Individual Performance Profile
RN Leadership 2019

Individual Name:	**ADELE MOANDA**	**Adjusted Individual Total Score:**	**55.0%**
Student Number:	**M03785102**	**ATI Proficiency Level:**	**Below Level 1**
Institution:	**Lakeview CON**	National Mean:	**72.9%**
Program Type:	**BSN**	Program Mean:	**72.7%**
Test Date:	**4/18/2022**	National Percentile Rank:	**3**
		Program Percentile Rank:	**4**

Individual Performance in the Major Content Areas

Sub-Scale	# Points	Individual Score	Mean National	Mean Program Type	Percentile Rank National	Percentile Rank Program Type	Individual Score (% Correct)
Management of Care	50	60.0%	74.2%	74.1%	7	8	▲ (60)
Safety and Infection Control	10	30.0%	66.2%	65.5%	3	3	▲ (30)

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

Management of Care (20 items)

Assignment, Delegation and Supervision (3 items)

Managing Client Care: Appropriate Task to Delegate to Assistive Personnel (RM Leadership 8.0 Chp 1 Managing Client Care,Active Learning Template: Basic Concept)

Managing Client Care: Assignment for Floating Nurse (RM Leadership 8.0 Chp 1 Managing Client Care,Active Learning Template: Basic Concept)

Managing Client Care: Resource Management (RM Leadership 8.0 Chp 1 Managing Client Care,Active Learning Template: Basic Concept)

Case Management (1 item)

Airway Management: Discharge Planning for Client Who Has Tracheostomy (RM Fund 10.0 Chp 53 Airway Management,Active Learning Template: Nursing Skill)

Confidentiality/Information Security (2 items)

Professional Responsibilities: Responding to a Visitor's Question About Status of a Client (RM Leadership 8.0 Chp 3 Professional Responsibilities,Active Learning Template: Basic Concept)

Professional Responsibilities: Teaching About Confidentiality (RM Leadership 8.0 Chp 3 Professional Responsibilities,Active Learning Template: Basic Concept)

Advocacy (2 items)

Professional Responsibilities: Priority Intervention as Client Advocate (RM Leadership 8.0 Chp 3 Professional Responsibilities,Active Learning Template: Basic Concept)

Professional Responsibilities: Responding to a Client Who Is Refusing Treatment (RM Leadership 8.0 Chp 3 Professional Responsibilities,Active Learning Template: Basic Concept)

Continuity of Care (1 item)

Coordinating Client Care: Using the SBAR Communication Tool (RM Leadership 8.0 Chp 2 Coordinating Client Care,Active Learning Template: Basic Concept)

Client Rights (2 items)

Professional Responsibilities: Responding to a Client's Family Regarding Treatment (RM Leadership 8.0 Chp 3 Professional Responsibilities,Active Learning Template: Basic Concept)

Professional Responsibilities: Right of Client to Reconsider Procedure (RM Leadership 8.0 Chp 3 Professional Responsibilities,Active Learning Template: Basic Concept)

Ethical Practice (1 item)

Professional Responsibilities: Evaluating Staff Understanding of the Nursing Code of Ethics (RM Leadership 8.0 Chp 3 Professional Responsibilities,Active Learning Template: Basic Concept)

Referrals (1 item)

The Interprofessional Team: Recognizing Need for Referral to a Speech-Language Pathologist (RM Fund 10.0 Chp 2 The Interprofessional Team,Active Learning Template: System Disorder)

Legal Rights and Responsibilities (1 item)

Professional Responsibilities: Priority Action to Take When Floating (RM Leadership 8.0 Chp 3 Professional Responsibilities,Active Learning Template: Basic Concept)

Performance Improvement (Quality Improvement) (3 items)

Managing Client Care: Performance Improvement Process (RM Leadership 8.0 Chp 1 Managing Client Care,Active Learning Template: Basic Concept)

Managing Client Care: Understanding Critical Pathways (RM Leadership 8.0 Chp 1 Managing Client Care,Active Learning Template: Basic Concept)

Pressure Injury, Wounds, and Wound Management: Assessing for Evidence of Healing (RM Fund 10.0 Chp 55 Pressure Injury, Wounds, and Wound Management,Active Learning Template: Basic Concept)

Information Technology (2 items)

Coordinating Client Care: Using Electronic Resources (RM Leadership 8.0 Chp 2 Coordinating Client Care,Active Learning Template: Basic Concept)

Professional Responsibilities: Resources for Client Information (RM Leadership 8.0 Chp 3 Professional Responsibilities,Active Learning Template: Basic Concept)

Informed Consent (1 item)

Professional Responsibilities: Obtaining Consent (RM Leadership 8.0 Chp 3 Professional Responsibilities,Active Learning Template: Basic Concept)

Safety and Infection Control (7 items)

Accident/Error/Injury Prevention (1 item)

Maintaining a Safe Environment: Assessing a Client's Home for Safety Hazards (RM Leadership 8.0 Chp 4 Maintaining a Safe Environment,Active Learning Template: Basic Concept)

Reporting of Incident/Event/Irregular Occurrence/Variance (2 items)

Facility Protocols: Actions for Reporting Violation of Procedure (RM Leadership 8.0 Chp 5 Facility Protocols,Active Learning Template: Basic Concept)

Facility Protocols: Evaluating Nurse Response to Client Fall (RM Leadership 8.0 Chp 5 Facility Protocols,Active Learning Template: Basic Concept)

Emergency Response Plan (1 item)

Facility Protocols: Planning for Discharge Following Community Disaster (RM Leadership 8.0 Chp 5 Facility Protocols,Active Learning Template: Basic Concept)

Standard Precautions/Transmission-Based Precautions/Surgical Asepsis (2 items)

Maintaining a Safe Environment: Evaluating the Implementation of Infection Control Measures (RM Leadership 8.0 Chp 4 Maintaining a Safe Environment,Active Learning Template: Basic Concept)

Maintaining a Safe Environment: Teaching About Safe Handling Techniques (RM Leadership 8.0 Chp 4 Maintaining a Safe Environment,Active Learning Template: Basic Concept)

Security Plan (1 item)

Facility Protocols: Emergency Evacuation of Clients (RM Leadership 8.0 Chp 5 Facility Protocols,Active Learning Template: Basic Concept)

Outcomes

Nursing Process	No of Points	Individual Score	Description
RN Assessment	5	60.0%	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	6	50.0%	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	12	58.3%	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 measureable 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	31	58.1%	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	6	33.3%	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 Points	Individual Score	Description
	14	64.3%	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 Points	Individual Score	Description
Foundational Thinking	11	45.5%	The ability to comprehend information and concepts. Incorporates Blooms Taxonomy categories of Remembering and Understanding.
Clinical Application	49	57.1%	The ability to apply nursing knowledge to a clinical situation. Incorporates Blooms Taxonomy category of Applying.

NCLEX®	No of Points	Individual Score	Description
RN Management of Care	50	60.0%	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	10	30.0%	The nurse uses preventive safety measures to promote the health and well-being of clients, significant others, and members of the health care team.

QSEN	No of Points	Individual Score	Description
Safety	14	57.1%	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	17	64.7%	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	2	0.0%	The use of current knowledge from research and other credible sources to make clinical judgments and provide client-centered care.
Informatics	6	33.3%	The use of information technology as a communication and information gathering tool that supports clinical decision making and safe, scientifically based nursing practice.
Quality Improvement	5	20.0%	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	16	68.8%	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 Points	Individual Score	Description
Human Flourishing	7	71.4%	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	16	37.5%	Nursing judgment involves the use of critical thinking and decision making skills when making clinical judgments that promote safe, quality patient care.
Professional Identity	30	60.0%	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	6	50.0%	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 Points	Individual Score	Description
Liberal Education for Baccalaureate Generalist Nursing Practice	13	53.8%	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	40.0%	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	2	0.0%	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.
Information Management and Application of Patient Care Technology	5	40.0%	The need for nurses to be able to use computer-based information management systems and patient care technology in the provision of client care.
Healthcare Policy, Finance, and Regulatory Environments	3	100.0%	The need for nurses to be able to understand the role of regulatory agencies in relation to the development of health care policies and their effect on patient care services, access to care, financial reimbursement, and scope of nursing practice.
Interprofessional Communication and Collaboration	12	75.0%	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	4	75.0%	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.
Professionalism and Professional Values	5	40.0%	The need for nurses to be able to practice nursing in a professional manner while providing patient-centered care that is caring, respects diversity, and is governed by legal and ethical tenets.
Baccalaureate Generalist Nursing Practice	5	40.0%	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 points received) 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 58.3%
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.	60.0% to 75.0%
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.	76.7% to 88.3%
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.	90.0% 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.

ITEM SCORING

ATI follows NCSBN guidance for item scoring. Accordingly, each item is worth one or more points. Depending on the item-specific scoring method, a student's response may earn full, partial, or no points.

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.

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