

Topics To Review Go to your Improve tab to access your Focused Review Experience

Management of Care (1 item)

Client Rights (1 item)

Vitamins and Minerals: Alternative Therapy for Benign Prostate Hypertrophy (RM Pharm RN 8.0 Chp 30 Vitamins and Minerals v2, RM Pharm RN 8.0 Chp 30 Vitamins, Minerals, and Supplements,Active Learning Template: System Disorder)

Pharmacological and Parenteral Therapies (10 items)

Adverse Effects/Contraindications/Side Effects/Interactions (5 items)

Airflow Disorders: Contraindications for a Client Who Is Taking Albuterol for Asthma (RM Pharm RN 8.0 Chp 17 Airflow Disorders, RM Pharm RN 8.0 Chp 17 Airflow Disorders v2,Active Learning Template: Basic Concept)

Antibiotics Affecting Protein Synthesis: Priority Laboratory Values to Report (RM Pharm RN 8.0 Chp 45 Antibiotics Affecting Protein Synthesis, RM Pharm RN 8.0 Chp 45 Antibiotics Affecting Protein Synthesis v2,Active Learning Template: Medication)

Antibiotics Affecting Protein Synthesis: Planning Care for a Client Prescribed Erythromycin Lactobionate (RM Pharm RN 8.0 Chp 45 Antibiotics Affecting Protein Synthesis, RM Pharm RN 8.0 Chp 45 Antibiotics Affecting Protein Synthesis v2,Active Learning Template: Medication)

Individual Considerations of Medication Administration: Client Medication Interactions (RM Pharm RN 8.0 Chp 6 Individual Considerations and Medication Administration, RM Pharm RN 8.0 Chp 6 Individual Considerations of Medication Administration v2,Active Learning Template: Medication)

Medications Affecting the Reproductive Tract: Identifying a Contraindication for Receiving Sildenafil (RM Pharm RN 8.0 Chp 31 Medications Affecting the Reproductive Tract, RM Pharm RN 8.0 Chp 31 Medications Affecting the Reproductive Tract v2,Active Learning Template: Medication)

Pharmacological Pain Management (1 item)

Individual Considerations of Medication Administration: Risk Factors for Adverse Reactions in Older Adult Clients (RM Pharm RN 8.0 Chp 6 Individual Considerations and Medication Administration, RM Pharm RN 8.0 Chp 6 Individual Considerations of Medication Administration v2,Active Learning Template: Growth and Development)

Medication Administration (2 items)

Complications of Diabetes Mellitus: Priority Intervention for Diabetic Ketoacidosis (RM AMS RN 11.0 Chp 83 Complications of Diabetes Mellitus,Active Learning Template: System Disorder)

Medications Affecting Coagulation: Clarifying a Prescription With Provider (RM Pharm RN 8.0 Chp 25 Medications Affecting Coagulation, RM Pharm RN 8.0 Chp 25 Medications Affecting Coagulation v2,Active Learning Template: Basic Concept)

Dosage Calculation (1 item)

Dosage Calculation: Preparing Enoxaparin (RM Pharm RN 8.0 Chp 3 Dosage Calculation, RM Pharm RN 8.0 Chp 3 Dosage Calculation v2,Active Learning Template: Basic Concept)

Expected Actions/Outcomes (1 item)

Airflow Disorders: Monitoring Effects of Prednisone (RM Pharm RN 8.0 Chp 17 Airflow Disorders, RM Pharm RN 8.0 Chp 17 Airflow Disorders v2,Active Learning Template: Medication)

Reduction of Risk Potential (1 item)

Laboratory Values (1 item)

Connective Tissue Disorders: Monitoring Laboratory Values of a Client Who Is Taking Cyclosporine (RM Pharm RN 8.0 Chp 33 Connective Tissue Disorders, RM Pharm RN 8.0 Chp 33 Connective Tissue Disorders v2,Active Learning Template: Medication)

Physiological Adaptation (1 item)

Fluid and Electrolyte Imbalances (1 item)

Vitamins and Minerals: Evaluating Effectiveness of Sodium Polystyrene Sulfonate (RM Pharm RN 8.0 Chp 30 Vitamins and Minerals v2, RM Pharm RN 8.0 Chp 30 Vitamins, Minerals, and Supplements,Active Learning Template: Medication)

Outcomes

| Nursing Process | No of Items | Individual Score | Description |
|--|--------------------|-------------------------|---|
| RN Assessment | 9 | 100.0% | The assessment step of the nursing process involves application of nursing knowledge to the collection, organization, validation and documentation of data about a client's health status. The nurse focuses on the client's response to a specific health problem including the client's health beliefs and practices. The nurse thinks critically to perform a comprehensive assessment of subjective and objective information. Nurses must have excellent communication and assessment skills in order to plan client care. |
| RN Analysis/Diagnosis | 15 | 60.0% | The analysis step of the nursing process involves the nurse's ability to analyze assessment data to identify health problems/risks and a client's needs for health intervention. The nurse identifies patterns or trends, compares the data with expected standards or reference ranges and draws conclusions to direct nursing care. The nurse then frames nursing diagnoses in order to direct client care. |
| RN Planning | 7 | 57.1% | The planning step of the nursing process involves the nurse's ability to make decisions and problem solve. The nurse uses a client's assessment data and nursing diagnoses to develop measurable client goals/outcomes and identify nursing interventions. The nurse uses evidenced based practice to set client goals, establish priorities of care, and identify nursing interventions to assist the client to achieve his goals. |
| RN Implementation/Therapeutic Nursing Intervention | 24 | 87.5% | The implementation step of the nursing process involves the nurse's ability to apply nursing knowledge to implement interventions to assist a client to promote, maintain, or restore his health. The nurse uses problem-solving skills, clinical judgment, and critical thinking when using interpersonal and technical skills to provide client care. During this step the nurse will also delegate and supervise care and document the care and the client's response. |
| RN Evaluation | 5 | 80.0% | The evaluation step of the nursing process involves the nurse's ability to evaluate a client's response to nursing interventions and to reach a nursing judgment regarding the extent to which the client has met the goals and outcomes. During this step the nurse will also assess client/staff understanding of instruction, the effectiveness of interventions, and identify the need for further intervention or the need to alter the plan. |

| Priority Setting | No of Items | Individual Score | Description |
|-------------------------|--------------------|-------------------------|--|
| | 5 | 60.0% | Ability to demonstrate nursing judgment in making decisions about priority responses to a client problem. Also includes establishing priorities regarding the sequence of care to be provided to multiple clients. |

| Thinking Skills | No of Items | Individual Score | Description |
|--|--------------------|-------------------------|--|
| Foundational Thinking in Nursing | 3 | 100.0% | Ability to recall and comprehend information and concepts foundational to quality nursing practice. |
| Clinical Judgment/Critical Thinking in Nursing | 57 | 77.2% | Ability to use critical thinking skills (interpretation, analysis, evaluation, inference, and explanation) to make a clinical judgment regarding a posed clinical problem. Includes cognitive abilities of application and analysis. |

| NCLEX® | No of Items | Individual Score | Description |
|---|--------------------|-------------------------|--|
| RN Management of Care | 2 | 50.0% | The nurse coordinates, supervises and/or collaborates with members of the health care to provide an environment that is cost-effective and safe for clients. |
| RN Safety and Infection Control | 3 | 100.0% | The nurse uses preventive safety measures to promote the health and well-being of clients, significant others, and members of the health care team. |
| RN Psychosocial Integrity | 1 | 100.0% | The nurse directs nursing care to promote and support the emotional, mental and social well-being of clients and significant others. |
| RN Pharmacological and Parenteral Therapies | 47 | 78.7% | The nurse administers, monitors and evaluates pharmacological and parenteral therapy. |
| RN Reduction of Risk Potential | 3 | 66.7% | The nurse directs nursing care to decrease clients' risk of developing complications from existing health disorders, treatments or procedures. |
| RN Physiological Adaptation | 4 | 75.0% | The nurse manages and provides nursing care for clients with an acute, chronic or life threatening illness. |

| QSEN | No of Items | Individual Score | Description |
|----------------------------|--------------------|-------------------------|---|
| Safety | 32 | 71.9% | The minimization of risk factors that could cause injury or harm while promoting quality care and maintaining a secure environment for clients, self, and others. |
| Patient-Centered Care | 6 | 83.3% | The provision of caring and compassionate, culturally sensitive care that is based on a patient's physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values. |
| Evidence Based Practice | 17 | 82.4% | The use of current knowledge from research and other credible sources to make clinical judgments and provide client-centered care. |
| Quality Improvement | 2 | 100.0% | Care-related and organizational processes that involve the development and implementation of a plan to improve health care services and better meet the needs of clients. |
| Teamwork and Collaboration | 3 | 100.0% | The delivery of client care in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive client outcomes. |

| NLN Competency | No of Items | Individual Score | Description |
|-----------------------|--------------------|-------------------------|---|
| Human Flourishing | 2 | 100.0% | Human flourishing is reflected in patient care that demonstrates respect for diversity, approaches patients in a holistic and patient-centered manner, and uses advocacy to enhance their health and well-being. |
| Nursing Judgment | 44 | 77.3% | Nursing judgment involves the use of critical thinking and decision making skills when making clinical judgments that promote safe, quality patient care. |
| Professional Identity | 4 | 100.0% | Professional identity reflects the professional development of the nurse as a member and leader of the health care team who promotes relationship-centered care, and whose practice reflects integrity and caring while following ethical and legal guidelines. |
| Spirit of Inquiry | 10 | 70.0% | A spirit of inquiry is exhibited by nurses who provide evidence based clinical nursing practice and use evidence to promote change and excellence. |

| BSN Essentials | No of Items | Individual Score | Description |
|---|--------------------|-------------------------|--|
| Liberal Education for Baccalaureate Generalist Nursing Practice | 5 | 80.0% | The need for an education that exposes nurses to multiple fields of study providing the foundation for a global perspective of society as well as high level thinking and acquisition of skills that can be applied to complex patient and system-based problems. |
| Basic Organization and Systems Leadership for Quality Care and Patient Safety | 10 | 80.0% | The need for nurses to be able to understand power relationships and use decision-making and leadership skills to promote safe practice and quality improvement within health care systems. |
| Scholarship for Evidence-Based Practice | 15 | 80.0% | The need for nurses to be able to understand the research process and base practice and clinical judgments upon fact-based evidence to enhance patient outcomes. |
| Interprofessional Communication and Collaboration | 3 | 100.0% | The need for nurses to be able to function as a member of the healthcare team while promoting an environment that supports interprofessional communication and collaboration with the goal of providing patient-centered care. |
| Clinical Prevention and Population Health | 7 | 42.9% | The need for nurses to be able to identify health related risk factors and facilitate behaviors that support health promotion, and disease and injury prevention, while providing population-focused care that is based on principles of epidemiology and promotes social justice. |
| Baccalaureate Generalist Nursing Practice | 20 | 85.0% | The need for nurses to be able to practice as a generalist using clinical reasoning to provide care to patients across the lifespan and healthcare continuum and to individuals, families, groups, communities, and populations. |

Score Explanation and Interpretation

Individual Performance Profile

ADJUSTED INDIVIDUAL TOTAL SCORE

To adjust for possible differences in difficulty among the forms of this assessment, the raw score (the total number of items correct) is converted to the adjusted individual total score through a process known as equating. The adjusted individual total score is on a scale of 0% to 100%.

ATI PROFICIENCY LEVELS

| Proficiency Level | Proficiency Level Definition | Score Range |
|-------------------|--|-----------------|
| Below Level 1 | Scores below the Proficiency Level 1 standard can be considered below minimum expectations and can be indicative of significant risk in this content area. ATI strongly advises these students to develop and complete an intensive plan for focused review and remediation, including the use of ATI materials, textbooks, class notes, reference materials, and assistance from nurse educators. | 0.0% to 51.7% |
| Level 1 | Scores meeting the Proficiency Level 1 standard can be considered to meet the absolute minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to just meet NCLEX-RN® standards in this content area. ATI advises these students to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content. | 53.3% to 70.0% |
| Level 2 | Scores meeting the Proficiency Level 2 standard can be considered to exceed minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as fairly certain to meet NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review in order to improve their knowledge of this content. | 71.7% to 85.0% |
| Level 3 | Scores meeting the Proficiency Level 3 standard can be considered to exceed most expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to exceed NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review to maintain and improve their knowledge of this content. | 86.7% to 100.0% |

NATIONAL MEAN

This is the average score of all examinees.

PROGRAM MEAN

This is the average score of all examinees within your specified program type.

NATIONAL PERCENTILE RANK

This is the percentage of examinees who scored at or below your score.

PROGRAM PERCENTILE RANK

This is the percentage of examinees within your program type who scored at or below your score.

TOPICS TO REVIEW

Based on the questions missed on this assessment, a listing of content areas and topics to review is provided. A variety of learning resources can be used in the review process, including content, images, animations and videos in ATI's Content Mastery Series® Review Modules, online practice assessments, and a focused review that is individualized to the questions missed.