

Individual Performance Profile

RN Comprehensive Predictor 2019 with NGN



Individual Name: HARLEY D EPLEY	Adjusted Individual Total Score: 68.7%
Student Number: EP2295536	Predicted Probability of Passing
Institution: Lakeview CON	NCLEX-RN® on the First Attempt: 84%
Program Type: BSN	National Mean: 71.8%
Test Date: 4/17/2023	Program Mean: 71.6%
	National Percentile Rank: 34
	Program Percentile Rank: 36

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	85.2%	76.3%	76.3%	79	79													▲
Safety and Infection Control	17	58.8%	74.5%	73.6%	10	12													▲
Health Promotion and Maintenance	14	78.6%	66.6%	66.5%	85	85													▲
Psychosocial Integrity	13	69.2%	70.7%	71.2%	53	51													▲
Basic Care and Comfort	13	38.5%	69.0%	69.2%	4	4													▲
Pharmacological and Parenteral Therapies	22	72.7%	68.9%	68.4%	55	56													▲
Reduction of Risk Potential	17	64.7%	74.4%	74.0%	20	21													▲
Physiological Adaptation	20	50.0%	69.8%	69.4%	7	8													▲
Clinical Judgment	30	70.0%	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 (4 items)**
- 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)
- Collaboration with Interdisciplinary Team (1 item)**
Managing Client Care: Implementing Facility Protocols (RM Leadership 8.0 Chp 1 Managing Client Care,Active Learning Template: Basic Concept)
- Legal Rights and Responsibilities (1 item)**
Epidemiology and Communicable Diseases: Reportable Infectious Diseases (RM CH RN 8.0 Chp 3 Epidemiology and Communicable Disease,Active Learning Template: Basic Concept)
- Referrals (1 item)**
Nutrition and Oral Hydration: Priority Finding Following an Ischemic Stroke (RM Fund 10.0 Chp 39 Nutrition and Oral Hydration,Active Learning Template: System Disorder)

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

Safety and Infection Control (7 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)

Emergency Response Plan (1 item)

Emergency Preparedness: Emergency Department Triage (RM CH RN 8.0 Chp 8 Emergency Preparedness,Active Learning Template: Basic Concept)

Ergonomic Principles (3 items)

Ergonomic Principles: Evaluating Teaching (RM Fund 10.0 Chp 14 Ergonomic Principles and Client Positioning,Active Learning Template: Basic Concept)

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

Musculoskeletal Trauma: Prevention of Carpal Tunnel Syndrome (RM AMS RN 11.0 Chp 71 Musculoskeletal Trauma,Active Learning Template: System Disorder)

Use of Restraints/Safety Devices (2 items)

Client Safety: Reason for the Use of Restraints (RM Fund 10.0 Chp 12 Client Safety,Active Learning Template: Basic Concept)

Gastrointestinal Structural and Inflammatory Disorders: Appropriate Use of Restraint Devices (RM NCC RN 11.0 Chp 23: Gastrointestinal Structural and Inflammatory Disorders,Active Learning Template: Basic Concept)

Health Promotion and Maintenance (3 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)

Health Screening (1 item)

Musculoskeletal Congenital Disorders: Screening for Idiopathic Scoliosis (RM NCC RN 11.0 Chp 28 Musculoskeletal Congenital Disorders,Active Learning Template: Diagnostic Procedure)

Psychosocial Integrity (4 items)

Behavioral Interventions (1 item)

Group and Family Therapy: Identifying Characteristics of a Therapeutic Group (RM MH RN 11.0 Chp 8 Group and Family Therapy,Active Learning Template: Basic Concept)

Cultural Awareness/Cultural Influences on Health (2 items)

Cultural, Ethnic, and Religious Influences: Assessing a Client's Dietary Acculturation (RM Nutrition 7.0 Chp 6 Cultural, Ethnic, and Religious Influences,Active Learning Template: Basic Concept)

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)

Sensory/Perceptual Alterations (1 item)

Effective Communication: Responding to a Client Who Is Obese and Is Crying (RM MH RN 11.0 Chp 3 Effective Communication,Active Learning Template: Basic Concept)

Basic Care and Comfort (8 items)

Elimination (1 item)

Gastrointestinal Disorders: Dietary Teaching for a Client Who Has Crohn's Disease (RM Nutrition 7.0 Chp 13 Gastrointestinal Disorders,Active Learning Template: System Disorder)

Non-Pharmacological Comfort Interventions (3 items)

Benign Prostatic Hyperplasia, Erectile Dysfunction, and Prostatitis: Identifying Medication Interactions With Saw Palmetto (RM AMS RN 11.0 Chp 66 Disorders of the Male Reproductive System,Active Learning Template: Medication)

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)

Pain Management: Promoting Comfort During a Heel Stick (RM NCC RN 11.0 Chp 9 Pain Management,Active Learning Template: Diagnostic Procedure)

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)

Hemodynamic Shock: Findings to Report (RM Fund 10.0 Chp 57 Fluid Imbalances,Active Learning Template: System Disorder)

Rest and Sleep (1 item)

Rest and Sleep: Priority Findings to Report to the Provider (RM Fund 10.0 Chp 38 Rest and Sleep,Active Learning Template: Basic Concept)

Pharmacological and Parenteral Therapies (6 items)

Adverse Effects/Contraindications/Side Effects/Interactions (1 item)

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)

Blood and Blood Products (1 item)

Anemias: Expected Laboratory Findings Following a Blood Transfusion (RM AMS RN 11.0 Chp 41 Anemias,Active Learning Template: Basic Concept)

Expected Actions/Outcomes (1 item)

Pain Management: Pudendal Block (RM MN RN 11.0 Chp 12 Pain Management,Active Learning Template: Basic Concept)

Medication Administration (3 items)

Diabetes Mellitus: First Action When Mixing NPH and Regular Insulin (RM Pharm RN 8.0 Chp 39 Diabetes Mellitus, RM Pharm RN 8.0 Chp 39 Diabetes Mellitus v2,Active Learning Template: Medication)

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

Non-Opioid Analgesics: Administering Headache Medications to a Client Who Has a History of a Peptic Ulcer (RM Pharm RN 8.0 Chp 35 Nonopioid Analgesics, RM Pharm RN 8.0 Chp 35 Non-Opioid Analgesics v2,Active Learning Template: System Disorder)

Reduction of Risk Potential (6 items)

Potential for Alterations in Body Systems (2 items)

Acute and Infectious Respiratory Illnesses: Assessing a Child Who Has Moderate Dehydration (RM NCC RN 11.0 Chp 17 Acute and Infections Respiratory Illnesses,Active Learning Template: Basic Concept)

Blood Neoplasms: Caring for a Child Who Has Neutropenia (RM NCC RN 11.0 Chp 40 Blood Neoplasms,Active Learning Template: System Disorder)

Potential for Complications of Diagnostic Tests/Treatments/Procedures (3 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)

Nasogastric Intubation and Enteral Feedings: Administering a Nasogastric Tube Feeding to a School-Age Child (RM Fund 10.0 Chp 54 Nasogastric Intubation and Enteral Feedings,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 (10 items)

Alterations in Body Systems (3 items)

Acute and Infectious Respiratory Illnesses: Caring for an Infant Who Has Respiratory Syncytial Virus (RM NCC RN 11.0 Chp 17 Acute and Infections Respiratory Illnesses,Active Learning Template: System Disorder)

Angina and Myocardial Infarction: Plan of Care Following Acute Myocardial Infarction (RM AMS RN 11.0 Chp 31 Angina and Myocardial Infarction,Active Learning Template: System Disorder)

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

Hemodynamics (1 item)

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

Heart Failure and Pulmonary Edema: Expected Finding of Elevated Pulmonary Artery Wedge Pressure (RM AMS RN 11.0 Chp 32 Heart Failure and Pulmonary Edema,Active Learning Template: System Disorder)

Illness Management (3 items)

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)

Chronic Obstructive Pulmonary Disease: Client Teaching (RM AMS RN 11.0 Chp 22 Chronic Obstructive Pulmonary Disease,Active Learning Template: System Disorder)

Medications for Psychotic Disorders: Reportable Finding for a Client Who Has Schizophrenia (RM MH RN 11.0 Chp 24 Medications for Psychotic Disorders,Active Learning Template: System Disorder)

Medical Emergencies (1 item)

Musculoskeletal Trauma: Identifying Manifestations of a Fat Emboli (RM AMS RN 11.0 Chp 71 Musculoskeletal Trauma,Active Learning Template: System Disorder)

Pathophysiology (2 items)

Pressure Injury, Wounds, and Wound Management: Staging a Pressure Ulcer (RM Fund 10.0 Chp 55 Pressure Injury, Wounds, and Wound Management,Active Learning Template: Nursing Skill)

Rest and Sleep: Expected Manifestations of Sleep Apnea (RM Fund 10.0 Chp 38 Rest and Sleep,Active Learning Template: System Disorder)

Clinical Judgment (5 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)

Evaluate Outcomes (1 item)

Fractures: Evaluating Discharge Teaching for a Child Who Has a Fracture (RM NCC RN 11.0 Chp 27 Fractures,Active Learning Template: Therapeutic Procedure)

Outcomes

Nursing Process	No of Points	Individual Score	Description
RN Assessment	21	52.4%	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	57.1%	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	77.4%	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	70.0%	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	78.9%	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 in Nursing	No of Points	Individual Score	Description
	23	69.6%	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	18	77.8%	The ability to comprehend information and concepts. Incorporates Blooms Taxonomy categories of Remembering and Understanding.
Clinical Application	125	64.8%	The ability to apply nursing knowledge to a clinical situation. Incorporates Blooms Taxonomy category of Applying.
Clinical Judgment	30	70.0%	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.

NCLEX®	No of Points	Individual Score	Description
RN Management of Care	27	85.2%	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	58.8%	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	78.6%	The nurse directs nursing care to promote prevention and detection of illness and support optimal health.
RN Psychosocial Integrity	13	69.2%	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	38.5%	The nurse provides nursing care to promote comfort and assist client to perform activities of daily living.
RN Pharmacological and Parenteral Therapies	22	72.7%	The nurse administers, monitors and evaluates pharmacological and parenteral therapy.
RN Reduction of Risk Potential	17	64.7%	The nurse directs nursing care to decrease clients' risk of developing complications from existing health disorders, treatments or procedures.
RN Physiological Adaptation	20	50.0%	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	69.2%	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	63.9%	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	80.0%	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	57.5%	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	92.9%	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	60.0%	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	83.3%	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	0.0%	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.

QSEN	No of Points	Individual Score	Description
Safety	37	73.0%	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	54.8%	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	68.2%	The use of current knowledge from research and other credible sources to make clinical judgments and provide client-centered care.
Informatics	2	100.0%	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.

NLN Competency	No of Points	Individual Score	Description
Human Flourishing	29	51.7%	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	67.3%	Nursing judgment involves the use of critical thinking and decision making skills when making clinical judgments that promote safe, quality patient care.
Professional Identity	13	92.3%	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	70.8%	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	25	48.0%	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	70.4%	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	100.0%	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	83.3%	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	61.9%	The need for nurses to be able to identify health related risk factors and facilitate behaviors that support health promotion, and disease and injury prevention, while providing population-focused care that is based on principles of epidemiology and promotes social justice.
Professionalism and Professional Values	2	100.0%	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	55.0%	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.

Clinical Judgment	No of Points	Individual Score	Description
Recognize Cues	5	80.0%	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	44.4%	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	90.0%	<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>

AACN Essentials	No of Points	Individual Score	Description
Knowledge for Nursing Practice	26	46.2%	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	63.2%	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	80.0%	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	70.8%	The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
Quality and Safety	29	82.8%	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	40.0%	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	100.0%	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	100.0%	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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