N444 Concept Synthesis
Proctored ATI Remediation Template

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Assessment Name: **ATI Capstone Comprehensive Assessment Form A**
Semester: Spring 2023

Instructions:

1. Download the report from your ATI product for the assessment you are completing this remediation template for
2. Determine your three (3) ***weakest or lowest scoring*** main categories as these are the areas you will be remediating on in the chart below. These categories mimic the NCLEX-RN categories and include the following:
    a. Management of Care
    b. Safety and Infection Control
    c. Health Promotion and Maintenance
    d. Psychosocial Integrity
    e. Basic Care and Comfort
    f. Pharmacological and Parenteral Therapies
    g. Reduction of Risk Potential
    h. Physiological Adaptation
3. Complete the template on the following page by doing the following:
    a. Main Category #1, 2, and 3
        i. Subcategories for each main category
            1. Topics for each subcategory → these will be the content areas you will be remediating on
                a. Provide three (3) critical points to remember for each topic → these will come from the Focused Review module(s) within your ATI product
    b. NOTE: You must remediate on all subcategories and topics within the three (3) main categories you are completing the remediation for.
4. In the event you need additional space within the table, please add columns into the table to accommodate this
5. In the event, you need less space within the table than what is provided, you may delete those columns from the table to accommodate this OR put "N/A"
6. An example is provided below:

SAMPLE Main Category: Management of Care
SAMPLE Subcategory: Case Management
SAMPLE Topic: Anemias: Discharge Teaching for a Client Who is Recovering from Sickle Cell Crisis • SAMPLE Critical Point #1: Anemia is the abnormally low amount of circulation RB, Hgb concentration, or both. • SAMPLE Critical Point #2: When a patient is going through sickle crisis, the nurse should monitor oxygen saturation to determine a need for oxygen therapy. • SAMPLE Critical Point #3: A patient should have their hemoglobin checking in 4 to 6 weeks to determine efficacy.

7. Once the template is completed and at least the minimum remediation time has been completed within the Focused Review module(s) in ATI, upload the template using the instructions provided by the Course Coordinator (dropbox, discussion post, etc.)

Main Category #1: Health Promotion and Maintenance
Subcategory: Ante/Intra/Postpartum and Newborn Care - (1)
Topic: Prenatal Care: Managing Heartburn in the Second Trimester (Active Learning Template - Basic Concept, RM MN RN 11.0 Chp 4 Prenatal Care) • Heartburn can occur during the second and third trimesters because the enlarging uterus moves the stomach, and the gastrointestinal tract motility is slowing from increased progesterone levels (Holman et al., 2019c). • Managing prenatal heartburn includes eating small, frequent meals and allowing the stomach not to get too full or empty (Holman et al., 2019c). • Clients should check with a provider before using any over-the-counter antacids and not lie down immediately after eating because this can worsen reflux (Holman et al., 2019c).
Subcategory: Developmental Stages and Transitions - (1)
Topic: Health Promotion of Toddlers (1 to 3 Years): Identifying a Developmental Delay (Active Learning Template - Growth and Development, RM NCC RN 11.0 Chp 4 Health Promotion of Toddlers (1 to 3 Years)) • Toddlers should weigh four times their birth weights at 30 months of age and grow 1.8 to 2.7 kg (4 to 6 lb) per year (Holman et al., 2019d). • By 15 months, toddlers should be able to walk without help, creep up the stairs, use a cup well, and build a tower of two blocks (Holman et al., 2019d). • By two years of age, toddlers should be able to walk up and down stairs by placing both feet on each step, build a tower of six or seven blocks, and turn pages of books one at a time (Holman at al., 2019d).
Subcategory: Health Promotion/Disease Prevention - (1)
Topic: Epidemiology and Communicable Diseases: Teaching About Lyme Disease (Active Learning Template - System Disorder, RM CH RN 8.0 Chp 3 Epidemiology and Communicable Disease) • Lyme disease is vector-borne and spreads via a carrier, such as a mosquito or tick (Holman et al., 2019a). • Lyme disease is also on the list of nationally notifiable diseases (Holman et al., 2019a). • Early signs of Lyme disease include a “bull’s-eye” rash, which typically appears within four weeks after the tick bite, often accompanied by flulike symptoms such as chills, fever, myalgia, fatigue, and headache (Holman et al., 2019a).

Main Category #2: Basic Care and Comfort
Subcategory: Assistive Devices - (1)
Topic: Sensory Perception: Evaluating Understanding of Hearing Aid Care (Active Learning Template - Basic Concept, RM Fund 10.0 Chp 45 Sensory Perception) • For hearing aids, use the lowest setting that will allow hearing without feedback (Holman et al., 2019b). • To clean hearing aid ear mold, use mild soap and water while keeping the hearing aid dry (Holman et al., 2019b). • When not using a hearing aid, please turn it off and remove the battery to conserve battery power and avoid corrosion of the hearing aid. Keep replacement batteries on hand (Holman et al., 2019b).

Subcategory: Elimination - (1)

Topic: Urinary Elimination: Strategies for Promoting Urination (Active Learning Template - Basic Concept, RM Fund 10.0 Chp 44 Urinary Elimination)

- Perform Kegel exercises by tightening the pelvic muscles for a count of 10, relaxing slowly for a count of 10, and repeating in sequences of 15 in the lying-down, sitting, and standing positions (Holman et al., 2019b).
- Performing bladder compression techniques (Valsalva, double voiding, splinting) can help manage reflex incontinence (Holman et al., 2019b).
- Avoid intake of caffeine and alcohol consumption because these can irritate the bladder and increase diuresis and the urge to urinate (Holman et al., 2019b).

Subcategory: Nutrition and Oral Hydration - (1)

Topic: Acute Infectious Gastrointestinal Disorders: Laboratory Findings to Report for a Child Who Has Dehydration (Active Learning Template - System Disorder, RM NCC RN 11.0 Chp 22: Acute Infectious Gastrointestinal Disorders)

- In isotonic dehydration, water and sodium decrease in equal amounts, so the blood sodium is within normal limits (130 to 150 mEq/L). Due to the reduced volume of circulating fluid, hypovolemic shock can result (Holman et al., 2019d).
- In hypotonic dehydration, blood sodium is less than 130 mEq/L because electrolyte loss is more significant than water loss, and shock is likely (Holman et al., 2019d).
- In hypertonic dehydration, blood sodium is more significant than 150 mEq/L, and water loss is more considerable than electrolyte loss leading to neurologic changes (Holman et al., 2019d).

Main Category #3: Physiological Adaptation

Subcategory: Alterations in Body Systems - (1)

Topic: Respiratory Management and Mechanical Ventilation: Responding to a High-Pressure Ventilator Alarm (Active Learning Template - Therapeutic Procedure, RM AMS RN 11.0 Chp 19 Respiratory Management and Mechanical Ventilation)

- Never turn off ventilator alarms. Volume (low pressure) alarms indicate a low exhaled volume due to disconnection, cuff leak, or tube displacement (Holman et al., 2019d).
- Pressure (high pressure) alarms indicate excess secretions, client biting the tubing, kinks, client coughing, pulmonary edema, bronchospasm, or pneumothorax (Holman et al., 2019d).
- Apnea alarms indicate that the ventilator does not detect spontaneous respiration in a preset period (Holman et al.,, 2019d).

Subcategory: Hemodynamics - (3)

Topic: Electrocardiography and Dysrhythmia Monitoring: Identifying Atrial Fibrillation (Active Learning Template - Diagnostic Procedure, RM AMS RN 11.0 Chp 28 Electrocardiography and Dysrhythmia Monitoring)

- Atrial fibrillation can be treated with medications such as amiodarone, adenosine, and verapamil, as well as with electrical management such as synchronized cardioversion (Hinkle & Cheever, 2018).
- A 12-lead ECG, if prescribed, can help show atrial fibrillation, often a very rapid heart rhythm that can lead to blood clots (Hinkle & Cheever, 2018).
- Clients can present with palpitations, rapid heart rate, chest pain, dizziness, and fatigue (Hinkle &

Cheever, 2018).

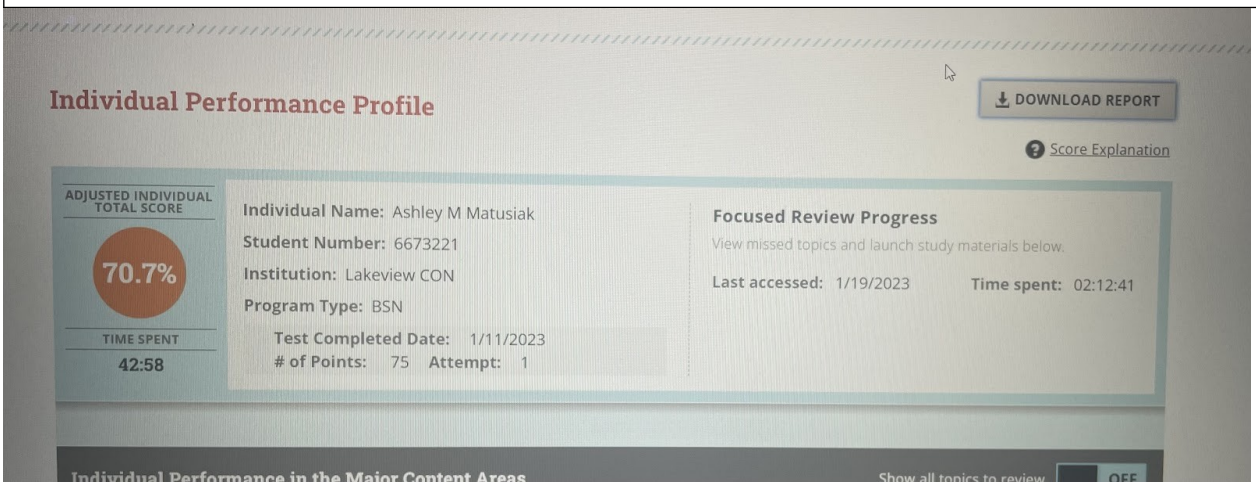
Topic: Pacemakers and Implantable Cardioverter/Defibrillators: Teaching a Client Who Has a New Pacemaker (Active Learning Template - Therapeutic Procedure, RM AMS RN 11.0 Chp 29 Pacemakers)

- Clients with a pacemaker should always wear a device identification card (Hinkle & Cheever, 2018).
- Take a pulse daily at the same time for those with pacemakers or combination devices, and notify the provider if the heart rate is less than the pacemaker rate (Hinkle & Cheever, 2018).
- Follow activity restrictions as prescribed, including no contact sports or heavy lifting for two months (Hinkle & Cheever, 2018).

Topic: Valvular Heart Disease: Cardiac Assessment Following Valvuloplasty (Active Learning Template - Nursing Skill, RM AMS RN 11.0 Chp 33 Valvular Heart Disease)

- Following a valvuloplasty, circulation and sensation in the extremities are checked and compared, and the insertion site is monitored for signs of infection (Hinkle & Cheever, 2018).
- Checking for orthostatic hypotension should also be done, so a sitting and standing blood pressure reading should be taken. The client may also be on short bedrest, so ensure they move slowly to avoid dizziness (Hinkle & Cheever, 2018).
- Keep the insertion site clean and dry, tell the patient to avoid strenuous activities, and report any chills, fever, numbness, chest pain, nausea and vomiting, weight gain of 3 lbs. in one day, or swelling in the extremity or abdomen (Hinkle & Cheever, 2018).

Subcategory:N/A



References

Hinkle, J. L., & Cheever, K. H. (2018). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (14th ed.). Wolters Kluwer.

Holman, H. C., Williams, D., Sommer, S., Johnson, J., Ball, B. S., Morris, C., Leehy, P., & Hertel, R. (2019a). *RN community health nursing:* Review module. Assessment Technologies Institute.

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