

N444 Concept Synthesis
Proctored ATI Remediation Template

Student Name: Tyler Edwards

Assessment Name: **ATI Capstone Comprehensive Assessment Form B**

Semester: Spring 2023

Instructions:

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

SAMPLE Main Category: Management of Care
SAMPLE Subcategory: Case Management
SAMPLE Topic: Anemias: Discharge Teaching for a Client Who is Recovering from Sickle Cell Crisis
<ul style="list-style-type: none">● SAMPLE Critical Point #1: Anemia is the abnormally low amount of circulation RB, Hgb concentration, or both.● SAMPLE Critical Point #2: When a patient is going through sickle crisis, the nurse should monitor oxygen saturation to determine a need for oxygen therapy.● SAMPLE Critical Point #3: A patient should have their hemoglobin checking in 4 to 6 weeks to determine efficacy.

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

Main Category #1: Reduction of Risk Potential

Subcategory: Potential for Alterations in Body Systems

Topic: Hematologic Disorders: Interpreting Laboratory Data

- Complete Blood Count (CBC): evaluates red and white blood cells, hemoglobin, hematocrit, and platelets; abnormalities in these values can indicate different types of anemia, infections, leukemia, or bleeding disorders (Holman et al., 2019).
- Coagulation Studies: such as Prothrombin Time (PT) and Activated Partial Thromboplastin Time (aPTT); used to evaluate the ability of the blood to clot properly and to assess for bleeding disorders such as hemophilia (Holman et al., 2019).
- Peripheral Blood Smear: microscopic examination of the blood to look at the shape and structure of the red and white blood cells and platelets; useful for diagnosing blood disorders such as sickle cell anemia or leukemia (Holman et al., 2019).

Subcategory: Potential for Complications of Diagnostic Tests/Treatments/Procedures

Topic: Brain Stimulation Therapies: Teaching About Electroconvulsive Therapy

- Educate the client and family on the procedure, potential side effects, and expected outcomes of Electroconvulsive Therapy (Holman et al., 2019).
- Ensure the client has given informed consent for the procedure and monitor their response to the treatment for any adverse reactions (Holman et al., 2019).
- Provide emotional support and reassurance to the client, as the stigma surrounding ECT can be distressing for some (Holman et al., 2019).

Subcategory: System Specific Assessments

Topic: Diabetes Mellitus Management: Manifestations of Hypoglycemia

- Monitor blood glucose levels regularly to detect and prevent hypoglycemia (Holman et al., 2019).
- Educate patients and their caregivers about the signs and symptoms of hypoglycemia and the appropriate actions to take (Holman et al., 2019).
- Adjust insulin or medication dosages and timing according to the patient's individual needs and response to treatment to prevent hypoglycemia (Holman et al., 2019).

Subcategory: Therapeutic Procedures

Topic: Diagnostic and Therapeutic Procedures for Female Reproductive Disorders: Preparing a Client for a Pelvic Examination

- Explain the procedure and purpose of the pelvic examination to the patient to reduce anxiety and increase comfort (Holman et al., 2019).
- Ensure that the patient is in a comfortable position and provide draping for privacy during the examination (Holman et al., 2019).
- Assess for any physical or emotional factors that may impact the patient's ability to tolerate the exam and provide appropriate interventions as needed (Holman et al., 2019).

Topic: Disorders of the Eye: Evaluating a Client's Understanding of Cataract Removal

- Assess the client's knowledge and understanding of the cataract removal procedure to identify any misconceptions or knowledge gaps (Holman et al., 2019).
- Provide education and reinforcement of pre- and post-operative instructions to ensure optimal outcomes and prevent complications (Holman et al., 2019).
- Address any fears or concerns the client may have about the procedure and provide emotional support throughout the process (Holman et al., 2019).

Topic: Fractures: Planning Care for a Child Who Is in Skeletal Traction

- Assess and document neurovascular status frequently to monitor for any signs of complications (Holman et al., 2019).
- Ensure proper body alignment and skin care to prevent skin breakdown and maintain proper bone alignment (Holman et al., 2019).
- Provide age-appropriate activities and emotional support to promote optimal growth and development while in traction (Holman et al., 2019).

Main Category #2: Health Promotion and Maintenance

Subcategory: Ante/Intra/Postpartum and Newborn Care

Topic: Nursing Care and Discharge Teaching: Umbilical Cord Care

- Provide education to parents about appropriate cleaning and care of the umbilical cord stump to prevent infection (Holman et al., 2019).
- Monitor for signs of infection, such as redness, swelling, or discharge, and report any concerns to the healthcare provider (Holman et al., 2019).
- Encourage parents to keep the diaper area clean and dry to promote healing of the umbilical cord stump (Holman et al., 2019).

Subcategory: Health Promotion/Disease Prevention

Topic: Epidemiology and Communicable Diseases: Teaching About Lyme Disease

- Educate patients on ways to prevent tick bites, such as using insect repellent and wearing protective clothing when in wooded or grassy areas (Holman et al., 2019).
- Teach patients about the signs and symptoms of Lyme disease, such as a rash, fever, and fatigue, and encourage them to seek medical attention if they suspect they may have been exposed (Holman et al., 2019).
- Emphasize the importance of completing the full course of antibiotics if diagnosed with Lyme disease

to prevent complications and recurrence (Holman et al., 2019).

Topic: Health Promotion of Infants (2 Days to 1 Year): Immunization Recommendations for a 2-Month-Old Infant

- Assess the infant's vaccination history and provide education about the recommended vaccines and their benefits (Holman et al., 2019).
- Administer vaccines according to the recommended schedule and assess for any adverse reactions or side effects (Holman et al., 2019).
- Educate parents on the importance of following the recommended immunization schedule to protect their child from serious diseases and prevent outbreaks in the community (Holman et al., 2019).

Topic: Psychosocial Issues of Infants, Children, and Adolescents: Interventions for a Child Who Has ADHD

- Collaborate with parents, teachers, and other healthcare providers to develop an individualized plan for managing the child's ADHD symptoms (Holman et al., 2019).
- Educate parents and caregivers about behavioral strategies, such as consistent routines and positive reinforcement, to help the child manage their symptoms (Holman et al., 2019).
- Monitor the child's response to medication therapy and assess for any side effects or changes in behavior (Holman et al., 2019).

Main Category #3: Pharmacological and Parenteral Therapies

Subcategory: Adverse Effects/Contraindications/Side Effects/Interactions

Topic: Connective Tissue Disorders: Laboratory Data to Monitor for a Client Who Is Taking Methotrexate

- Monitor liver function tests to assess for hepatotoxicity, a potential side effect of methotrexate therapy (Holman et al., 2019).
- Monitor complete blood count (CBC) to assess for bone marrow suppression, another potential side effect of methotrexate therapy (Holman et al., 2019).
- Educate clients about the importance of regular laboratory monitoring and the signs and symptoms of potential adverse effects to report to their healthcare provider (Holman et al., 2019).

Topic: Endocrine Disorders: Teaching About Adverse Effects of Levothyroxine

- Educate clients on the signs and symptoms of hyperthyroidism, a potential adverse effect of levothyroxine over-replacement (Holman et al., 2019).
- Instruct clients to take levothyroxine at the same time every day to maintain consistent thyroid hormone levels (Holman et al., 2019).
- Encourage clients to report any changes in mood, energy levels, or heart rate to their healthcare provider, as these may be signs of over-replacement or other adverse effects of levothyroxine (Holman et al., 2019).

Topic: Medications Affecting Blood Pressure: Identifying Adverse Effects of Losartan

- Monitor blood pressure regularly to assess the effectiveness of losartan and identify any adverse effects, such as hypotension or dizziness (Holman et al., 2019).
- Assess for signs and symptoms of hyperkalemia, a potential adverse effect of losartan therapy (Holman et al., 2019).
- Educate clients about the importance of taking losartan as prescribed, potential adverse effects, and the need for regular blood pressure monitoring (Holman et al., 2019).

Topic: Medications for Psychotic Disorders: Priority Finding to Report for a Client Who Is Taking Risperidone

- Monitor for signs and symptoms of extrapyramidal symptoms, such as tardive dyskinesia, which should be reported immediately to the healthcare provider (Holman et al., 2019).
- Monitor for changes in mental status or mood and report any suicidal ideation or behavior to the healthcare provider (Holman et al., 2019).
- Educate clients and their families about the importance of medication adherence and regular follow-up appointments to monitor for potential adverse effects of risperidone therapy (Holman et al., 2019).

Topic: Medications for Psychotic Disorders: Reportable Finding for a Client Who Is Taking Clozapine

- Monitor for signs and symptoms of agranulocytosis, a potentially life-threatening adverse effect of clozapine therapy, such as fever, sore throat, or mouth sores (Holman et al., 2019).
- Monitor for orthostatic hypotension and educate clients on ways to prevent falls, such as rising slowly from a sitting or lying position (Holman et al., 2019).
- Educate clients and their families about the importance of regular blood tests to monitor for potential adverse effects of clozapine therapy and the need to report any signs of infection or adverse effects immediately to their healthcare provider (Holman et al., 2019).

Topic: Renal Diagnostic Procedures: Medication to Withhold Prior to Excretory Urography

- Withhold non-steroidal anti-inflammatory drugs (NSAIDs) for at least 24 hours prior to excretory urography to prevent acute kidney injury (Holman et al., 2019).
- Assess for allergies to iodine or contrast dye and consult with the healthcare provider regarding the use of pre-medication or alternative diagnostic procedures (Holman et al., 2019).
- Monitor hydration status and encourage clients to increase fluid intake before and after the procedure to help flush the contrast dye from the kidneys and prevent nephrotoxicity (Holman et al., 2019).

Subcategory: Medication Administration**Topic: Antibiotics Affecting Protein Synthesis: Providing Client Education About Tetracycline**

- Instruct clients to take tetracycline on an empty stomach to maximize absorption and avoid food or supplements containing calcium, magnesium, or iron within 2 hours of administration (Holman et al., 2019).
- Educate clients about the potential for photosensitivity and advise them to wear protective clothing and sunscreen when exposed to sunlight (Holman et al., 2019).

- Advise clients to report any signs of an allergic reaction, such as rash, itching, or difficulty breathing, and to avoid taking tetracycline during pregnancy or while breastfeeding (Holman et al., 2019).

Topic: Diabetes Mellitus: Mixing Insulins in the Same Syringe

- Assess clients' knowledge and understanding of insulin therapy and proper insulin injection techniques before teaching about mixing insulins (Holman et al., 2019).
- Teach clients to draw up the shorter-acting insulin first and to inject the mixture immediately after mixing to ensure accurate dosing and prevent degradation of the insulin (Holman et al., 2019).
- Monitor clients for signs and symptoms of hypoglycemia and adjust insulin dosages as necessary to maintain blood glucose within target ranges (Holman et al., 2019).

Topic: Medications for Psychotic Disorders: Finding to Report Prior to Administering Clozapine

- Before administering clozapine, monitor for baseline white blood cell count (WBC) and absolute neutrophil count (ANC) to detect potential blood dyscrasias that could be exacerbated by the medication (Holman et al., 2019).
- Review the client's medication history for potential contraindications or drug interactions with clozapine, such as concurrent use of other medications that can cause bone marrow suppression (Holman et al., 2019).
- Assess for signs and symptoms of infection or other potential adverse effects of clozapine therapy and report any findings to the healthcare provider before administering the medication (Holman et al., 2019).



Proctored Assessment: RN ATI Capstone Proctored Comprehensive Assessment 2019 B

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Individual Performance Profile

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ADJUSTED INDIVIDUAL TOTAL SCORE

58.7%

TIME SPENT
34:03

Individual Name: Tyler Edwards
 Student Number: 7001392
 Institution: Lakeview CON
 Program Type: BSN

Test Completed Date: 3/6/2023
 # of Points: 75 Attempt: 1

Focused Review Progress

View missed topics and launch study materials below.

Last accessed: 3/11/2023 Time spent: 01:05:12

Individual Performance in the Major Content Areas Show all topics to review OFF

Content Area	Topics to Review	Total # Points	Individual Score
+ Management of Care	4	15	<div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 73.3%; height: 15px; background-color: #007bff; margin-right: 5px;"></div> <div style="border: 1px solid #007bff; padding: 2px 5px; font-size: 0.8em; font-weight: bold; color: white; background-color: #007bff;">73.3%</div> </div> <p style="font-size: 0.7em; margin-top: 2px; color: #7f7f7f;">Not accessed</p>