, and tone of voice.	314	17	9.85	1.94
5	43	Ensure the individual or group sets the agenda for the coaching session and hold the client's agenda throughout the session.	296	35	9.83	1.80
9	44-tie	Clarify the client's issues and concerns and/or opportunities for change based on the whole person assessment data.	310	21	9.82	1.90
56	44-tie	Employ integrated holistic communication skills, relevant use of language, powerful questions and direct communication, allowing a client to fully explore and articulate what they are hoping to achieve through the coaching relationship.	301	30	9.82	1.96

*D-N-P=Do Not Perform

Table 27
Indices of Activity/Competency Statements in Ranked Order from Highest to Lowest
(N =331)

Survey #	Rank	Activity/Competency Statements	n	*D-N-P	Index	
					M	SD
83	44-tie	Use The Code of Ethics for Nurses with Interpretive Statements (ANA, 2015) to guide practice and communicate the foundation of the Professional Nurse Coaching Practice.	287	44	9.82	2.09
47	47	Use language that reflects the client's worldview, beliefs, and values.	312	19	9.81	1.90
16	48	Realize that new goals will emerge as the client changes and evolves.	308	23	9.80	1.84
7	49	Incorporate various types of knowing, including intuition, and validate this intuitive knowledge with the person when appropriate.	307	24	9.76	1.96
57	50	Identify with the client strengths and additional opportunities for learning and growth.	312	19	9.74	1.97
35	51	Provide ongoing support for new ideas, behaviors, and actions that may involve risk-taking and fear of failure and/or fear of success.	301	30	9.73	1.95
27	52	Support the client in directing the agenda/focus of the coaching session.	304	27	9.72	1.77
37	53-tie	Choose what is most effective in the moment from a variety of coaching strategies and implements as appropriate.	304	27	9.71	1.90
66	53-tie	Determine with the client when the next coaching interaction will occur.	296	35	9.71	1.73
44	53-tie	Acknowledge client's ambivalence to change and help identify barriers.	306	25	9.71	1.89
6	56	Help the individual assess stage of readiness for change (pre-contemplation, contemplation, preparation, action, maintenance).	295	36	9.69	1.89
20	57	Adjust plan as desired by the client.	311	20	9.68	1.89
142	58	Recognize that individual (physical, psychological, emotional, spiritual) and cultural, social, and historical factors influence internal and external environments.	318	13	9.66	2.05
141	59-tie	Understand that healthy environments encompass both internal and external environments.	322	9	9.65	2.02
18	59-tie	Create with the client an action plan with clearly defined steps and anticipated results.	288	43	9.65	1.78
19	61	Explore with client potential obstacles to goal attainment and possible responses to these challenges.	307	24	9.64	1.84
50	62	Ask questions that evoke discovery, commitment or action (e.g., those that challenge the client's assumptions).	298	33	9.63	1.90
11	63	Track the client's issues and concerns and/or opportunities in a manner that leads to identification of the client's goals that will be the focus of the coaching process.	299	32	9.62	1.87
89	64	Promote culturally congruent practice for nurses, educators, and researchers.	261	70	9.60	2.05
25	65	Briefly explore progress since last coaching session, with particular attention to accomplishments, challenges, or barriers relevant to current session.	299	32	9.58	1.87
81	66	Document evaluation of progress and attainment of coaching goals.	293	38	9.55	1.97
53	67-tie	Share insights with clients in ways that are practical and meaningful.	320	11	9.49	2.02

*D-N-P=Do Not Perform

Table 27
Indices of Activity/Competency Statements in Ranked Order from Highest to Lowest
(N =331)

Survey #	Rank	Activity/Competency Statements	n	*D-N-P	Index	
					M	SD
63	67-tie	Identify the connection between where the client is and where she/he/they wishes to go.	305	26	9.49	1.95
110	67-tie	Willingly accept that mistakes will be made by self and others when taking risks to achieve goals.	318	13	9.49	2.01
24	70-tie	Explore with the client an outcome for the coaching session that is achievable in the time allotted.	284	47	9.48	1.90
109	70-tie	Demonstrate energy, excitement, and a passion for quality Nurse Coaching.	315	16	9.48	2.12
94	72	Participate in lifelong learning to understand cultural preferences, worldview, choices, and decision-making processes of diverse consumers.	320	11	9.45	2.01
134	73-tie	Recognize that the Professional Nurse Coaching Practice is enhanced by ongoing self-development to promote physical, mental, emotional, social, moral, and spiritual well-being.	320	11	9.44	2.01
22	73-tie	Review client status and/or progress from previously obtained data.	309	22	9.44	1.93
108	75-tie	Promote the success of others by using effective Nurse Coaching interventions.	299	32	9.40	1.99
107	75-tie	Develop cognitive, emotional, moral, and spiritual intelligence to enhance leadership skills.	309	22	9.40	2.00
90	75-tie	Use application of evidence-based nurse coaching practice that agrees with the preferred cultural values, beliefs, worldview, and practices of the healthcare consumer and other stakeholders.	294	37	9.40	2.05
143	78	Consider the internal and external healing environments of self and client regarding contribution to client goal achievement.	306	25	9.39	2.11
		Mean Index = 9.38, Mean SD = 1.92				
14	79	Facilitate the client's exploration of alternative ideas and options relevant to goal-setting.	303	28	9.38	1.86
61	80	Facilitate the client in taking action that will most effectively lead to achievement of desired goals and prevent relapse.	299	32	9.37	1.95
96	81-tie	Apply knowledge of variations in health beliefs, practices, and communication patterns in all nurse coaching practice activities.	308	23	9.36	1.93
54	81-tie	Explore the client's assumptions and perspectives to evoke new ideas and discover new possibilities for action.	300	31	9.36	2.01
42	83	Focus on the essence of the client's communication when client becomes involved in long explanatory descriptions.	307	24	9.35	1.90
64	84	Identify with the client the next specific action steps, and a timeline that will lead to achievement of desired goals.	290	41	9.34	1.95
65	85	Assist the client to manage progress by holding the client accountable for stated actions, results, and related time frames, while maintaining a positive and trusting relationship with the client.	289	42	9.32	2.07
140	86	Consider the impact of the internal and external environment of self and client when providing Nurse Coaching services.	300	31	9.29	2.02

*D-N-P=Do Not Perform

Table 27
Indices of Activity/Competency Statements in Ranked Order from Highest to Lowest
(N =331)

Survey #	Rank	Activity/Competency Statements	n	*D-N-P	Index	
					M	SD
62	87	Inquire of the client whether coaching session outcomes have been achieved.	289	42	9.28	1.97
70	88-tie	Work with clients in making health care decisions based on the fullest understanding of information in the context of a client's values and preferences.	296	35	9.24	1.97
60	88-tie	Assist the client to determine actions that will enable the client to demonstrate, practice, and deepen new learning.	297	34	9.24	2.02
55	90	Challenge the client to stretch and be challenged, while maintaining a comfortable pace with the client.	285	46	9.23	2.07
124	91	Use creativity and innovation in Nurse Coaching practice to improve client outcomes.	305	26	9.20	1.97
91	92	Design and direct services for diverse consumers to improve access, promote positive outcomes, and reduce disparities.	193	138	9.16	2.25
123	93	Document Nurse Coaching interactions in a responsible, accountable, and ethical manner to facilitate quality review and promotion of effective Nurse Coaching practice.	263	68	9.13	2.07
58	94-tie	Acknowledge the client's self-resistance as an opportunity for learning and growth.	283	48	9.12	2.12
73	94-tie	Assess the client's health beliefs and values to better understand client, future determined goals.	291	40	9.12	2.09
102	94-tie	Use effective communication and change skills with individuals and groups to collaboratively identify and achieve individual, group, and organizational goals.	274	57	9.12	2.06
31	97	Draw upon the precepts of the human energy fields/system to assist client in achievement of goals.	221	110	9.11	2.20
129	98-tie	Consider the effect of one's personal values, culture, spiritual beliefs, experiences, biases, and education on the provision of Nurse Coaching services to individuals, groups, and organizations.	310	21	9.09	2.18
111	98-tie	Display the ability to define a clear vision, associated goals, and a plan to implement and measure progress toward goals.	297	34	9.09	1.89
115	100	Develop and use a broad knowledge base related to holistic/integral nursing, integrative health, health systems, professional coaching competencies, counseling, health education, health promotion, and nursing practice issues.	310	21	8.98	2.08
59	101	Share information with client that inspires broader perspectives.	304	27	8.97	2.19
45	102	Use language, including metaphors and analogies, which assist the client to explore perspectives, uncertainties, or opportunities for change.	301	30	8.95	2.17
84	103	Clearly communicate to the client and others the distinctions among coaching, consulting, counseling, and teaching.	279	52	8.94	2.15
79	104	Assist the client to evaluate effectiveness of strategies in relation to the client's responses and the attainment of the expected and unfolding goals.	281	50	8.92	2.17

*D-N-P=Do Not Perform

Table 27
Indices of Activity/Competency Statements in Ranked Order from Highest to Lowest
(N =331)

Survey #	Rank	Activity/Competency Statements	n	*D-N-P	Index M	SD
71	105	Establish and maintain a plan of care (POC), jointly create and managed by the clients. The POC outlines the client's current and long-term needs and goals for care, identifies coordination needs and addresses potential gaps. The POC backs current progress toward client goals.	205	126	8.90	2.04
78	106	Evaluate progress made toward achievement of objectives, to determine the effectiveness of interventions and to serve a basis for improvement on health promotion strategies.	262	69	8.88	2.12
95	107	Create an inventory of one's own values, beliefs, and cultural heritage.	296	35	8.86	2.17
97	108	Identify the stage of the consumer's acculturation and accompanying patterns of needs and engagement.	199	132	8.83	2.06
75	109	Facilitate planning of interventions to serve as an objective basis for monitoring and evaluation.	229	102	8.82	2.15
131	110-tie	Engage in self-evaluation of coaching practice on a regular basis, identifying areas of strength as well as areas in which additional development would be beneficial.	305	26	8.79	1.93
74	110-tie	Establish baseline parameters to define the context of potential health teaching.	248	83	8.79	2.06
112	112	Attain knowledge and competency that reflects current Nurse Coaching practice.	311	20	8.73	1.97
69	113	Develop relationships with other health providers to promote cohesive, coordinated, continuity of care.	265	66	8.70	2.24
116	114	Integrate evidence and research into Nurse Coaching practice.	274	57	8.59	2.03
138	115	Coaching practice when suggesting options for the client that would result in the same expected outcome.	228	103	8.56	2.11
127	116-tie	Evaluate one's own Nurse Coaching practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations. The Nurse Coach is engaged in ongoing personal and professional self-development.	299	32	8.54	2.06
76	116-tie	Design Health Promotion interventions based on quantitative and qualitative baseline parameters.	192	139	8.54	2.12
101	118	Collaborate with others to assist client in achieving goals.	253	78	8.52	2.24
105	119	Demonstrate leadership in the promotion of effective Nurse Coaching for clients.	262	69	8.49	2.09
117	120	Use the best available evidence, including theories and research findings, to guide and enhance the Professional Nurse Coaching Practice.	270	61	8.48	2.15
139	121	Assist the client, as appropriate, in identifying and securing appropriate and available services to facilitate achievement of client goals.	284	47	8.42	1.93
77	122	Apply Health Promotion interventions at the request of the client.	234	97	8.41	2.25
72	123	Provide and coordinate services as needed with additional resources in the community to help support client's health and wellness to meet their care goals.	245	86	8.37	2.19

*D-N-P=Do Not Perform

Table 27
Indices of Activity/Competency Statements in Ranked Order from Highest to Lowest
(N =331)

Survey #	Rank	Activity/Competency Statements	n	*D-N-P	Index	
					M	SD
100	124	Communicate when requested by client with family, significant others, caregivers, health care providers, and others to assist and enhance the client's achievement of coaching goals.	247	84	8.36	2.16
67	125	Periodically and if relevant, review and revise past information and the coaching plan with the client.	280	51	8.33	2.18
113	126-tie	Participate in ongoing educational activities to enhance the Nurse Coaching role.	302	29	8.25	1.79
132	126-tie	Obtain evaluative feedback regarding one's own coaching from clients, peers, and professional colleagues and takes appropriate action based upon the feedback.	267	64	8.25	1.93
114	128-tie	Document and maintain evidence of Nurse Coaching competency.	283	48	8.14	1.89
133	128-tie	Pursue Nurse Coach Certification as a way to demonstrate competency and to promote the Nurse Coaching role to employers, clients, and the public.	289	42	8.14	1.86
120	130	Systematically enhance the quality and effectiveness of Nurse Coaching practice.	181	150	8.12	2.00
137	131-tie	Consider factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of Nurse Coaching services.	238	93	8.05	2.11
106	131-tie	Advance the role of the Nurse Coach among health professionals and coaching colleagues and in professional organizations.	222	109	8.05	2.05
104	133	Collaborate with others to promote nurse coaching as a way to enhance client outcomes.	260	71	8.04	2.11
136	134	Integrate knowledge from research on coaching into practice.	268	63	7.98	2.08
126	135	Advocate use of the Professional Nurse Coaching: Scope of Practice and Competencies to evaluate and enhance quality of practice.	174	157	7.95	2.09
135	136	Receive personal and professional coaching to enhance quality of Nurse Coaching practice.	213	118	7.91	1.72
128	137	Utilize the Professional Nurse Coach: Scope of Practice and Competencies to evaluate and enhance quality of practice.	253	78	7.87	2.24
125	138	Analyze organizational systems for barriers to effective implementation of the Professional Nurse Coaching Practice.	118	213	7.86	2.30
121	139	Participate in quality improvement to enhance the Professional Nurse Coaching Practice.	137	194	7.84	2.03
122	140	Contribute to the education of others concerning the Professional Nurse Coaching Practice.	218	113	7.73	1.96
103	141	Work collaboratively with other health and wellness coaches in interprofessional development initiatives.	217	114	7.68	2.06
118	142	Participate with others to establish research priorities and to identify research questions or areas for inquiry related to the Professional Nurse Coaching Practice.	117	214	7.50	1.96
119	143	Participate in research activities related to the Professional Nurse Coaching Practice.	117	214	7.45	2.07

*D-N-P=Do Not Perform

Table 28
Mean Activity/Competency Indices by Areas of the Test Blueprint in Ranked Order from Highest to Lowest
(N = 331)

		A. Core Value 1: Nurse Coach Philosophy, Theory, Ethics				
Activity #	Rank	Activity/Competency Statements	n	*D-N-P	M Index	SD
21	1	Become fully present, centered, and grounded.	319	12	11.08	1.33
33	2	Continuously exhibit authenticity (honesty, sincerity, personal integrity).	324	7	11.05	1.40
26	3-tie	Remain fully present, centered, and grounded.	318	13	10.94	1.49
88	3-tie	Maintain client confidentiality within legal and regulatory parameters.	324	7	10.94	1.31
3	5	Recognize and respect the individual as the authority on their own health and well-being.	325	6	10.81	1.42
93	6	Demonstrate respect, equity, and empathy in actions and interactions with all healthcare consumers.	320	11	10.75	1.51
98	7	Understand that skillful communication is a fundamental component of Professional Nurse Coaching Practice.	321	10	10.70	1.57
85	8	Provide coaching in a manner that recognizes and respects the client's autonomy, dignity, rights, values, and beliefs.	318	13	10.67	1.48
82	9	Integrate ethical provisions in all coaching interactions.	314	17	10.54	1.61
87	10	Value all life experiences as opportunities to find personal meaning and cultivate self-awareness, self-reflection, and growth.	320	11	10.37	1.73
86	11	Maintain an effective coaching relationship that is congruent with the coaching agreement and within the boundaries of professional nursing practice.	313	18	10.36	1.66
15	12	Support the client's inner wisdom, intuition, and innate ability for knowing what is best for self.	319	12	10.19	1.81
29	13	Remain comfortably silent or pause to assist the client with reflection and finding new understanding or next steps.	312	19	10.15	1.75
28	14	Acknowledge client and identify strengths for change.	317	14	10.07	1.80
30	15-tie	Access own intuition and perceptions of the client.	314	17	9.97	1.95
130	15-tie	Provide Nurse Coaching services in a manner that is appropriate and sensitive to culture and ethnicity.	316	15	9.97	1.80
5	17	Ensure the individual or group sets the agenda for the coaching session and hold the client's agenda throughout the session.	296	35	9.83	1.80
83	18	Use The Code of Ethics for Nurses with Interpretive Statements (ANA, 2015) to guide practice and communicate the foundation of the Professional Nurse Coaching Practice.	287	44	9.82	2.09
16	19	Realize that new goals will emerge as the client changes and evolves.	308	23	9.80	1.84
35	20	Provide ongoing support for new ideas, behaviors, and actions that may involve risk-taking and fear of failure and/or fear of success.	301	30	9.73	1.95
27	21	Support the client in directing the agenda/focus of the coaching session.	304	27	9.72	1.77
89	22	Promote culturally congruent practice for nurses, educators, and researchers.	261	70	9.60	2.05
94	23	Participate in lifelong learning to understand cultural preferences, worldview, choices, and decision-making processes of diverse consumers.	320	11	9.45	2.01

*D-N-P = Do Not Perform

Table 28
Mean Activity/Competency Indices by Areas of the Test Blueprint in Ranked Order from Highest to Lowest
(N = 331)

A. Core Value 1: Nurse Coach Philosophy, Theory, Ethics, Continued						
Activity #	Rank	Activity/Competency Statements	n	*D-N-P	M Index	SD
90	24	Use application of evidence-based nurse coaching practice that agrees with the preferred cultural values, beliefs, worldview, and practices of the healthcare consumer and other stakeholders. –†	294	37	9.40	2.05
96	25	Apply knowledge of variations in health beliefs, practices, and communication patterns in all nurse coaching practice activities.	308	23	9.36	1.93
91	26	Design and direct services for diverse consumers to improve access, promote positive outcomes, and reduce disparities.	193	138	9.16	2.25
58	27-tie	Acknowledge the client's self-resistance as an opportunity for learning and growth.	283	47	9.12	2.12
73	27-tie	Assess the client's health beliefs and values to better understand client's future determined goals.	291	40	9.12	2.09
31	29	Draw upon the precepts of the human energy fields/system to assist client in achievement of goals.	221	110	9.11	2.20
84	30	Clearly communicate to the client and others the distinctions among coaching, consulting, counseling, and teaching.	279	52	8.94	2.15
95	31	Create an inventory of one's own values, beliefs, and cultural heritage.	296	35	8.86	2.17
74	32	Establish baseline parameters to define the context of potential health teaching.	248	83	8.79	2.06
116	33	Integrate evidence and research into Nurse Coaching practice.	274	57	8.59	2.03
100	34	Communicate when requested by client with family, significant others, caregivers, health care providers, and others to assist and enhance the client's achievement of coaching goals.	247	84	8.36	2.16
34 Activities Mean Index = 9.86 Mean SD = 1.83 Mean N = 297 (90%)						
B. Core Value 2: Nurse Coaching Process						
Activity #	Rank	Activity/Competency Statements	n	*D-N-P	M Index	SD
34	1	Demonstrate respect for client's subjective experiences/story, perceptions, learning style, and culture (e.g., beliefs, values, and customs).	322	9	10.67	1.50
2	2	Co-create a relationship between the Nurse Coach and the individual that promotes trust and intimacy.	322	9	10.58	1.57
1	3	Become fully present to self and individual prior to collecting data pertinent to the coaching interaction.	319	12	10.49	1.64
39	4	Accept, explore, reinforce, and encourage the client's expression of perceptions, concerns, beliefs, suggestions, etc.	322	9	10.09	1.82
23	5	Minimize distractions for self and encourage client to do the same.	309	22	10.08	1.80
4	6	Explore with the individual why coaching is being considered at this time, and what they want to address during the coaching interaction.	297	34	10.00	1.73

*D-N-P = Do Not Perform

Table 28
Mean Activity/Competency Indices by Areas of the Test Blueprint in Ranked Order from Highest to Lowest
(N = 331)

B. Core Value 2: Nurse Coaching Process, Continued						
Activity #	Rank	Activity/Competency Statements	n	*D-N-P	M Index	SD
80	7	Support client autonomy by recognizing the client is the determinant of progress and success.	315	16	9.97	1.75
36	8	Obtain client's consent to coach client in areas of vulnerability.	291	40	9.92	1.86
17	9-tie	Assist the client to identify strategies to attain goals.	312	19	9.90	1.82
68	9-tie	End the coaching interaction in an energetic, positive, and supportive manner.	320	11	9.90	1.74
12	11	Involve the client in formulating goals that are specific, measurable, action-oriented, realistic, and time-lined.	311	20	9.88	1.86
13	12	Facilitate the client's process of self-discovery related to establishment of the client's goals.	296	35	9.87	1.81
40	13	Recognize incongruencies between body language, words used, and tone of voice.	314	17	9.85	1.94
7	14	Incorporate various types of knowing, including intuition, and validate this intuitive knowledge with the person when appropriate.	307	24	9.76	1.96
37	15-tie	Choose what is most effective in the moment from a variety of coaching strategies and implements as appropriate.	304	27	9.71	1.90
66	15-tie	Determine with the client when the next coaching interaction will occur.	296	35	9.71	1.73
6	17	Help the individual assess stage of readiness for change (pre-contemplation, contemplation, preparation, action, maintenance).	295	36	9.69	1.89
20	18	Adjust plan as desired by the client.	311	20	9.68	1.89
18	19	Create with the client an action plan with clearly defined steps and anticipated results.	288	43	9.65	1.78
19	20	Explore with client potential obstacles to goal attainment and possible responses to these challenges.	307	24	9.64	1.84
11	21	Track the client's issues and concerns and/or opportunities in a manner that leads to identification of the client's goals that will be the focus of the coaching process.	299	32	9.62	1.87
25	22	Briefly explore progress since last coaching session, with particular attention to accomplishments, challenges, or barriers relevant to current session.	299	32	9.58	1.87
81	23	Document evaluation of progress and attainment of coaching goals.	293	38	9.55	1.97
63	24	Identify the connection between where the client is and where she/he/they wishes to go.	305	26	9.49	1.95
24	25	Explore with the client an outcome for the coaching session that is achievable in the time allotted.	284	47	9.48	1.90
22	26-tie	Review client status and/or progress from previously obtained data.	309	22	9.44	1.93
134	26-tie	Recognize that the Professional Nurse Coaching Practice is enhanced by ongoing self-development to promote physical, mental, emotional, social, moral, and spiritual well-being.	320	11	9.44	2.01
14	28	Facilitate the client's exploration of alternative ideas and options relevant to goal-setting.	303	28	9.38	1.86
64	29	Identify with the client the next specific action steps, and a timeline that will lead to achievement of desired goals.	290	41	9.34	1.95
65	30	Assist the client to manage progress by holding the client accountable for stated actions, results, and related time frames, while maintaining a positive and trusting relationship with the client.	289	42	9.32	2.07

*D-N-P = Do Not Perform

Table 28
Mean Activity/Competency Indices by Areas of the Test Blueprint in Ranked Order from Highest to Lowest
(N = 331)

B. Core Value 2: Nurse Coaching Process, Continued						
Activity #	Rank	Activity/Competency Statements	n	D-N-P	M Index	SD
62	31	Inquire of the client whether coaching session outcomes have been achieved.	289	42	9.28	1.97
70	32	Work with clients in making health care decisions based on the fullest understanding of information in the context of a client,Âs values and preferences.	296	35	9.24	1.97
129	33	Consider the effect of one's personal values, culture, spiritual beliefs, experiences, biases, and education on the provision of Nurse Coaching services to individuals, groups, and organizations.	310	21	9.09	2.18
79	34	Assist the client to evaluate effectiveness of strategies in relation to the client's responses and the attainment of the expected and unfolding goals.	281	50	8.92	2.17
71	35	Establish and maintain a plan of care (POC), jointly create and managed by the clients. The POC outlines the client's current and long-term needs and goals for care, identifies coordination needs and addresses potential gaps. The POC backs current progress toward client goals.	205	126	8.90	2.04
78	36	Evaluate progress made toward achievement of objectives, to determine the effectiveness of interventions and to serve a basis for improvement on health promotion strategies.	262	69	8.88	2.12
97	37	Identify the stage of the consumer's acculturation and accompanying patterns of needs and engagement.	199	132	8.83	2.06
101	38	Collaborate with others to assist client in achieving goals.	253	78	8.52	2.24
67	39	Periodically and if relevant, review and revise past information and the coaching plan with the client.	280	51	8.33	2.18
136	40	Integrate knowledge from research on coaching into practice.	268	63	7.98	2.08
135	41	Receive personal and professional coaching to enhance quality of Nurse Coaching practice.	213	118	7.91	1.72
128	42	Utilize the Professional Nurse Coach: Scope of Practice and Competencies to evaluate and enhance quality of practice.	253	78	7.87	2.24
121	43	Participate in quality improvement to enhance the Professional Nurse Coaching Practice.	137	194	7.84	2.03
		43 Activities Mean Index = 9.42 Mean SD = 1.91 Mean N - 288 (87%)				
C. Core Value 3: Nurse Coach Communication and Therapeutic Environment						
Activity #	Rank	Activity/Competency Statements	n	D-N-P	M Index	SD
46	1	Use language that is nonjudgmental, appropriate, and respectful.	326	5	10.91	1.46
32	2	Create a safe, supportive environment that fosters intimacy and trust.	324	7	10.81	1.45
92	3	Create a discrimination-free healthcare environment.	305	26	10.62	1.56

*D-N-P = Do Not Perform

Table 28
Mean Activity/Competency Indices by Areas of the Test Blueprint in Ranked Order from Highest to Lowest
(N = 331)

<i>C. Core Value 3: Nurse Coach Communication and Therapeutic Environment, Continued</i>						
Activity #	Rank	Activity/Competency Statements	n	*D-N-P	M Index	SD
99	4	Employ skillful communication in all aspects of the coaching interaction.	321	10	10.55	1.62
48	5	Ask open-ended questions that create greater insight, clarity, and/or new possibilities and learning.	324	7	10.34	1.78
38	6	Focus on what the client is saying and is not saying to understand the meaning in the context of the client's desires and to support the client's self-expression by employing such skills as deep listening, relevant use of language, powerful questioning, and direct communication.	317	14	10.32	1.70
41	7	Paraphrase, reiterate, and summarize what client has said to ensure understanding and clarity.	323	8	10.09	1.83
10	8	Confirm the client's issues and concerns and/or opportunities with the client.	321	10	10.07	1.75
8	9	Explore through powerful questions, feedback, and multiple sources of information to assist the client to become aware of areas for coaching.	305	26	10.05	1.81
49	10	Ask questions that move client towards desired goals.	314	17	10.02	1.81
51	11	Use inquiry for greater awareness, clarity, and understanding.	319	12	9.97	1.91
43	12	Allow the client to express strong feelings without judgement in order to facilitate movement towards achievement of goals.	323	8	9.94	1.85
52	13	Provide feedback in a clear and direct manner.	318	13	9.92	1.91
9	14-tie	Clarify the client's issues and concerns and/or opportunities for change based on the whole person assessment data.	310	21	9.82	1.90
56	14-tie	Employ integrated holistic communication skills, relevant use of language, powerful questions and direct communication, allowing a client to fully explore and articulate what they are hoping to achieve through the coaching relationship.	301	29	9.82	1.96
47	16	Use language that reflects the client's worldview, beliefs, and values.	312	19	9.81	1.90
57	17	Identify with the client strengths and additional opportunities for learning and growth.	312	18	9.74	1.97
44	18	Acknowledge client's ambivalence to change and help identify barriers.	306	25	9.71	1.89
142	19	Recognize that individual (physical, psychological, emotional, spiritual) and cultural, social, and historical factors influence internal and external environments.	318	13	9.66	2.05
141	20	Understand that healthy environments encompass both internal and external environments.	322	9	9.65	2.02
50	21	Ask questions that evoke discovery, commitment or action (e.g., those that challenge the client's assumptions).	298	33	9.63	1.90
53	22	Share insights with clients in ways that are practical and meaningful.	320	11	9.49	2.02
143	23	Consider the internal and external healing environments of self and client regarding contribution to client goal achievement.	306	25	9.39	2.11

*D-N-P = Do Not Perform

Table 28
Mean Activity/Competency Indices by Areas of the Test Blueprint in Ranked Order from Highest to Lowest
(N = 331)

<i>C. Core Value 3: Nurse Coach Communication and Therapeutic Environment, Continued</i>						
Activity #	Rank	Activity/Competency Statements	n	D-N-P	M Index	SD
61	24	Facilitate the client in taking action that will most effectively lead to achievement of desired goals and prevent relapse.	299	32	9.37	1.95
54	25	Explore the client's assumptions and perspectives to evoke new ideas and discover new possibilities for action.	300	31	9.36	2.01
42	26	Focus on the essence of the client's communication when client becomes involved in long explanatory descriptions.	307	24	9.35	1.90
140	27	Consider the impact of the internal and external environment of self and client when providing Nurse Coaching services.	300	31	9.29	2.02
60	28	Assist the client to determine actions that will enable the client to demonstrate, practice, and deepen new learning.	297	33	9.24	2.02
55	29	Challenge the client to stretch and be challenged, while maintaining a comfortable pace with the client.	285	46	9.23	2.07
124	30	Use creativity and innovation in Nurse Coaching practice to improve client outcomes.	305	26	9.20	1.97
59	31	Share information with client that inspires broader perspectives.	304	26	8.97	2.19
45	32	Use language, including metaphors and analogies, which assist the client to explore perspectives, uncertainties, or opportunities for change.	301	30	8.95	2.17
138	33	Evaluate factors such as safety, effectiveness, availability, cost and benefits, efficiencies, and impact on Nurse Coaching practice when suggesting options for the client that would result in the same expected outcome.	228	103	8.56	2.11
139	34	Assist the client, as appropriate, in identifying and securing appropriate and available services to facilitate achievement of client goals.	284	47	8.42	1.93
72	35	Provide and coordinate services as needed with additional resources in the community to help support client's health and wellness to meet their care goals.	245	86	8.37	2.19
137	36-tie	Consider factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of Nurse Coaching services.	238	93	8.05	2.11
106	36-tie	Advance the role of the Nurse Coach among health professionals and coaching colleagues and in professional organizations.	222	109	8.05	2.05
126	38	Advocate use of the Professional Nurse Coaching: Scope of Practice and Competencies to evaluate and enhance quality of practice.	174	157	7.95	2.09
125	39	Analyze organizational systems for barriers to effective implementation of the Professional Nurse Coaching Practice.	118	213	7.86	2.30
		39 Activities Mean Index = 9.50 Mean SD = 1.93 Mean N = 294 (89%)				

*D-N-P = Do Not Perform

Table 28
Mean Activity/Competency Indices by Areas of the Test Blueprint in Ranked Order from Highest to Lowest
(N = 331)

D. Core Value 4: Education, Research, and Leadership						
Activity #	Rank	Activity/Competency Statements	n	D-N-P	M Index	SD
110	1	Willingly accept that mistakes will be made by self and others when taking risks to achieve goals.	318	13	9.49	2.01
109	2	Demonstrate energy, excitement, and a passion for quality Nurse Coaching.	315	16	9.48	2.12
107	3-tie	Develop cognitive, emotional, moral, and spiritual intelligence to enhance leadership skills.	309	22	9.40	2.00
108	3-tie	Promote the success of others by using effective Nurse Coaching interventions.	299	32	9.40	1.99
123	5	Document Nurse Coaching interactions in a responsible, accountable, and ethical manner to facilitate quality review and promotion of effective Nurse Coaching practice.	263	68	9.13	2.07
102	6	Use effective communication and change skills with individuals and groups to collaboratively identify and achieve individual, group, and organizational goals.	274	57	9.12	2.06
111	7	Display the ability to define a clear vision, associated goals, and a plan to implement and measure progress toward goals.	297	34	9.09	1.89
115	8	Develop and use a broad knowledge base related to holistic/integral nursing, integrative health, health systems, professional coaching competencies, counseling, health education, health promotion, and nursing practice issues.	310	21	8.98	2.08
75	9	Facilitate planning of interventions to serve as an objective basis for monitoring and evaluation.	229	102	8.82	2.15
112	10	Attain knowledge and competency that reflects current Nurse Coaching practice.	311	20	8.73	1.97
69	11	Develop relationships with other health providers to promote cohesive, coordinated, continuity of care.	265	66	8.70	2.24
76	12	Design Health Promotion interventions based on quantitative and qualitative baseline parameters.	192	139	8.54	2.12
105	13	Demonstrate leadership in the promotion of effective Nurse Coaching for clients.	262	69	8.49	2.09
117	14	Use the best available evidence, including theories and research findings, to guide and enhance the Professional Nurse Coaching Practice.	270	61	8.48	2.15
77	15	Apply Health Promotion interventions at the request of the client.	234	97	8.41	2.25
113	16	Participate in ongoing educational activities to enhance the Nurse Coaching role.	302	29	8.25	1.79
114	17-tie	Document and maintain evidence of Nurse Coaching competency.	283	48	8.14	1.89
133	17-tie	Pursue Nurse Coach Certification as a way to demonstrate competency and to promote the Nurse Coaching role to employers, clients, and the public.	289	42	8.14	1.86
120	19	Systematically enhance the quality and effectiveness of Nurse Coaching practice.	181	150	8.12	2.00
104	20	Collaborate with others to promote nurse coaching as a way to enhance client outcomes.	260	71	8.04	2.11
122	21	Contribute to the education of others concerning the Professional Nurse Coaching Practice.	218	113	7.73	1.96
103	22	Work collaboratively with other health and wellness coaches in interprofessional development initiatives.	217	114	7.68	2.06

*D-N-P = Do Not Perform

