

Module Report

Tutorial: Real Life RN Nursing Care of Children 3.0

Module: Well Child



Individual Name: **Shelby Myers**

Institution: **Lakeview CON**

Program Type: **BSN**

Standard Use Time and Score

	Date/Time	Time Use	Score
Well Child	2/1/2023 10:53:04 PM	25 min	Satisfactory

Reasoning Scenario Details

Well Child - Use on 2/1/2023 10:27:45 PM

Reasoning Scenario Performance Related to Outcomes:

*See Score Explanation and Interpretation below for additional details.

Body Function	Strong	Satisfactory	Needs Improvement
Cardiac Output and Tissue Perfusion	100%		
Cognition and Sensation	62.5%	37.5%	
Ingestion, Digestion, Absorption & Elimination	100%		
Mobility	100%		
Regulation and Metabolism	50%	16.7%	33.3%

NCLEX RN	Strong	Satisfactory	Needs Improvement
RN Safety and Infection Control	100%		
RN Health Promotion and Maintenance	71.4%	28.6%	
RN Psychosocial Integrity	100%		
RN Basic Care and Comfort		100%	
RN Pharmacological and Parenteral Therapies	50%	16.7%	33.3%
RN Reduction of Risk Potential	100%		

QSEN	Strong	Satisfactory	Needs Improvement
Safety	57.1%	14.3%	28.6%
Patient-Centered Care	62.5%	37.5%	
Informatics	100%		

Thinking Skills	Strong	Satisfactory	Needs Improvement
Foundational Thinking	100%		
Clinical Judgment		100%	

Decision Log:

Optimal Decision	
Scenario	The provider has not seen Kellen since his 6-week checkup.
Question	Nurse Denise discusses Kellen's immunization status, and Ms. Ralston appears upset. Which of the following responses by Denise is appropriate?
Selected Option	"You appear upset. Can we discuss your thoughts regarding immunizations?"
Rationale	This response acknowledges the client is upset and seeks clarification of her perceptions of immunizations.

Optimal Decision	
Scenario	Nurse Denise is taking Kellen's vital signs.
Question	Nurse Denise auscultates Kellen's heart. Which of the following heart rates is within the expected range for Kellen?
Selected Option	89/min
Rationale	A heart rate of 89/min is within the expected reference range for a 24-month-old child.

Scenario	Nurse Denise discusses Kellen's developmental milestones and gross motor skills.
Question	Nurse Denise is preparing to assess Kellen's gross motor development. Which of the following gross motor skills should Kellen accomplish? (Select all that apply.)
Selected Ordering	Kick a ball forward
Rationale	At age 2, toddlers should kick a ball forward without overbalancing.

Scenario	Nurse Denise completes an assessment of Kellen's gross motor skills and is preparing to assess Kellen's fine motor skills.
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Question	Nurse Denise is preparing to assess Kellen's fine motor development. Which of the following fine motor skills should Denise include in the assessment plan? (Select all that apply.)
Selected Ordering	Stack six or seven blocks Turn each page of a book
Rationale	At age 2, toddlers can turn each page of a book.

Optimal Decision	
Scenario	The nurse assesses Kellen's language development.
Question	Nurse Denise assesses Kellen's language development. Which of the following audio clips represents typical language development for a 24-month-old child? (Click to play the audio file.)
Selected Option	Audio 2: I love you.
Rationale	By 24 months of age, a child should be speaking two- to three-word phrases.

Scenario	Nurse Denise educates Ms. Ralston prior to administering the measles, mumps, rubella (MMR) and varicella vaccines.
Question	Nurse Denise is teaching Ms. Ralston about immunizations. Which of the following information should Denise include about measles, mumps, rubella (MMR) and varicella vaccines? (Select all that apply.)
Selected Ordering	Mild illness is not a reason to delay vaccination with the MMR and varicella vaccines. MMR and varicella vaccines should be administered intramuscularly.
Rationale	The nurse should administer the MMR and varicella vaccines subcutaneously.

Optimal Decision	
Scenario	Nurse Denise calculates the ibuprofen dosage for Kellen.
Question	Nurse Denise is calculating Kellen's dose of ibuprofen. Available is a liquid preparation that contains 100 mg/5 mL. The label indicates to administer 10 mg/kg/dose. Kellen weighs 27.5 lb. How many mL should Denise tell Ms. Ralston to administer? (Round the answer to the nearest tenth.)
Selected Option	6.3
Rationale	<p>Follow these steps for the Ratio and Proportion method of calculation:</p> <p>Step 1: What is the unit of measurement the nurse should calculate? kg</p> <p>Step 2: Set up an equation and solve for X.</p> $2.2 \text{ lb Client's weight in lb} = 1 \text{ kg} \times \text{kg}$ $2.2 \text{ lb} \times 27.5 \text{ lb} = 1 \text{ kg} \times \text{kg}$ $X \text{ kg} = 12.5 \text{ kg}$ <p>Step 3: Determine whether the weight conversion makes sense. If 1 kg equals 2.2 lb and the client weighs 27.5 lb, it makes sense that the client weighs 12.5 kg.</p> <p>Step 4: What is the unit of measurement the nurse should calculate? mg/dose</p> <p>Step 5: Set up an equation and solve for X.</p> $X = \text{Dose per kg} \times \text{Client's weight in kg}$ $X \text{ mg/dose} = 10 \text{ mg/kg} \times 12.5 \text{ kg}$ $X \text{ mg/dose} = 125 \text{ mg/dose}$ <p>Step 6: What is the unit of measurement the nurse should calculate? mL</p> <p>Step 7: What is the dose the nurse should administer? Dose to administer =</p>

Desired 125 mg
 Step 8: What is the dose available? Dose available = Have 100 mg
 Step 9: Should the nurse convert the units of measurement? No
 Step 10: What is the quantity of the dose available? 5 mL
 Step 11: Set up an equation and solve for X.
 $\text{Have} \times \text{Quantity} \times X = \text{Desired}$
 $100 \text{ mg} \times 5 \text{ mL} \times X = 125 \text{ mg}$
 $X \text{ mL} = 6.25 \text{ mL}$
 Step 12: Round if necessary. 6.25 mL = 6.3 mL
 Step 13: Determine whether the amount to administer makes sense. If there are 100 mg/5 mL and the prescription reads 125 mg, it makes sense to administer 6.3 mL. The nurse should administer ibuprofen 6.3 mL orally.

Follow these steps for the Desired Over Have method of calculation:
 Step 1: What is the unit of measurement the nurse should calculate? kg
 Step 2: Set up an equation and solve for X.
 $\text{Client's weight in lb} \times 1 \text{ kg} \times X \text{ kg} = 2.2 \text{ lb}$
 $27.5 \text{ lb} \times 1 \text{ kg} \times X \text{ kg} = 2.2 \text{ lb}$
 $X \text{ kg} = 12.5 \text{ kg}$
 Step 3: Determine whether the weight conversion makes sense. If 1 kg equals 2.2 lb and the client weighs 27.5 lb, it makes sense that the client weighs 12.5 kg.
 Step 4: What is the unit of measurement the nurse should calculate? mg
 Step 5: Set up an equation and solve for X.
 $X = \text{Dose per kg} \times \text{Client's weight in kg}$
 $X \text{ mg/dose} = 10 \text{ mg/kg} \times 12.5 \text{ kg}$
 $X \text{ mg/dose} = 125 \text{ mg/dose}$
 Step 6: What is the unit of measurement the nurse should calculate? mL
 Step 7: What is the dose the nurse should administer? Dose to administer = Desired 125 mg
 Step 8: What is the dose available? Dose available = Have 100 mg
 Step 9: Should the nurse convert the units of measurement? No
 Step 10: What is the quantity of the dose available? 5 mL
 Step 11: Set up an equation and solve for X.
 $\text{Desired} \times \text{Quantity} \times X = \text{Have}$
 $125 \text{ mg} \times 5 \text{ mL} \times X = 100 \text{ mg}$
 $X \text{ mL} = 6.25 \text{ mL}$
 Step 12: Round if necessary. 6.25 = 6.3 mL
 Step 13: Determine whether the amount to administer makes sense. If there are 100 mg/5 mL and the prescription reads 125 mg, it makes sense to administer 6.3 mL. The nurse should administer ibuprofen 6.3 mL orally.

Follow these steps for the Dimensional Analysis method of calculation:
 Step 1: What is the unit of measurement the nurse should calculate? (Place the unit of measure being calculated on the left side of the equation.)
 $X \text{ mL} =$
 Step 2: Determine the ratio that contains the same unit as the unit being calculated. (Place the ratio on the right side of the equation, ensuring that the unit in the numerator matches the unit being calculated.)
 $5 \text{ mL} \times X \text{ mL} = 100 \text{ mg}$
 Step 3: Place any remaining ratios that are relevant to the item on the right side of the equation, along with any needed conversion factors, to cancel out unwanted units of measurement.
 $5 \text{ mL} \times 10 \text{ mg} \times 1 \text{ kg} \times 2.2 \text{ lb} \times X \text{ mL} = 100 \text{ mg} \times 1 \text{ mL} \times 100 \text{ mg} \times 1 \text{ kg} \times 2.2 \text{ lb}$
 Step 4: Solve for X.
 $X \text{ mL} = 6.25 \text{ mL}$
 Step 5: Round if necessary. 6.25 mL = 6.3 mL

Step 6: Determine whether the amount to administer makes sense. If there are 100 mg/5 mL and the prescription reads 125 mg, it makes sense to administer 6.3 mL. The nurse should administer ibuprofen 6.3 mL orally.

Scenario	Nurse Denise is discussing immunizations with Chloe and her father.
Question	Nurse Denise is discussing immunizations with Chloe and her father. Which of the following vaccinations should Denise anticipate administering to Chloe today? (Select all that apply.)
Selected Ordering	MeningococcalTetanus, diphtheria, acellular pertussis (Tdap)Hepatitis B (Hep B)
Rationale	The rotavirus is not initiated 15 weeks or older.

Optimal Decision	
Scenario	Nurse Denise calculates and plots Chloe's body mass index (BMI).
Question	Nurse Denise calculates Chloe's body mass index (BMI) using this formula: weight (kg) divided by stature (cm) divided by stature (cm) multiplied by 10,000 or weight (lb) divided by stature (in) divided by stature (in) multiplied by 703. Select the area of the chart where Denise should plot Chloe's BMI. (Selectable areas, or "Hot Spots," can be found by moving your cursor over the artwork until the cursor changes appearance, usually into a hand. Click only on the Hot Spot that corresponds to your answer.)
Selected Option	787,463,813,462,814,529,786,529
Rationale	The calculated BMI of 30 is correct. Weight in pounds (height in inches x height in inches) x 703 = BMI 200 / (68 x 68) x 703 = 30.4 = 30

Scenario	Nurse Denise discusses weight loss ideas with Chloe.
Question	Nurse Denise prepares to discuss weight loss ideas with Chloe. Which of the following should Denise recommend Chloe integrate on a daily basis?
Selected Option	Eat 2 cups of vegetables or fruit.
Rationale	The client should consume at least 2 cups of vegetables and 2 cups of fruits per day.

Optimal Decision	
Scenario	Beth, the nurse practitioner, and Chloe are discussing her dysmenorrhea.
Question	Nurse Practitioner Beth, is educating Chloe about the use of ibuprofen (Advil) to minimize dysmenorrhea. Which of the following should Beth include in the teaching?
Selected Option	Notify the provider immediately if you experience dark tarry stools.
Rationale	Although research studies show ibuprofen produces less gastric bleeding compared with aspirin, the client should contact the nurse or another health care provider if this occurs.

Scenario	Nurse practitioner Beth, is completing a physical exam of Chloe and considers additional topics to discuss.
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Question	Nurse practitioner Beth is completing a physical exam of Chloe and considers additional topics to discuss. List three topics Beth should include in her discussion with Chloe. (Enter your response, then click on the submit button at the bottom of the screen. Compare your response to the one provided.)
Selected Option	Mental health, birth control/sexual activity, safety and risk reduction
Rationale	1. School and level of interest: How well does the client do in school and what is her level of interest? Does she take responsibility for schoolwork and complete it on time?2. Relationship with peers: Has the client ever been stalked or bullied in person or online? How does she feel about cyber bullying?3. Sexuality: How is the client responding to developmental changes? Is she in or has she had a heterosexual, and/or homosexual relationship? Has she had oral, vaginal, or anal sex, wanted or unwanted? Has she ever been forced or pressured to do something sexual that she did not want to do? If sexually active, are her partners younger, older, or the same age? Does she use condoms or other contraceptives?4. Psychological health: Is the client moody or does she have outbursts? Does she feel bored, sad, or irritable most of the time? Does she ever feel so sad she wishes she were not alive or wants to die? How does she manage conflict? How does she find ways to deal with stress? Does she overeat when stressed?5. Development related to risk of injury: Does the client tan? Does she wear her car seat belt? Does she wear a helmet or protective gear when biking or participating in roller sports? Does she have someone she can call for a ride if she feels unsafe riding with someone? Does she feel indestructible?6. Recreational use of substances: Has the client ever experimented with smoking, tobacco, alcohol, drugs, or steroids? Has she sniffed, huffed, or breathed anything to get high? Do her friends do any of these activities?

Optimal Decision	
Scenario	Nurse Denise plots Fay's height and weight on a growth chart.
Question	Nurse Denise is plotting Fay's height and weight on the growth chart. Identify the two locations that correspond to Fay's height and weight at today's well-baby check. (Select both options that apply.)
Selected Ordering	Image B: Height = 66 cmImage D: Weight = 18 lb
Rationale	The client's weight reflects the 80th percentile, which indicates growth within the expected range for a 6-month-old infant.

Optimal Decision	
Scenario	Nurse Denise begins a developmental screening of fine motor skills.
Question	Nurse Denise performs a developmental screening of fine motor skills on Fay. Which of the following fine motor skills should Fay demonstrate?
Selected Option	Holds her bottle when feeding
Rationale	At 6 months, the client should be able to hold her own bottle.

Optimal Decision	
Scenario	Nurse Denise reviews appropriate food choices for a 6-month-old with Fay's parents.

Question	Nurse Denise plans to review appropriate food choices with Fay's parents. Which of the following foods are appropriate for Fay?
Selected Option	Finely mashed peas
Rationale	The client should start eating pureed, strained, or finely mashed cooked baby foods at 6 months.

Optimal Decision	
Scenario	Nurse Denise is educating Fay's parents about home safety.
Question	Nurse Denise is reviewing home safety with Fay's parents. Which of the following images illustrates a potential safety hazard for an infant?
Selected Option	Image A: Balloons near a crib.
Rationale	Parents should avoid latex balloons in the home environment because they pose risks of suffocation and aspiration to children. Latex is also a common allergen during childhood.

Scenario	Ms. Johnson is asking Nurse Denise about immunizations for Fay.
Question	Nurse Denise prepares the vaccines for administration to Fay. Which of the following vaccines should Denise plan to administer first?
Selected Option	Hepatitis B
Rationale	Hepatitis B is an intramuscular injection. This is an invasive procedure, so the nurse should not administer this vaccine first.

Optimal Decision	
Scenario	Nurse Denise reviews infant acetaminophen dosage with Ms. Johnson.
Question	Nurse Denise reviews the appropriate dosage of acetaminophen with Ms. Johnson. The provider prescribed children's acetaminophen, which is available as 160 mg/5 mL. The recommended dose is 10 to 15 mg/kg. Fay weighs 18 lb. Which of the following is the dosage range that Denise should tell Fay's parents to give at home? (Round the answer to the nearest tenth.)
Selected Option	2.6 to 3.8 mL
Rationale	<p>Follow these steps for the Ratio and Proportion method of calculation:</p> <p>Step 1: What is the unit of measurement the nurse should calculate? kg</p> <p>Step 2: Set up an equation and solve for X.</p> $2.2 \text{ lb} \text{ Client's weight in lb} = 1 \text{ kg} \times X \text{ kg}$ $2.2 \text{ lb} / 18 \text{ lb} = 1 \text{ kg} / X \text{ kg}$ $X \text{ kg} = 8.181818 \text{ kg}$ <p>Step 3: Determine whether the weight conversion makes sense. If 1 kg equals 2.2 lb and the client weighs 18 lb, it makes sense that the client weighs 8.181818 kg.</p> <p>Step 4: What is the unit of measurement the nurse should calculate? mL</p> <p>Step 5: What is the lowest dose the nurse should administer? Dose to administer = Desired 10 mg/kg</p> <p>Step 6: Set up an equation and solve for X.</p> $X = \text{mg} \times \text{kg}$ $X \text{ mg} = 10 \text{ mg} \times 8.181818 \text{ kg}$ $X \text{ mg} = 81.81818 \text{ mg}$ <p>Step 7: What is the dose available? Dose available = Have 160 mg</p>

Step 8: Should the nurse convert the units of measurement? No
 Step 9: What is the quantity of the dose available? 5 mL
 Step 10: Set up an equation and solve for X.
 $\text{Have Desired} = \frac{\text{Quantity} \times \text{Have}}{X}$
 $160 \text{ mg} = \frac{5 \text{ mL} \times 81.81818 \text{ mg}}{X \text{ mL}}$
 $X \text{ mL} = 2.556818 \text{ mL}$
 Step 11: Round if necessary. $2.556818 \text{ mL} = 2.6 \text{ mL}$
 Step 12: Determine whether the amount to administer makes sense. If there are 160 mg/5 mL and the low safe dose range is 81.81818 mg (10 mg/kg), it makes sense that the low dosage range to administer is 2.6 mL.
 Step 13: What is the unit of measurement the nurse should calculate? mL
 Step 14: What is the highest dose the nurse should administer? Dose to administer = Desired 15 mg/kg
 Step 15: Set up an equation and solve for X.
 $X = \text{mg} \times \text{kg}$
 $X \text{ mg} = 15 \text{ mg} \times 8.181818 \text{ kg}$
 $X \text{ mg} = 122.727272 \text{ mg}$
 Step 16: What is the dose available? Dose available = Have 160 mg
 Step 17: Should the nurse convert the units of measurement? No
 Step 18: What is the quantity of the dose available? 5 mL
 Step 19: Set up an equation and solve for X.
 $\text{Have Desired} = \frac{\text{Quantity} \times \text{Have}}{X}$
 $160 \text{ mg} = \frac{5 \text{ mL} \times 122.727272 \text{ mg}}{X \text{ mL}}$
 $X \text{ mL} = 3.835227 \text{ mL}$
 Step 20: Round if necessary. $3.835227 \text{ mL} = 3.8 \text{ mL}$
 Step 21: Determine whether the amount to administer makes sense. If there are 160 mg/5 mL and the high safe dose range is 122.727272 mg (15 mg/kg), it makes sense that the high dose range to administer is 3.8 mL. The nurse should instruct the parents to administer between 2.6 to 3.8 mL of acetaminophen by mouth.

Follow these steps for the Desired Over Have method of calculation:
 Step 1: What is the unit of measurement the nurse should calculate? kg
 Step 2: Set up an equation and solve for X.
 $\text{Client's weight in lb} \times 1 \text{ kg} = X \text{ kg}$
 $2.2 \text{ lb} \times 1 \text{ kg} = X \text{ kg}$
 $X \text{ kg} = 8.181818 \text{ kg}$
 Step 3: Determine whether the weight conversion makes sense. If 1 kg equals 2.2 lb and the client weighs 18 lb, it makes sense that the client weighs 8.181818 kg.
 Step 4: What is the unit of measurement the nurse should calculate? mL
 Step 5: What is the lowest dose the nurse should administer? Dose to administer = Desired 10 mg/kg
 Step 6: Set up an equation and solve for X.
 $X = \text{mg} \times \text{kg}$
 $X \text{ mg} = 10 \text{ mg} \times 8.181818 \text{ kg}$
 $X \text{ mg} = 81.81818 \text{ mg}$
 Step 7: What is the dose available? Dose available = Have 160 mg
 Step 8: Should the nurse convert the units of measurement? No
 Step 9: What is the quantity of the dose available? 5 mL
 Step 10: Set up an equation and solve for X.
 $\text{Desired} \times \text{Quantity} = \frac{\text{Have} \times X}{X}$
 $81.81818 \text{ mg} \times 5 \text{ mL} = \frac{160 \text{ mg} \times X \text{ mL}}{X}$
 $X \text{ mL} = 2.556818 \text{ mL}$
 Step 11: Round if necessary. $2.556818 \text{ mL} = 2.6 \text{ mL}$
 Step 12: Determine whether the amount to administer makes sense. If there are 160 mg/5 mL and the low safe dose range is 81.81818 mg (10 mg/kg), it makes sense that the low dose to administer is 2.6 mL.

Step 13: What is the unit of measurement the nurse should calculate? mL

Step 14: What is the highest dose the nurse should administer? Dose to administer = Desired 15 mg/kg

Step 15: Set up an equation and solve for X.

$$X = \text{mg} \times \text{kg}$$

$$X \text{ mg} = 15 \text{ mg} \times 8.181818 \text{ kg}$$

$$X \text{ mg} = 122.727272 \text{ mg}$$

Step 16: What is the dose available? Dose available = Have 160 mg

Step 17: Should the nurse convert the units of measurement? No

Step 18: What is the quantity of the dose available? 5 mL

Step 19: Set up an equation and solve for X.

$$\text{Desired} \times \text{Quantity} X = \frac{\text{Have}}{\text{Quantity}} \times 5 \text{ mL} \quad X \text{ mL} = \frac{160 \text{ mg}}{160 \text{ mg}}$$

$$X \text{ mL} = 3.835227 \text{ mL}$$

Step 20: Round if necessary. 3.835227 mL = 3.8 mL

Step 21: Determine whether the amount to administer makes sense. If there are 160 mg/5 mL and the high safe dose range is 122.727272 mg (15 mg/kg), it makes sense that the high dose to administer is 3.8 mL. The nurse should instruct the parents to administer between 2.6 to 3.8 mL of acetaminophen by mouth.

Follow these steps for the Dimensional Analysis method of calculation:

Step 1: What is the unit of measurement the nurse should calculate? (Place the unit of measure being calculated on the left side of the equation.)

$$X \text{ mL} =$$

Step 2: Determine the ratio that contains the same unit as the unit being calculated. (Place the ratio on the right side of the equation, ensuring that the unit in the numerator matches the unit being calculated.)

$$5 \text{ mL} X \text{ mL} = \frac{160 \text{ mg}}{160 \text{ mg}}$$

Step 3: Place any remaining ratios that are relevant to the item on the right side of the equation, along with any needed conversion factors, to cancel out unwanted units of measurement.

$$5 \text{ mL} \frac{10 \text{ mg}}{1 \text{ kg}} \frac{1 \text{ kg}}{18 \text{ lb}} X \text{ mL} = \frac{160}{160} \times \frac{160}{160} \times \frac{160}{160} \times \frac{160 \text{ mg}}{1 \text{ kg}} \frac{2.2 \text{ lb}}{1}$$

Step 4: Solve for X.

$$X \text{ mL} = 2.556818 \text{ mL}$$

Step 5: Round if necessary. 2.556818 mL = 2.6 mL

Step 6: Determine whether the amount to administer makes sense. If there are 160 mg/5 mL and the low safe dose range is 81.81818 mg (10 mg/kg), it makes sense that the lowest dose to administer is 2.6 mL.

Step 7: What is the unit of measurement the nurse should calculate? (Place the unit of measure being calculated on the left side of the equation.)

$$X \text{ mL} =$$

Step 8: Determine the ratio that contains the same unit as the unit being calculated. (Place the ratio on the right side of the equation, ensuring that the unit in the numerator matches the unit being calculated.)

$$5 \text{ mL} X \text{ mL} = \frac{160 \text{ mg}}{160 \text{ mg}}$$

Step 9: Place any remaining ratios that are relevant to the item on the right side of the equation, along with any needed conversion factors, to cancel out unwanted units of measurement.

$$5 \text{ mL} \frac{15 \text{ mg}}{1 \text{ kg}} \frac{1 \text{ kg}}{18 \text{ lb}} X \text{ mL} = \frac{160}{160} \times \frac{160}{160} \times \frac{160}{160} \times \frac{160 \text{ mg}}{1 \text{ kg}} \frac{2.2 \text{ lb}}{1}$$

Step 10: Solve for X.

$$X \text{ mL} = 3.835227 \text{ mL}$$

Step 11: Round if necessary. $3.835227 \text{ mL} = 3.8 \text{ mL}$

Step 12: Determine whether the amount to administer makes sense. If there are $160 \text{ mg}/5 \text{ mL}$ and the high safe dose range is 122.727272 mg ($15 \text{ mg}/\text{kg}$), it makes sense that the highest dose to administer is 3.8 mL . The nurse should instruct the parents to administer between 2.6 to 3.8 mL of acetaminophen by mouth.

Score Explanation and Interpretation

Individual Performance Profile

REASONING SCENARIO INFORMATION

Reasoning Scenario Information provides the date, time and amount of time use, along with the score earned for each attempt. The percentage of students earning a Scenario Performance of Strong, Satisfactory, or Needs Improvement is provided. In addition, the Scenario Performance for each student is provided, along with date, time, and time use for each attempt. This information is also provided for the Optimal Decision Mode if it has been enabled.

If a detrimental decision is made during a Real Life scenario, the scenario will diverge from the optimal path and potentially end prematurely, in which case an indicator will appear on the score report.

REASONING SCENARIO PERFORMANCE SCORES

Strong	Exhibits optimal reasoning that results in positive outcomes in the care of clients and resolution of problems.
Satisfactory	Exhibits reasoning that results in mildly helpful or neutral outcomes in the care of clients and resolution of problems.
Needs Improvement	Exhibits reasoning that results in harmful or detrimental outcomes in the care of clients and resolution of problems.

REASONING SCENARIO PERFORMANCE RELATED TO NURSING COMPETENCY OUTCOMES

A performance indicator is provided for each outcome listed within the nursing competency outcome categories. Percentages are based on the number of questions answered correctly out of the total number of questions that were assigned to the given outcome. Outcomes have varying numbers of questions assigned to them. Also, due to divergent paths within the branching simulation, the outcomes encountered and the number of questions for each outcome can vary. The above factors cause limitations related to comparing scores across students or groups of students.

NCLEX® CLIENT NEED CATEGORIES

Management of Care	Providing integrated, cost-effective care to clients by coordinating, supervising, and/or collaborating with members of the multi-disciplinary health care team.
Safety and Infection Control	Incorporating preventative safety measures in the provision of client care that provides for the health and well-being of clients, significant others, and members of the health care team.
Health Promotion and Maintenance	Providing and directing nursing care that encourages prevention and early detection of illness, as well as the promotion of health.
Psychosocial Integrity	Promoting mental, emotional, and social well-being of clients and significant others through the provision of nursing care.
Basic Care and Comfort	Promoting comfort while helping clients perform activities of daily living.
Pharmacological and Parenteral Therapies	Providing and directing administration of medication, including parenteral therapy.
Reduction of Risk Potential	Providing nursing care that decreases the risk of clients developing health-related complications.
Physiological Adaptation	Providing and directing nursing care for clients experiencing physical illness.

Score Explanation and Interpretation

Individual Performance Profile

QUALITY AND SAFETY EDUCATION FOR NURSES (QSEN)

Safety	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	The provision of caring and compassionate, culturally sensitive care that is based on a client's physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values.
Evidence Based Practice	The use of current knowledge from research and other credible sources, upon which clinical judgment and client care are based.
Informatics	The use of information technology as a communication and information gathering tool that supports clinical decision making and scientifically based nursing practice.
Quality Improvement	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	The delivery of client care in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive client outcomes.

BODY FUNCTION

Cardiac Output and Tissue Perfusion	The anatomical structures (heart, blood vessels, and blood) and body functions that support adequate cardiac output and perfusion of body tissues.
Cognition and Sensation	The anatomical structures (brain, central and peripheral nervous systems, eyes and ears) and body functions that support perception, interpretation, and response to internal and external stimuli.
Excretion	The anatomical structures (kidney, ureters, and bladder) and body functions that support filtration and excretion of liquid wastes, regulate fluid and electrolyte and acid-base balance.
Immunity	The anatomic structures (spleen, thymus, bone marrow, and lymphatic system) and body functions related to inflammation, immunity, and cell growth.
Ingestion, Digestion, Absorption, and Elimination	The anatomical structures (mouth, esophagus, stomach, gall bladder, liver, small and large bowel, and rectum) and body functions that support ingestion, digestion, and absorption of food and elimination of solid wastes from the body.
Integument	The anatomical structures (skin, hair, and nails) and body functions related to protecting the inner organs from the external environment and injury.
Mobility	The anatomical structures (bones, joints, and muscles) and body functions that support the body and provide its movement.
Oxygenation	The anatomical structures (nose, pharynx, larynx, trachea, and lungs) and body functions that support adequate oxygenation of tissues and removal of carbon dioxide.
Regulation and Metabolism	The anatomical structures (pituitary, thyroid, parathyroid, pancreas, and adrenal glands) and body functions that regulate the body's internal environment.
Reproduction	The anatomical structures (breasts, ovaries, fallopian tubes, uterus, vagina, vulva, testicles, prostate, scrotum, and penis) and body functions that support reproductive functions.

DECISION LOG

Information related to each question answered in a scenario attempt is listed in the report. A brief description of the scenario, question, selected option and rationale for that option are provided for each question answered. The words "Optimal Decision" appear next to the question when the most optimal option was selected.

The rationale for each selected option may be used to guide remediation. A variety of learning resources may be used in the review process, including related ATI Review Modules.

If a detrimental decision that could result in grave harm to the client is made during a Real Life scenario, the scenario ends immediately and an indicator that a detrimental decision has been made appears in the score report. A detrimental decision indicates the need to remediate the related topic area to prevent detrimental outcomes in the future.