

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

Aging Process (1 item)

Suicide: Evaluating a Client for Protective Factors (RM MH RN 11.0 Chp 30 Suicide,Active Learning Template: System Disorder)

Health Promotion/Disease Prevention (1 item)

Anger Management: Risk Factors for Violent Behavior (RM MH RN 11.0 Chp 31 Anger Management,Active Learning Template: Basic Concept)

Psychosocial Integrity (13 items)

Behavioral Interventions (1 item)

Group and Family Therapy: Leadership Actions During the Working Phase (RM MH RN 11.0 Chp 8 Group and Family Therapy,Active Learning Template: Basic Concept)

Coping Mechanisms (3 items)

Stress and Defense Mechanisms: Adaptive Use of Defense Mechanisms (RM MH RN 11.0 Chp 4 Stress and Defense Mechanisms,Active Learning Template: Basic Concept)

Stress and Defense Mechanisms: Identifying an Adaptive Use of a Defense Mechanism (RM MH RN 11.0 Chp 4 Stress and Defense Mechanisms,Active Learning Template: Basic Concept)

Stress and Defense Mechanisms: Recognizing Defense Mechanisms (RM MH RN 11.0 Chp 4 Stress and Defense Mechanisms,Active Learning Template: Basic Concept)

Family Dynamics (1 item)

Eating Disorders: Planning Care for a Client Who Has Anorexia Nervosa (RM MH RN 11.0 Chp 19 Eating Disorders,Active Learning Template: System Disorder)

Therapeutic Communication (1 item)

Anxiety Disorders: Management of Posttraumatic Stress Disorder (RM MH RN 11.0 Chp 11 Anxiety Disorders,Active Learning Template: System Disorder)

Grief and Loss (1 item)

Care of Clients Who are Dying and/or Grieving: Assisting a Client With Grieving (RM MH RN 11.0 Chp 27 Care of Clients Who are Dying and/or Grieving,Active Learning Template: Basic Concept)

Mental Health Concepts (5 items)

Anxiety Disorders: Clinical Findings of Posttraumatic Stress Disorder (RM MH RN 11.0 Chp 11 Anxiety Disorders,Active Learning Template: System Disorder)

Basic Mental Health Nursing Concepts: Mental Status Examination (RM MH RN 11.0 Chp 1 Basic Mental Health Nursing Concepts,Active Learning Template: Basic Concept)

Creating and Maintaining a Therapeutic and Safe Environment: The Working Phase of the Client-Nurse Relationship (RM MH RN 11.0 Chp 5 Creating and Maintaining a Therapeutic and Safe Environment,Active Learning Template: Basic Concept)

Psychotic Disorders: Assessment of a Client Who Has Schizophrenia (RM MH RN 11.0 Chp 15 Psychotic Disorders,Active Learning Template: Basic Concept)

Stress and Defense Mechanisms: Identifying Client Maladaptive Use of Defense Mechanisms (RM MH RN 11.0 Chp 4 Stress and Defense Mechanisms,Active Learning Template: Basic Concept)

Substance Use and Other Disorders and Dependencies (1 item)

Substance Use and Addictive Disorders: Caring for a Client Who Has Opioid Use Disorder (RM MH RN 11.0 Chp 18 Substance Use and Addictive Disorders,Active Learning Template: System Disorder)

Basic Care and Comfort (1 item)

Non-Pharmacological Comfort Interventions (1 item)

Psychoanalysis, Psychotherapy, and Behavioral Therapies: Identifying Therapeutic Recommendations for a Client Who Paranoid Perso (RM MH RN 11.0 Chp 7 Psychoanalysis, Psychotherapy, and Behavioral Therapies,Active Learning Template: Basic Concept)

Pharmacological and Parenteral Therapies (3 items)

Dosage Calculation (1 item)

Dosage Calculation: Administering Hydroxyzine (RM Fund 10.0 Chp 48 Dosage Calculation,Active Learning Template: Basic Concept)

Adverse Effects/Contraindications/Side Effects/Interactions (2 items)

Medications for Depressive Disorders: Interactions with Phenelzine (RM MH RN 11.0 Chp 22 Medications for Depressive Disorders,Active Learning Template: Medication)

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Medications for Psychotic Disorders: Evaluating Understanding of Risperidone (RM MH RN 11.0 Chp 24 Medications for Psychotic Disorders,Active Learning Template: Medication)

Reduction of Risk Potential (2 items)

Laboratory Values (1 item)

Eating Disorders: Expected Laboratory Values (RM MH RN 11.0 Chp 19 Eating Disorders,Active Learning Template: Diagnostic Procedure)

Potential for Complications of Diagnostic Tests/Treatments/Procedures (1 item)

Brain Stimulation Therapies: Preprocedure Medication for Electroconvulsive Therapy (RM MH RN 11.0 Chp 10 Brain Stimulation Therapies,Active Learning Template: Therapeutic Procedure)

Outcomes

Nursing Process	No of Points	Individual Score	Description
RN Assessment	8	62.5%	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	10	40.0%	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	12	58.3%	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	25	60.0%	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	5	60.0%	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	No of Points	Individual Score	Description
	7	71.4%	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	4	75.0%	The ability to comprehend information and concepts. Incorporates Blooms Taxonomy categories of Remembering and Understanding.
Clinical Application	56	55.4%	The ability to apply nursing knowledge to a clinical situation. Incorporates Blooms Taxonomy category of Applying.

NCLEX®	No of Points	Individual Score	Description
RN Management of Care	13	61.5%	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	4	100.0%	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	3	33.3%	The nurse directs nursing care to promote prevention and detection of illness and support optimal health.
RN Psychosocial Integrity	30	56.7%	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	1	0.0%	The nurse provides nursing care to promote comfort and assist client to perform activities of daily living.
RN Pharmacological and Parenteral Therapies	6	50.0%	The nurse administers, monitors and evaluates pharmacological and parenteral therapy.
RN Reduction of Risk Potential	3	33.3%	The nurse directs nursing care to decrease clients' risk of developing complications from existing health disorders, treatments or procedures.

QSEN	No of Points	Individual Score	Description
Safety	14	64.3%	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	26	42.3%	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	16	62.5%	The use of current knowledge from research and other credible sources to make clinical judgments and provide client-centered care.
Teamwork and Collaboration	4	100.0%	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	24	50.0%	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	25	60.0%	Nursing judgment involves the use of critical thinking and decision making skills when making clinical judgments that promote safe, quality patient care.
Professional Identity	4	75.0%	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	7	57.1%	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	16	37.5%	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	5	100.0%	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	13	69.2%	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.
Interprofessional Communication and Collaboration	3	66.7%	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	13	61.5%	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	1	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	9	33.3%	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.



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%.

ATI PROFICIENCY LEVELS

Proficiency Level	Proficiency Level Definition	Score Range
Below Level 1	Scores below the Proficiency Level 1 standard can be considered below minimum expectations and can be indicative of significant risk in this content area. ATI strongly advises these students to develop and complete an intensive plan for focused review and remediation, including the use of ATI materials, textbooks, class notes, reference materials, and assistance from nurse educators.	0.0% to 55.0%
Level 1	Scores meeting the Proficiency Level 1 standard can be considered to meet the absolute minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to just meet NCLEX-RN® standards in this content area. ATI advises these students to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content.	56.7% to 65.0%
Level 2	Scores meeting the Proficiency Level 2 standard can be considered to exceed minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as fairly certain to meet NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review in order to improve their knowledge of this content.	66.7% to 83.3%
Level 3	Scores meeting the Proficiency Level 3 standard can be considered to exceed most expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to exceed NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review to maintain and improve their knowledge of this content.	85.0% to 100.0%

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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