

# Individual Performance Profile

## RN Comprehensive Predictor 2019 with NGN



Individual Name: <b>CECILIA DUONG</b>	<b>Adjusted Individual Total Score: 72.8%</b>
Student Number: <b>6493867</b>	<b>Predicted Probability of Passing</b>
Institution: <b>Lakeview CON</b>	<b>NCLEX-RN® on the First Attempt: 93%</b>
Program Type: <b>BSN</b>	National Mean: <b>71.8%</b>
Test Date: <b>4/20/2023</b>	Program Mean: <b>71.6%</b>
	National Percentile Rank: <b>52</b>
	Program Percentile Rank: <b>53</b>

Individual Performance in the Major Content Areas																				
Sub-Scale	# Points	Individual Score	Mean		Percentile Rank		Individual Score (% Correct)													
			National	Program Type	National	Program Type	1	10	20	30	40	50	60	70	80	90	100			
Management of Care	27	77.8%	76.3%	76.3%	54	53														▲
Safety and Infection Control	17	82.4%	74.5%	73.6%	66	68														▲
Health Promotion and Maintenance	14	71.4%	66.6%	66.5%	70	70														▲
Psychosocial Integrity	13	53.8%	70.7%	71.2%	18	18														▲
Basic Care and Comfort	13	69.2%	69.0%	69.2%	58	57														▲
Pharmacological and Parenteral Therapies	22	63.6%	68.9%	68.4%	31	33														▲
Reduction of Risk Potential	17	70.6%	74.4%	74.0%	32	33														▲
Physiological Adaptation	20	85.0%	69.8%	69.4%	84	84														▲
Clinical Judgment	30	63.3%	N/A	N/A	N/A	N/A														▲

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

- Management of Care (6 items)**
- Advocacy (1 item)**  
Professional Responsibilities: Client Advocacy (RM Leadership 8.0 Chp 3 Professional Responsibilities,Active Learning Template: Basic Concept)
- Assignment, Delegation and Supervision (2 items)**  
Managing Client Care: Delegating Tasks to an Assistive Personnel (RM Leadership 8.0 Chp 1 Managing Client Care,Active Learning Template: Basic Concept)  
Managing Client Care: Planning to Follow Progressive Discipline (RM Leadership 8.0 Chp 1 Managing Client Care,Active Learning Template: Basic Concept)
- Client Rights (1 item)**  
Legal Responsibilities: Caring for a Client Who Requests the Creation of a Living Will (RM Fund 10.0 Chp 4 Legal Responsibilities,Active Learning Template: Basic Concept)
- Legal Rights and Responsibilities (1 item)**

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

Cultural and Spiritual Nursing Care: Communicating With a Client Who Speaks a Language Different From the Nurse (RM Fund 10.0 Chp 35 Cultural and Spiritual Nursing Care,Active Learning Template: Basic Concept)

### Information Technology (1 item)

Safe Medication Administration and Error Reduction: Identifying Electronic Databases for Research (RM Fund 10.0 Chp 47 Safe Medication Administration and Error Reduction,Active Learning Template: Basic Concept)

### Safety and Infection Control (3 items)

#### Accident/Error/Injury Prevention (1 item)

Mobility and Immobility: Pressure Injuries (RM Fund 10.0 Chp 40 Mobility and Immobility,Active Learning Template: Basic Concept)

#### Ergonomic Principles (1 item)

Mobility and Immobility: Evaluating Client Understanding of Crutch Safety (RM Fund 10.0 Chp 40 Mobility and Immobility,Active Learning Template: Basic Concept)

#### Reporting of Incident/Event/Irregular Occurrence/Variance (1 item)

Medications Affecting Coagulation: Monitoring Following Heparin Administration (RM Pharm RN 8.0 Chp 25 Medications Affecting Coagulation, RM Pharm RN 8.0 Chp 25 Medications Affecting Coagulation v2,Active Learning Template: Medication)

### Health Promotion and Maintenance (4 items)

#### Aging Process (1 item)

Newborn Assessment: Expected Findings (RM MN RN 11.0 Chp 23 Newborn Assessment,Active Learning Template: Basic Concept)

#### Ante/Intra/Postpartum and Newborn Care (1 item)

Nutrition During Pregnancy: Teaching About Folic Acid (RM MN RN 11.0 Chp 5 Nutrition During Pregnancy,Active Learning Template: Medication)

#### Developmental Stages and Transitions (1 item)

Health Promotion of Toddlers (1 to 3 years): Assessing Developmental Milestones (RM NCC RN 11.0 Chp 4 Health Promotion of Toddlers (1 to 3 Years),Active Learning Template: Growth and Development)

#### Health Promotion/Disease Prevention (1 item)

Heart Failure and Pulmonary Edema: Risk Factors for Heart Failure (RM AMS RN 11.0 Chp 32 Heart Failure and Pulmonary Edema,Active Learning Template: System Disorder)

### Psychosocial Integrity (6 items)

#### Abuse/Neglect (1 item)

Family and Community Violence: Priority Intervention for Intimate Partner Violence (RM MH RN 11.0 Chp 32 Family and Community Violence,Active Learning Template: Basic Concept)

#### Behavioral Interventions (2 items)

Anxiety Disorders: Action for a Client Who Is Experiencing a Panic Level of Anxiety (RM MH RN 11.0 Chp 11 Anxiety Disorders,Active Learning Template: Basic Concept)

Personality Disorders: Caring for a Client Who Has Antisocial Personality Disorder (RM MH RN 11.0 Chp 16 Personality Disorders,Active Learning Template: System Disorder)

#### Cultural Awareness/Cultural Influences on Health (1 item)

Cultural, Ethnic, and Religious Influences: Planning Client Care During Passover (RM Nutrition 7.0 Chp 6 Cultural, Ethnic, and Religious Influences,Active Learning Template: Basic Concept)

#### Substance Use and Other Disorders and Dependencies (1 item)

Assessment and Management of Newborn Complications: Manifestations of Cocaine Exposure During Pregnancy (RM MN RN 11.0 Chp 27 Assessment and Management of Newborn Complications,Active Learning Template: System Disorder)

#### Therapeutic Communication (1 item)

Effective Communication: Responding to a Client Who Has Major Depressive Disorder (RM MH RN 11.0 Chp 3 Effective Communication,Active Learning Template: Basic Concept)

### Basic Care and Comfort (4 items)

#### Non-Pharmacological Comfort Interventions (1 item)

Pain Management: Caring for a Client Who Is in Active Labor (RM MN RN 11.0 Chp 12 Pain Management,Active Learning Template: Basic Concept)

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

### Nutrition and Oral Hydration (3 items)

Cancer and Immunosuppression Disorders: Teaching a Client Who Has Anorexia (RM Nutrition 7.0 Chp 16 Cancer and Immunosuppression Disorders,Active Learning Template: Basic Concept)

Heart Failure and Pulmonary Edema: Priority Action for Fluid Overload (RM AMS RN 11.0 Chp 32 Heart Failure and Pulmonary Edema,Active Learning Template: System Disorder)

Sources of Nutrition: Best Source of Vitamin C (RM Nutrition 7.0 Chp 1 Sources of Nutrition,Active Learning Template: Basic Concept)

### Pharmacological and Parenteral Therapies (8 items)

#### Adverse Effects/Contraindications/Side Effects/Interactions (3 items)

Antibiotics Affecting the Bacterial Cell Wall: Identifying a Medication That Causes Diarrhea (RM Pharm RN 8.0 Chp 44 Antibiotics Affecting the Bacterial Cell Wall, RM Pharm RN 8.0 Chp 44 Antibiotics Affecting the Bacterial Cell Wall v2,Active Learning Template: Basic Concept)

Eye and Ear Disorders: Teaching About Adverse Effects of Timolol (RM Pharm RN 8.0 Chp 14 Eye and Ear Disorders, RM Pharm RN 8.0 Chp 14 Eye and Ear Disorders v2,Active Learning Template: Medication)

Medications for Depressive Disorders: Monitoring for Interactions Between Citalopram and St. John's Wort (RM MH RN 11.0 Chp 22 Medications for Depressive Disorders,Active Learning Template: Medication)

#### Dosage Calculation (1 item)

Dosage Calculation: Calculating a Dose of Phenytoin (RM Pharm RN 8.0 Chp 3 Dosage Calculation, RM Pharm RN 8.0 Chp 3 Dosage Calculation v2,Active Learning Template: Medication)

#### Medication Administration (3 items)

Disorders of the Eye: Teaching a Client About Timolol (RM AMS RN 11.0 Chp 12 Disorders of the Eye,Active Learning Template: Medication)

Neurocognitive Disorders: Providing Teaching About Memantine (RM MH RN 11.0 Chp 17 Neurocognitive Disorders,Active Learning Template: Medication)

Pharmacokinetics and Routes of Administration: Intradermal Injection (RM Fund 10.0 Chp 46 Pharmacokinetics and Routes of Administration,Active Learning Template: Nursing Skill)

#### Parenteral/Intravenous Therapies (1 item)

Hospitalization, Illness, and Play: Preparing a School-Age Child for IV Catheter Insertion (RM NCC RN 11.0 Chp 10 Hospitalization, Illness, and Play,Active Learning Template: Growth and Development)

### Reduction of Risk Potential (5 items)

#### Changes/Abnormalities in Vital Signs (1 item)

Vital Signs: Measuring Pulse Deficit (RM Fund 10.0 Chp 27 Vital Signs,Active Learning Template: Nursing Skill)

#### Potential for Alterations in Body Systems (1 item)

Benign Prostatic Hyperplasia, Erectile Dysfunction, and Prostatitis: Postoperative Care Following a Transurethral Resection of t (RM AMS RN 11.0 Chp 66 Disorders of the Male Reproductive System,Active Learning Template: Therapeutic Procedure)

#### Potential for Complications of Diagnostic Tests/Treatments/Procedures (2 items)

Gastrointestinal Therapeutic Procedures: Priority Finding to Report Following a Paracentesis (RM AMS RN 11.0 Chp 47 Gastrointestinal Therapeutic Procedures,Active Learning Template: Therapeutic Procedure)

Respiratory Diagnostic Procedures: Complications of Thoracentesis (RM AMS RN 11.0 Chp 17 Respiratory Diagnostic Procedures,Active Learning Template: Diagnostic Procedure)

#### Potential for Complications from Surgical Procedures and Health Alterations (1 item)

Acute Infectious Gastrointestinal Disorders: Manifestations of Dehydration (RM NCC RN 11.0 Chp 42 Complications of Infants,Active Learning Template: System Disorder)

### Physiological Adaptation (3 items)

#### Alterations in Body Systems (1 item)

Medical Conditions: Hyperemesis Gravidarum (RM MN RN 11.0 Chp 9 Medical Conditions,Active Learning Template: System Disorder)

#### Illness Management (1 item)

Cancer and Immunosuppression Disorders: Teaching About Food Safety and Preparation for a Client Who Has AIDS (RM Nutrition 7.0 Chp 16 Cancer and Immunosuppression Disorders,Active Learning Template: System Disorder)

#### Medical Emergencies (1 item)

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

Emergency Nursing Principles and Management: Controlling an External Hemorrhage (RM AMS RN 11.0 Chp 2  
Emergency Nursing Principles and Management,Active Learning Template: Basic Concept)

### Clinical Judgment (4 items)

#### Recognize Cues (1 item)

Fractures: Identifying Findings Requiring Follow-up for a Child Who Has Arm Pain (RM NCC RN 11.0 Chp 27  
Fractures,Active Learning Template: System Disorder)

#### Analyze Cues (1 item)

Fractures: Analyzing Assessment Findings for a Child Who Has Arm Pain (RM NCC RN 11.0 Chp 27 Fractures,Active  
Learning Template: System Disorder)

#### Prioritize Hypotheses (1 item)

Fractures: Determining Potential Complications for a Child Who Has Arm Pain (RM NCC RN 11.0 Chp 27  
Fractures,Active Learning Template: System Disorder)

#### Take Actions (1 item)

Fractures: Priority Actions for a Child Who Has a Fracture (RM NCC RN 11.0 Chp 27 Fractures,Active Learning  
Template: System Disorder)

## Outcomes

Nursing Process	No of Points	Individual Score	Description
RN Assessment	21	57.1%	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	42	73.8%	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	31	74.2%	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	60	68.3%	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	19	84.2%	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.

<b>Priority Setting in Nursing</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
	23	65.2%	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.

<b>Thinking Skills</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
Foundational Thinking	18	55.6%	The ability to comprehend information and concepts. Incorporates Blooms Taxonomy categories of Remembering and Understanding.
Clinical Application	125	75.2%	The ability to apply nursing knowledge to a clinical situation. Incorporates Blooms Taxonomy category of Applying.
Clinical Judgment	30	63.3%	The ability to analyze and interpret elements of a clinical situation to make a decision and respond appropriately. Incorporates Blooms Taxonomy categories of Analyzing and Evaluating.

<b>NCLEX®</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
RN Management of Care	27	77.8%	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	17	82.4%	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 Health Promotion and Maintenance	14	71.4%	The nurse directs nursing care to promote prevention and detection of illness and support optimal health.
RN Psychosocial Integrity	13	53.8%	The nurse directs nursing care to promote and support the emotional, mental and social well-being of clients and significant others.
RN Basic Care and Comfort	13	69.2%	The nurse provides nursing care to promote comfort and assist client to perform activities of daily living.
RN Pharmacological and Parenteral Therapies	22	63.6%	The nurse administers, monitors and evaluates pharmacological and parenteral therapy.
RN Reduction of Risk Potential	17	70.6%	The nurse directs nursing care to decrease clients' risk of developing complications from existing health disorders, treatments or procedures.
RN Physiological Adaptation	20	85.0%	The nurse manages and provides nursing care for clients with an acute, chronic or life threatening illness.

Clinical Areas	No of Points	Individual Score	Description
Fundamentals	26	73.1%	Ability to apply fundamental nursing principles and skills to basic needs of clients. Topics include foundational client care concepts (ie: medical and surgical asepsis, infection control, physical assessment, therapeutic communication, medication administration, pain management integral to the delivery of safe, ethical, and legal nursing practice.
Adult Medical-Surgical	36	80.6%	Ability to apply medical-surgical nursing knowledge to clinical problems experienced by adults. Topics include care of clients with cardiovascular, hematologic, gastrointestinal, neurosensory, endocrine, fluid and electrolyte, integumentary, lymph/immune/infectious, renal and urinary, musculoskeletal, reproductive, and respiratory disorders as well as topics relevant to perioperative nursing care and emergency care/triage.
Maternal Newborn	15	66.7%	Ability to apply nursing knowledge to perinatal nursing care. Topics include antepartum, intrapartum, and postpartum nursing care as well as care of the newborn.
Mental Health	20	70.0%	Ability to apply nursing knowledge to the care of clients with mental health disorders. Topics include foundational mental health concepts (e.g., therapeutic communication, therapeutic milieu, legal/ethical issues), care of clients experiencing psychobiologic disorders or psychiatric emergencies, and care of clients receiving traditional nonpharmacological and psychopharmacological therapies.
Nursing Care of Children	40	62.5%	Ability to apply nursing knowledge to clinical problems experienced by children. Topics include basic concepts (e.g., medication administration, physical assessment, nutritional needs), care of children with various system disorders, care of children experiencing pediatric emergencies (e.g., accidental poisoning, respiratory arrest), and care of children with psychosocial disorders.
Leadership	14	78.6%	Ability to manage the care of a caseload of clients and nursing care team while using principles of management and supervision. Topics include leadership skills (ie: interdisciplinary collaboration, advocacy, prioritization, delegation), performance improvement, continuity of client care, and principles of case management while ensuring safe client care and efficient utilization of human and material resources.
Community Health	5	100.0%	Ability to apply concepts related to public and community health. Topics include primary, secondary, and tertiary interventions, health screening, health related education, home health and injury prevention, disaster planning, and cultural diversity.
Pharmacology	12	66.7%	Ability to apply concepts related to the pharmacodynamics and pharmacotherapeutics of commonly prescribed medications for clients with physical and mental health disorders. Topics include principles of medication administration and dosage calculation, side/adverse effects, drug/food interactions, contraindications, and nursing implications integral to the safe administration of medications to clients across the lifespan.
Nutrition	5	40.0%	Ability to apply nursing knowledge to normal nutrition and diet therapy. Topics include the collection of data regarding nutritional status; implementation of actions to promote normal nutrition or dietary modification in response to illness; and evaluation of the client's response to diet therapy.

<b>QSEN</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
Safety	37	83.8%	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	42	66.7%	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	85	67.1%	The use of current knowledge from research and other credible sources to make clinical judgments and provide client-centered care.
Informatics	2	50.0%	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	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	5	80.0%	The delivery of client care in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive client outcomes.

<b>NLN Competency</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
Human Flourishing	29	62.1%	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	107	70.1%	Nursing judgment involves the use of critical thinking and decision making skills when making clinical judgments that promote safe, quality patient care.
Professional Identity	13	84.6%	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	24	79.2%	A spirit of inquiry is exhibited by nurses who provide evidence based clinical nursing practice and use evidence to promote change and excellence.

<b>BSN Essentials</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
Liberal Education for Baccalaureate Generalist Nursing Practice	25	52.0%	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	15	86.7%	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	81	65.4%	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	2	50.0%	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	1	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	6	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	21	95.2%	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	2	50.0%	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	20	75.0%	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.

<b>Clinical Judgment</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
Recognize Cues	5	0.0%	Filter information from different sources (i.e., signs, symptoms, health history, environment). Identify relevant information related to the client's condition. Use knowledge, experience and evidence to assess clients. Use verbal, nonverbal, written, and electronic modes of communication. Recognize relevant subjective/objective client data. Identify subtle and apparent changes in client condition and related factors.
Analyze Cues	9	55.6%	Link recognized cues to a client's clinical presentation and establishing probable client needs, concerns, or problems. Compare client findings to evidence-based resources and standards of care. Analyze expected and unexpected findings in health data. Anticipate illness/injury and wellness progression. Identify client problems and related health alterations. Analyze client needs. Identify potential complications. Identify how pathophysiology relates to clinical presentation. Identify data that is of immediate concern.

Prioritize Hypotheses	1	0.0%	<p>Establish priorities of care based on the client's health problems (i.e. environmental factors, risk assessment, urgency, signs/ symptoms, diagnostic test, lab values, etc.).</p> <p>Organize client assessment information according to changes, patterns and trends.</p> <p>Use standards of care and empirical frameworks for priority setting.</p> <p>Establish and prioritize client problems/needs based on the analysis of information and factors.</p>
Generate Solutions	2	100.0%	<p>Identify expected outcomes and related nursing interventions to ensure clients' needs are met.</p> <p>Collaborate with members of the interprofessional healthcare team to establish client outcomes and the plan of care.</p> <p>Collaborate with client and care partners to establish client outcomes and the plan of care.</p> <p>Identify optimal client outcomes based on information and factors.</p> <p>Identify evidence-based nursing actions to effectively address the clinical situation of the client's health problem.</p> <p>Prioritize plan of care to achieve optimal client outcomes.</p> <p>Prioritize nursing care when caring for multiple clients.</p> <p>Re-prioritize nursing actions as the client's condition changes.</p> <p>Modify a plan of care to assure achievement of optimal client outcomes when indicated.</p> <p>Determine the potential impact of selected interventions.</p>
Take Actions	3	66.7%	<p>Implement appropriate interventions based on nursing knowledge, priorities of care, and planned outcomes to promote, maintain, or restore a client's health.</p> <p>Promptly and accurately perform nursing actions based on prioritized client problems.</p> <p>Implement a plan of care in collaboration with members of the interprofessional health care team.</p> <p>Implement a plan of care in collaboration with the client and care partners.</p> <p>Accurately document client care data and information.</p> <p>Incorporate client preferences and needs when performing nursing actions.</p> <p>Provide education to the client and/or care partner(s) regarding their health condition and care management.</p> <p>Participate in coordination of care with the client and healthcare team.</p> <p>Monitor the client's response to interventions.</p>
Evaluate Outcomes	10	100.0%	<p>Evaluate a client's response to nursing interventions and reach a nursing judgment regarding the extent to which outcomes have been met.</p> <p>Reassess client condition to determine achievement of expected outcomes.</p> <p>Evaluate efficacy of nursing actions determine if client outcomes were met.</p> <p>Modify client outcomes and/or nursing actions based on the client's response and clinical findings when indicated.</p> <p>Update and revise the plan of care.</p>

<b>AACN Essentials</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
Knowledge for Nursing Practice	26	61.5%	Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.
Person-Centered Care	19	68.4%	Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.
Population Health	10	100.0%	Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.
Scholarship for the Nursing Discipline	72	68.1%	The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
Quality and Safety	29	79.3%	Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
Interprofessional Partnerships	5	100.0%	Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.
Informatics and Healthcare Technologies	1	0.0%	Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
Professionalism	1	0.0%	Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.
Personal, Professional, and Leadership Development	2	100.0%	Participation in activities and self-reflection that fosters personal health, resilience, and well-being; contributes to lifelong learning; and supports the acquisition of nursing expertise and the assertion of leadership.



# 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%.

## PROBABILITY OF PASSING NCLEX-RN® ON THE FIRST ATTEMPT

The purpose of the “Predicted Probability of Passing NCLEX-RN on the First Attempt” is to provide a numeric indication of the likelihood of passing the NCLEX-RN at the student’s current level of readiness. For example, a student who has a score of 71.3% correct would be expected to have a 90% chance of passing the NCLEX-RN on the first attempt. Although this is a high probability of success, it is not a guarantee. The table below summarizes student performance on this assessment as it relates to NCLEX success.

**RN COMPREHENSIVE PREDICTOR® EXPECTANCY TABLE**

RN Comprehensive Predictor Individual Score	Predicted Probability of Passing the NCLEX-RN
80.7% to 100%	99%
78.7% to 80.6%	98%
74.7% to 78.6%	95% to 97%
71.3% to 74.6%	90% to 94%
69.3% to 71.2%	85% to 89%
67.3% to 69.2%	80% to 84%
64.7% to 67.2%	70% to 79%
62.7% to 64.6%	60% to 69%
60.7% to 62.6%	50% to 59%
59.3% to 60.6%	40% to 49%
56.7% to 59.2%	30% to 39%
0% to 56.6%	1% to 29%

## 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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