



## Topics To Review

Medications for Psychotic Disorders: Prioritizing Client Care (RM MH RN 11.0 Chp 24 Medications for Psychotic Disorders,Active Learning Template: Basic Concept)

### Safety and Infection Control (3 items)

#### Accident/Error/Injury Prevention (1 item)

Neurocognitive Disorders: Making Room Assignments (RM MH RN 11.0 Chp 17 Neurocognitive Disorders,Active Learning Template: Basic Concept)

#### Use of Restraints/Safety Devices (2 items)

Client Safety: Use of Restraints on a Child (RM Fund 10.0 Chp 12 Client Safety,Active Learning Template: Basic Concept)

Legal and Ethical Issues: Applying Restraints (RM MH RN 11.0 Chp 2 Legal and Ethical Issues,Active Learning Template: Basic Concept)

### Psychosocial Integrity (9 items)

#### Abuse/Neglect (1 item)

Family and Community Violence: Priority Nursing Action for Suspected Child Abuse (RM MH RN 11.0 Chp 32 Family and Community Violence,Active Learning Template: Basic Concept)

#### Behavioral Interventions (2 items)

Anxiety Disorders: Caring for a Client During a Panic Attack (RM MH RN 11.0 Chp 11 Anxiety Disorders,Active Learning Template: System Disorder)

Personality Disorders: Establishing Client Goals (RM MH RN 11.0 Chp 16 Personality Disorders,Active Learning Template: System Disorder)

#### Coping Mechanisms (1 item)

Care of Those Who Are Dying and/or Grieving: Maladaptive Grief Response (RM MH RN 11.0 Chp 27 Care of Clients Who are Dying and/or Grieving,Active Learning Template: Basic Concept)

#### Substance Use and Other Disorders and Dependencies (2 items)

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)

Substance Use and Addictive Disorders: Identifying Manifestations of Alcohol Use Withdrawal (RM MH RN 11.0 Chp 18 Substance Use and Addictive Disorders,Active Learning Template: System Disorder)

#### Mental Health Concepts (3 items)

Eating Disorders: Identifying Manifestations of Anorexia Nervosa (RM MH RN 11.0 Chp 19 Eating Disorders,Active Learning Template: System Disorder)

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)

Neurocognitive Disorders: Findings Associated With Delirium (RM MH RN 11.0 Chp 17 Neurocognitive Disorders,Active Learning Template: Basic Concept)

### Basic Care and Comfort (1 item)

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

Depressive Disorders: Recommendations to Decrease Social Isolation (RM MH RN 11.0 Chp 13 Depressive Disorders,Active Learning Template: System Disorder)

### Pharmacological and Parenteral Therapies (3 items)

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

Medications for Psychotic Disorders: Adverse Effects of Clozapine (RM MH RN 11.0 Chp 24 Medications for Psychotic Disorders,Active Learning Template: Medication)

Medications for Psychotic Disorders: Contraindications for Aripiprazole (RM MH RN 11.0 Chp 24 Medications for Psychotic Disorders,Active Learning Template: Medication)

#### Expected Actions/Outcomes (1 item)

Medications for Bipolar Disorders: Evaluating Effectiveness of Mood Stabilizers (RM MH RN 11.0 Chp 23 Medications for Bipolar Disorders,Active Learning Template: Medication)

### Reduction of Risk Potential (2 items)

#### Laboratory Values (2 items)

Medications for Anxiety and Trauma- and Stressor-Related Disorders: Reportable Laboratory Results (RM MH RN 11.0 Chp 21 Medications for Anxiety and Trauma- and Stressor-Related Disorders,Active Learning Template: Medication)

## Topics To Review

Medications for Bipolar Disorders: Monitoring Laboratory Results (RM MH RN 11.0 Chp 23 Medications for Bipolar Disorders,Active Learning Template: Medication)

### Clinical Judgment (2 items)

#### Take Actions (1 item)

Psychotic Disorders: Providing Client Education to Prevent Relapse (RM MH RN 11.0 Chp 15 Psychotic Disorders,Active Learning Template: System Disorder)

#### Analyze Cues (1 item)

Family and Community Violence: Evaluating Data for a Client Who Reports Partner Violence (RM MH RN 11.0 Chp 32 Family and Community Violence,Active Learning Template: Basic Concept)

## Outcomes

Nursing Process	No of Points	Individual Score	Description
RN Assessment	12	66.7%	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	13	53.8%	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	9	55.6%	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	23	52.2%	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	9	66.7%	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.

<b>Priority Setting</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
	14	42.9%	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.

<b>Thinking Skills</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
Foundational Thinking	10	90.0%	The ability to comprehend information and concepts. Incorporates Blooms Taxonomy categories of Remembering and Understanding.
Clinical Application	48	52.1%	The ability to apply nursing knowledge to a clinical situation. Incorporates Blooms Taxonomy category of Applying.
Clinical Judgment	8	50.0%	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.

<b>NCLEX®</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
RN Management of Care	12	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	4	25.0%	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	100.0%	The nurse directs nursing care to promote prevention and detection of illness and support optimal health.
RN Psychosocial Integrity	37	64.9%	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.

<b>QSEN</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
Safety	21	57.1%	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	23	65.2%	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	56.3%	The use of current knowledge from research and other credible sources to make clinical judgments and provide client-centered care.
Teamwork and Collaboration	6	33.3%	The delivery of client care in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive client outcomes.

<b>NLN Competency</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
Human Flourishing	15	46.7%	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	35	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	8	62.5%	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	8	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.

<b>BSN Essentials</b>	<b>No of Points</b>	<b>Individual Score</b>	<b>Description</b>
Liberal Education for Baccalaureate Generalist Nursing Practice	11	63.6%	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	6	66.7%	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	18	61.1%	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	4	25.0%	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	18	50.0%	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.
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	6	50.0%	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
Analyze Cues	5	80.0%	<p>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.</p> <p>Analyze expected and unexpected findings in health data.</p> <p>Anticipate illness/injury and wellness progression.</p> <p>Identify client problems and related health alterations.</p> <p>Analyze client needs.</p> <p>Identify potential complications.</p> <p>Identify how pathophysiology relates to clinical presentation.</p> <p>Identify data that is of immediate concern.</p>
Take Actions	3	0.0%	<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>



# 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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