# Individual Performance Profile
# RN Nursing Care of Children 2019 with NGN

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|---|---|
| Individual Name: | **GABRIELLE D DOSS** |
| Student Number: | **DO3119852** |
| Institution: | **Lakeview CON** |
| Program Type: | **BSN** |
| Test Date: | **4/27/2023** |

| | |
|---|---|
| **Adjusted Individual Total Score:** | **63.2%** |
| **ATI Proficiency Level:** | **Level 1** |
| National Mean: | **64.8%** |
| Program Mean: | **65.7%** |
| National Percentile Rank: | **40** |
| Program Percentile Rank: | **37** |

## Individual Performance in the Major Content Areas

| Sub-Scale | # Points | Individual Score | Mean National | Mean Program Type | Percentile Rank National | Percentile Rank Program Type | Individual Score (% Correct) |
|---|---|---|---|---|---|---|---|
| **Management of Care** | 4 | 50.0% | N/A | N/A | N/A | N/A | ▲ (≈50) |
| **Safety and Infection Control** | 7 | 85.7% | 67.5% | 68.2% | 92 | 91 | ▲ (≈86) |
| **Health Promotion and Maintenance** | 5 | 60.0% | 61.7% | 63.0% | 62 | 59 | ▲ (≈60) |
| **Psychosocial Integrity** | 3 | 66.7% | N/A | N/A | N/A | N/A | ▲ (≈67) |
| **Basic Care and Comfort** | 6 | 33.3% | 67.3% | 68.5% | 12 | 11 | ▲ (≈33) |
| **Pharmacological and Parenteral Therapies** | 6 | 50.0% | 68.0% | 68.9% | 30 | 29 | ▲ (≈50) |
| **Reduction of Risk Potential** | 11 | 63.6% | 63.5% | 64.4% | 45 | 43 | ▲ (≈64) |
| **Physiological Adaptation** | 16 | 68.8% | 64.0% | 64.9% | 57 | 54 | ▲ (≈69) |
| **Clinical Judgment** | 10 | 70.0% | N/A | N/A | N/A | N/A | ▲ (≈70) |

NOTE: N/A indicates where means and percentile ranks are not presented for sub-scales with fewer than five items.

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

### Management of Care (2 items)

**Case Management (1 item)**

Hematologic Disorders: Immunizations for a Client Who Has Sickle Cell Anemia (RM NCC RN 11.0 Chp 21 Hematologic Disorders,Active Learning Template: Basic Concept)

**Legal Rights and Responsibilities (1 item)**

Epidemiology and Communicable Diseases: Nationally Notifiable Sexually Transmitted Infections (RM CH RN 8.0 Chp 3 Epidemiology and Communicable Disease,Active Learning Template: System Disorder)

### Safety and Infection Control (1 item)

**Standard Precautions/Transmission-Based Precautions/Surgical Asepsis (1 item)**

Acute Neurologic Disorders: Indications to Discontinue Droplet Precautions (RM NCC RN 11.0 Chp 12 Acute Neurological Disorders,Active Learning Template: System Disorder)

### Health Promotion and Maintenance (2 items)

**Aging Process (1 item)**

Psychosocial Issues of Infants, Children, and Adolescents: Planning Care for a Child Who Has Autism Spectrum Disorder (RM NCC RN 11.0 Chp 44 Psychosocial Issues of Infants, Children, and Adolescents,Active Learning Template: System Disorder)

### Developmental Stages and Transitions (1 item)

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

## Psychosocial Integrity (1 item)

### Grief and Loss (1 item)

Death and Dying: Age-Appropriate Response to Death (RM NCC RN 11.0 Chp 11 Death and Dying,Active Learning Template: Growth and Development)

## Basic Care and Comfort (4 items)

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

Hematologic Disorders: Interventions for Sickle Cell Crisis (RM NCC RN 11.0 Chp 21 Hematologic Disorders,Active Learning Template: System Disorder)

### Nutrition and Oral Hydration (2 items)

Acute Infectious Gastrointestinal Disorders: Caring for a Child Who Has Rotavirus (RM NCC RN 11.0 Chp 22: Acute Infectious Gastrointestinal Disorders,Active Learning Template: Basic Concept)

Complications of Infants: Teaching About Meal Planning for a Toddler Who Has Phenylketonuria (RM NCC RN 11.0 Chp 42 Complications of Infants,Active Learning Template: System Disorder)

### Rest and Sleep (1 item)

Health Promotion of the Preschoolers (3 to 6 Years): Teaching About Home Interventions for Night Terrors (RM NCC RN 11.0 Chp 5 Health Promotion of Preschoolers (3 to 6 Years),Active Learning Template: Basic Concept)

## Pharmacological and Parenteral Therapies (3 items)

### Parenteral/Intravenous Therapies (1 item)

Intravenous Therapy: Planning Antibiotic Therapy for an Infant   (RM Fund 10.0 Chp 49 Intravenous Therapy,Active Learning Template: Nursing Skill)

### Pharmacological Pain Management (1 item)

Miscellaneous Pain Medications: Preparing to Apply Lidocaine and Prilocaine Cream (RM Pharm RN 8.0 Chp 38 Miscellaneous Pain Medications, RM Pharm RN 8.0 Chp 38 Miscellaneous Pain Medications v2,Active Learning Template: Medication)

### Medication Administration (1 item)

Immunizations: Contraindication for Receiving the Measles, Mumps, and Rubella Vaccine (RM NCC RN 11.0 Chp 35 Immunizations,Active Learning Template: Medication)

## Reduction of Risk Potential (4 items)

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

Physical Assessment Findings: Identifying Reportable Findings (RM NCC RN 11.0 Chp 2 Physical Assessment Findings,Active Learning Template: Growth and Development)

### Laboratory Values (1 item)

Diabetes Mellitus: Priority Finding for an Adolescent Who Has Type 1 Diabetes Mellitus (RM NCC RN 11.0 Chp 33 Diabetes Mellitus,Active Learning Template: System Disorder)

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

Oxygen and Inhalation Therapy: Performing Tracheostomy Care (RM NCC RN 11.0 Chp 16 Oxygen and Inhalation Therapy,Active Learning Template: Nursing Skill)

### System Specific Assessments (1 item)

Pediatric Emergencies: Assessing for Lead Poisoning (RM NCC RN 11.0 Chp 5 Health Promotion of Preschoolers (3 to 6 Years),Active Learning Template: System Disorder)

## Physiological Adaptation (5 items)

### Fluid and Electrolyte Imbalances (2 items)

Acute Infectious Gastrointestinal Disorders: Expected Findings for Severe Dehydration (RM NCC RN 11.0 Chp 22: Acute Infectious Gastrointestinal Disorders,Active Learning Template: System Disorder)

Acute Infectious Gastrointestinal Disorders: Expected Findings of Gastroenteritis (RM NCC RN 11.0 Chp 22: Acute Infectious Gastrointestinal Disorders,Active Learning Template: System Disorder)

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

**Illness Management (2 items)**

Blood Neoplasms: Identifying Effective Treatment for a Child Who Has Acute Lymphoblastic Leukemia (RM NCC RN 11.0 Chp 40 Blood Neoplasms,Active Learning Template: System Disorder)

Communicable Diseases: Varicella Management (RM NCC RN 11.0 Chp 36 Communicable Diseases,Active Learning Template: System Disorder)

**Medical Emergencies (1 item)**

Burns: Findings to Report for a Toddler Who Has a Full-Thickness Burn (RM NCC RN 11.0 Chp 32 Burns,Active Learning Template: System Disorder)

### Clinical Judgment (2 items)

**Take Actions (2 items)**

Dermatitis and Acne: Planning Discharge Instructions for the Guardian of a Toddler (RM NCC RN 11.0 Chp 31 Dermatitis and Acne,Active Learning Template: System Disorder)

Hematologic Disorder: Planning Care for an Adolescent Who is Experiencing a Vaso-Occlusive Crisis (RM NCC RN 11.0 Chp 21 Hematologic Disorders,Active Learning Template: System Disorder)

## Outcomes

| Nursing Process | No of Points | Individual Score | Description |
|---|---|---|---|
| RN Assessment | 7 | 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 | 12 | 41.7% | 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 | 16 | 62.5% | 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 measureable 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 | 27 | 70.4% | 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 | 6 | 83.3% | 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** |
|---|---|---|---|
| | 6 | 83.3% | 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 | 7 | 71.4% | The ability to comprehend information and concepts. Incorporates Blooms Taxonomy categories of Remembering and Understanding. |
| Clinical Application | 51 | 60.8% | The ability to apply nursing knowledge to a clinical situation. Incorporates Blooms Taxonomy category of Applying. |
| Clinical Judgment | 10 | 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 | 4 | 50.0% | 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 | 7 | 85.7% | 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 | 5 | 60.0% | The nurse directs nursing care to promote prevention and detection of illness and support optimal health. |
| RN Psychosocial Integrity | 3 | 66.7% | 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 | 6 | 33.3% | 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 | 11 | 63.6% | The nurse directs nursing care to decrease clients' risk of developing complications from existing health disorders, treatments or procedures. |
| RN Physiological Adaptation | 16 | 68.8% | The nurse manages and provides nursing care for clients with an acute, chronic or life threatening illness. |

| **QSEN** | **No of Points** | **Individual Score** | **Description** |
|---|---|---|---|
| Safety | 14 | 71.4% | 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 | 65.4% | 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 | 28 | 57.1% | The use of current knowledge from research and other credible sources to make clinical judgments and provide client-centered care. |

| NLN Competency | No of Points | Individual Score | Description |
|---|---|---|---|
| Human Flourishing | 15 | 60.0% | 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 | 37 | 64.9% | Nursing judgment involves the use of critical thinking and decision making skills when making clinical judgments that promote safe, quality patient care. |
| Spirit of Inquiry | 16 | 62.5% | 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 | 56.3% | 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 | 1 | 0.0% | 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 | 27 | 59.3% | 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. |
| Clinical Prevention and Population Health | 16 | 75.0% | 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. |
| Baccalaureate Generalist Nursing Practice | 8 | 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. |

| Clinical Judgment | No of Points | Individual Score | Description |
|---|---|---|---|
| Take Actions | 10 | 70.0% | Implement appropriate interventions based on nursing knowledge, priorities of care, and planned outcomes to promote, maintain, or restore a client's health.<br>Promptly and accurately perform nursing actions based on prioritized client problems.<br>Implement a plan of care in collaboration with members of the interprofessional health care team.<br>Implement a plan of care in collaboration with the client and care partners.<br>Accurately document client care data and information.<br>Incorporate client preferences and needs when performing nursing actions.<br>Provide education to the client and/or care partner(s) regarding their health condition and care management.<br>Participate in coordination of care with the client and healthcare team.<br>Monitor the client's response to interventions. |

## 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 51.6% |
| 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. | 51.7% to 64.9% |
| 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. | 65.0% to 78.2% |
| 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. | 78.3% 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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