

Topics To Review

Coping Mechanisms (1 item)

Amputations: Providing Support Following an Alteration in Body Image (RM AMS RN 11.0 Chp 69 Amputations,Active Learning Template: Therapeutic Procedure)

Support Systems (1 item)

Alzheimer's Disease: Providing a Family With Home-Care Instructions (RM AMS RN 11.0 Chp 8 Alzheimer's Disease,Active Learning Template: System Disorder)

Basic Care and Comfort (2 items)

Elimination (2 items)

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

Disorders of the Eye: Priority Action for Eye Irrigation (RM AMS RN 11.0 Chp 12 Disorders of the Eye,Active Learning Template: Therapeutic Procedure)

Pharmacological and Parenteral Therapies (4 items)

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

Diabetes Mellitus Management: Medication to Withhold Prior to CT Scan with Contrast Media (RM AMS RN 11.0 Chp 82 Diabetes Mellitus Management,Active Learning Template: Medication)

Central Venous Access Devices (1 item)

Cardiovascular Diagnostic and Therapeutic Procedures: Discharge Teaching for Peripherally Inserted Central Catheter Line (RM AMS RN 11.0 Chp 27 Cardiovascular Diagnostic and Therapeutic Procedures,Active Learning Template: Therapeutic Procedure)

Medication Administration (1 item)

Stroke: Administration of Tissue Plasminogen Activator (tPA) (RM AMS RN 11.0 Chp 15 Stroke,Active Learning Template: Medication)

Parenteral/Intravenous Therapies (1 item)

Intravenous Therapy: Priority Response to Infusion Pump Alarms (RM Pharm RN 8.0 Chp 4 Intravenous Therapy, RM Pharm RN 8.0 Chp 4 Intravenous Therapy v2,Active Learning Template: Therapeutic Procedure)

Reduction of Risk Potential (6 items)

Potential for Alterations in Body Systems (1 item)

Peptic Ulcer Disease: Monitoring Nasogastric Output (RM AMS RN 11.0 Chp 49 Peptic Ulcer Disease,Active Learning Template: Therapeutic Procedure)

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

Electrocardiography and Dysrhythmia Monitoring: Indications for Pacemaker Insertion (RM AMS RN 11.0 Chp 28 Electrocardiography and Dysrhythmia Monitoring,Active Learning Template: System Disorder)

Respiratory Diagnostic Procedures: Priority Intervention Following a Bronchoscopy (RM AMS RN 11.0 Chp 17 Respiratory Diagnostic Procedures,Active Learning Template: Diagnostic Procedure)

System Specific Assessments (1 item)

Ingestion, Digestion, Absorption, and Metabolism: Findings of Malnutrition (RM Nutrition 7.0 Chp 2 Ingestion, Digestion, Absorption, and Metabolism,Active Learning Template: System Disorder)

Therapeutic Procedures (1 item)

Diabetes Mellitus Management: Client Teaching About Foot Care (RM AMS RN 11.0 Chp 82 Diabetes Mellitus Management,Active Learning Template: System Disorder)

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

Hemodialysis and Peritoneal Dialysis: Manifestations of Peritonitis (RM AMS RN 11.0 Chp 57 Hemodialysis and Peritoneal Dialysis,Active Learning Template: System Disorder)

Physiological Adaptation (11 items)

Alterations in Body Systems (6 items)

Cancer Treatment Options: Precautions for Client Undergoing Radiation Therapy (RM AMS RN 11.0 Chp 91 Cancer Treatment Options,Active Learning Template: Therapeutic Procedure)

Cardiovascular Diagnostic and Therapeutic Procedures: Assisting with Placement of a Central Venous Catheter (RM AMS RN 11.0 Chp 27 Cardiovascular Diagnostic and Therapeutic Procedures,Active Learning Template: Therapeutic Procedure)

Topics To Review

Hemodialysis and Peritoneal Dialysis: Proper Administration of Peritoneal Dialysis (RM AMS RN 11.0 Chp 57 Hemodialysis and Peritoneal Dialysis,Active Learning Template: Therapeutic Procedure)

Hyperthyroidism: Priority Finding Following Partial Thyroidectomy (RM AMS RN 11.0 Chp 78 Hyperthyroidism,Active Learning Template: Therapeutic Procedure)

Postoperative Nursing Care: Identifying a Gravity Wound Drain (RM AMS RN 11.0 Chp 96 Postoperative Nursing Care,Active Learning Template: Therapeutic Procedure)

Respiratory Management and Mechanical Ventilation: Therapeutic Effect of Positive End-Expiratory Pressure (RM AMS RN 11.0 Chp 19 Respiratory Management and Mechanical Ventilation,Active Learning Template: Therapeutic Procedure)

Illness Management (2 items)

Cardiovascular and Hematologic Disorders: Dietary Teaching with a Client Who Has Heart Failure (RM Nutrition 7.0 Chp 12 Cardiovascular and Hematologic Disorders,Active Learning Template: System Disorder)

HIV/AIDS: Priority Client Teaching (RM AMS RN 11.0 Chp 86 HIV/AIDS,Active Learning Template: System Disorder)

Medical Emergencies (1 item)

Musculoskeletal Trauma: Assessing for Compartment Syndrome (RM AMS RN 11.0 Chp 71 Musculoskeletal Trauma,Active Learning Template: System Disorder)

Unexpected Response to Therapies (1 item)

Blood and Blood Product Transfusions: Monitoring for Transfusion Reaction (RM AMS RN 11.0 Chp 40 Blood and Blood Product Transfusions,Active Learning Template: Therapeutic Procedure)

Pathophysiology (1 item)

Asthma: Identifying Pathophysiology (RM AMS RN 11.0 Chp 21 Asthma,Active Learning Template: System Disorder)

Outcomes

Nursing Process	No of Points	Individual Score	Description
RN Assessment	14	71.4%	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	26	76.9%	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	14	71.4%	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	31	58.1%	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
	16	50.0%	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	100.0%	The ability to comprehend information and concepts. Incorporates Blooms Taxonomy categories of Remembering and Understanding.
Clinical Application	83	65.1%	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	6	66.7%	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	8	75.0%	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	4	100.0%	The nurse directs nursing care to promote prevention and detection of illness and support optimal health.
RN Psychosocial Integrity	3	33.3%	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	8	75.0%	The nurse provides nursing care to promote comfort and assist client to perform activities of daily living.
RN Pharmacological and Parenteral Therapies	16	75.0%	The nurse administers, monitors and evaluates pharmacological and parenteral therapy.
RN Reduction of Risk Potential	19	68.4%	The nurse directs nursing care to decrease clients' risk of developing complications from existing health disorders, treatments or procedures.
RN Physiological Adaptation	26	57.7%	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	38	71.1%	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	10	60.0%	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	38	65.8%	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.
Teamwork and Collaboration	2	50.0%	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	9	44.4%	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	68	66.2%	Nursing judgment involves the use of critical thinking and decision making skills when making clinical judgments that promote safe, quality patient care.
Professional Identity	3	100.0%	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	10	90.0%	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	8	75.0%	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	14	71.4%	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	39	66.7%	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	1	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.
Interprofessional Communication and Collaboration	2	50.0%	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	19	63.2%	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.
Baccalaureate Generalist Nursing Practice	7	71.4%	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 55.6%
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.	56.7% to 67.8%
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.	68.9% to 81.1%
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.	82.2% 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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